

THE WRITING ACADEMY, LLC

## Small Group Reteach Plan

Grade 3 · Prepare · Module 4  
Choose, Justify, Draft, Revise, and Share

Preparing to Write: choosing the writing job, genre, and plan  
Passage: “The Recess Question”

STUDENT SUPPORTS

**Small Group Reteach Plan**  
**Grade 3 • Prepare • Module 4: Choose, Justify, Draft, Revise, and Share**

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Student Supports Series

## Who Needs This Reteach?

Use the module's checks for understanding and the Day 5 exit ticket to identify students who need additional small group support. Look for these signs during the module:

| What the Student Shows                                                        | What to Do                                                          |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------|
| The student labels the anchor passage as informative.                         | Reread Beth's changing thinking and ask about the writer's purpose. |
| The student lists recess, discussion, voting, and change without development. | Ask which setting, thought, or important moment needs development.  |
| The student chooses a favorite genre and invents a reason.                    | Cover genre cards until topic, purpose, and audience are named.     |

## Reteach Lesson 1: Choose, Justify, Draft, Revise, and Share Core Skill (15 Minutes)

**Skill Focus:** students independently complete the full prepare-to-write process: choose and justify a genre, plan, draft a narrative with genre characteristics and craft, revise and edit, and teach the decision to another writer.

**TEKS:** 3.11A planning

**Materials:** Module 4 passage "The Recess Question"; Independent Narrative and Process Check materials; student workbook pages from the module.

### Warm Up (2 minutes)

#### SAY

"This week I will not tell you the genre first. I will give you the writing job. Your job is to prove which genre belongs there."

#### DO

Display the module's anchor chart or key visual for Choose, Justify, Draft, Revise, and Share. Review the essential terms with students before beginning guided practice.

### I Do: Model (3 minutes)

#### SAY

"You could tell Beth's experience, but that would not directly teach the steps before voting. You need informative writing when your purpose is to explain a process."

#### DO

Model the skill using the question from the module and the passage "The Recess Question." Think aloud so students hear the reasoning behind each step.

### We Do: Guided Practice (4 minutes)

#### SAY

"What evidence in the purpose and audience helped you defend your genre in Genre Court?"

#### DO

Guide students through a second example from the module. Wait for the student to attempt each step before confirming or redirecting. Correct one element at a time.

## Sentence Frames

"My plan starts with \_\_\_\_\_ and ends with \_\_\_\_\_."

"I chose this plan because \_\_\_\_\_."

"The most important part of my plan is \_\_\_\_\_ because \_\_\_\_\_."

## You Do: Independent Try (4 minutes)

### DO

Give the student a fresh example from the Independent Narrative and Process Check set or the module materials. The student completes the Choose, Justify, Draft, Revise, and Share skill without teacher help. Observe but do not intervene unless the student is completely stuck.

## Quick Check (2 minutes)

- ☐ The genre justification uses purpose and audience evidence.
- ☐ The planning strategy is independently selected and justified.
- ☐ The plan and draft are the student's own work.
- ☐ The narrative develops Beth's change with all six TRAILS characteristics.

## Reteach Lesson 2: Applying Choose, Justify, Draft, Revise, and Share to Writing (15 Minutes)

**Skill Focus:** Transfer Choose, Justify, Draft, Revise, and Share skills into an independent written response.

**TEKS:** 3.12A literary texts using genre characteristics and craft

**Materials:** Module 4 passage "The Recess Question"; Independent Narrative and Process Check materials; student workbook pages from the module.

## Warm Up (2 minutes)

### SAY

"You need evidence for your genre justification. Your preference for stories is not enough. Explain how narrative lets your readers follow Beth's thinking and important moment."

### DO

Briefly review the key anchor from Reteach Lesson 1. Connect it to the writing task students will complete in this lesson.

## I Do: Model (3 minutes)

### SAY

"You can award your decisions, planning, craft, revision, editing, and independence. Point to the work that proves your strength."

### DO

Model writing a response using "The Recess Question." Show how the Choose, Justify, Draft, Revise, and Share skill connects to producing a written product that meets the TEKS.

## We Do: Guided Practice (4 minutes)

### SAY

"Teach your complete decision chain using your own evidence set. Show your partner what you wrote and explain why this genre was the right tool for your writing job."

### DO

Guide the student through composing a written response using "The Recess Question." Have the student say their thesis (central idea) and evidence aloud before writing. Redirect if the response does not address the prompt.

## Sentence Frames

"The prompt asks me to \_\_\_\_\_, so my thesis (central idea) is \_\_\_\_\_."

"According to the text, \_\_\_\_\_ (evidence)."

"This shows \_\_\_\_\_ because \_\_\_\_\_ (explanation)."

## You Do: Independent Try (4 minutes)

### DO

The student writes an independent response using "The Recess Question." The response should demonstrate the Choose, Justify, Draft, Revise, and Share skill taught in this module. Use the passage for support.

## Quick Check (2 minutes)

- ☐ The student's response addresses the prompt accurately.
- ☐ The thesis (central idea) answers the question in a complete sentence.
- ☐ The evidence comes from the passage, not from the student's opinion.
- ☐ The explanation connects the evidence back to the prompt.

## How to Know It Worked

After both reteach lessons, the student should be able to:

1. The genre justification uses purpose and audience evidence.
2. The planning strategy is independently selected and justified.
3. The plan and draft are the student's own work.
4. The narrative develops Beth's change with all six TRAILS characteristics.
5. The student adds a useful idea and independently completes the editing sweep.

If the student still struggles with the core skill, return to Reteach Lesson 1 with a fresh example from the module passage. If the student demonstrates the skill but cannot transfer it to writing, return to Reteach Lesson 2 and focus on the oral rehearsal step before writing.

## Module Source Reference

All content in this reteach plan draws from the Grade 3, Prepare, Module 4 Teacher Lesson Plan Guide ("Choose, Justify, Draft, Revise, and Share"). The essential question, TEKS, passages, success criteria, misconceptions, and assessment opportunities are sourced directly from that document.