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Small Group Reteach Plan

Grade 4 · Cluster 1 · Module 1

- Which passage did you find more interesting, and what proved your idea?

Single Constructed Response (SCR)

Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
**Grade 4 • Cluster 1 • Module 1: • Which passage did you find more
interesting, and what proved your idea?**

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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 adds sentences but keeps using says, shows, or tells.	Ask the student to point to the exact word that raises the level and replace only one precise feature.
The student uses a stronger stem but the explanation stays vague.	Ask, 'What does the evidence mean?' Have the student make the explanation match the stem.
The student writes more words without making the relationships among ideas clearer.	Return to the Thinking Levels Chart and choose the strongest word the evidence truly supports.
The student copies a quote and calls it strong evidence without proving the thesis (central idea).	Ask what the proof means and how it connects to the thesis (central idea).

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: BIG Goal: Students will upgrade a Short Constructed Response so its thesis (central idea), evidence, and explanation show stronger, more precise thinking. I Can Statements

TEKS: 4.11(A)(i)

Materials: Module 1 passages the module passages; module workbook pages.

Warm Up (2 minutes)

SAY

"Pencils down while you listen. I am going to read both responses completely. When I say decide, show A or B. Then you must defend your choice with a word, phrase, evidence detail, or explanation you heard. Listen for which response shows deeper thinking. Do not choose based on which response is longer."

DO

Display the SCR ladder visual. Today's focus: bIG Goal: Students will upgrade a Short Constructed Response so its thesis (central idea), evidence, and explanation show stronger, more precise thinking. I Can Statements. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

"Stronger vocabulary is only stronger when you understand and use it accurately. The goal is precision, not decoration, choose words that make the thinking clearer, not just harder."

DO

Ask what the proof means and how it connects to the thesis (central idea). Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

"This is not a new paragraph. It is a quick quality check on the sentence you already wrote."

DO

Walk through the module passage together, pausing for the student to respond. If needed, ask the student to point to the exact word that raises the level and replace only one precise feature.

Sentence Frames

"The text says _____, which tells me _____."

"According to the text, _____. This shows _____ because _____."

"My thesis (central idea) is _____ because the text states _____."

You Do: Independent Try (4 minutes)

DO

Give the student an unfamiliar prompt. The student applies the strategy independently. Watch for the misconception: the student copies a quote and calls it strong evidence without proving.

Quick Check (2 minutes)

- ☐ I can name the thinking level of a response and point to the words that reveal it.
- ☐ I can upgrade a response so the thinking is clearer, not just harder-sounding.
- ☐ I can build a thesis (central idea), add evidence, and explain what it proves.
- ☐ I can check my sentence for conventions.

Reteach Lesson 2: Connecting to Writing (15 Minutes)

Skill Focus: Apply the module's skill to produce Single Constructed Response (SCR) that meets the success criteria.

TEKS: 4.11(B)(i)

Materials: Module 1 passages the module passages; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"The words ____ show a Level ____ response. I upgraded it by _____. This makes the thinking stronger because _____."

DO

I can name the thinking level of a response and point to the words that reveal. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"Watch how I take what we practiced and put it into writing. I will show you: big goal: students will upgrade a short constructed response so its thesis.."

DO

Ask, 'What does the evidence mean?' Have the student make the explanation match the stem. Write this as a model response on chart paper so students can see each part.

We Do: Guided Practice (4 minutes)

SAY

"Now you will write your own response. Remember what we practiced: big goal: students will upgrade a short constructed response so its thesis.."

DO

Ask the student to point to the exact word that raises the level and replace only one precise feature. Have the student locate evidence in the module passages and say a thesis (central idea), evidence, and explanation aloud before writing.

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

I can name the thinking level of a response and point to the words that reveal it. The student writes without teacher assistance using the module passages.

Quick Check (2 minutes)

- ☐ The student restates the prompt without changing its demand.
- ☐ The thesis (central idea) answers the prompt 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. Apply the module's primary strategy independently on a new passage or prompt.
2. Write a response that includes a thesis (central idea), text evidence, and an explanation.
3. Explain why the evidence supports the thesis (central idea).
4. Meet the module's success criteria without teacher prompting.

If the student still struggles with the foundational skill, return to Reteach Lesson 1 with a fresh passage. If the student applies the skill accurately but the written response does not meet the criteria, return to Reteach Lesson 2 and focus on the connection between evidence and explanation.

Module Source Reference

All content in this reteach plan draws from the Grade 4, Cluster 1, Module 1 Teacher Lesson Plan Guide (“• Which passage did you find more interesting, and what proved your idea?”), pages 1 through 36. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.