

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 4 • Cluster 1 • Module 2
structured, and coherent piece of

Single Constructed Response (SCR)
Passages: “A Promise Written Long Ago”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 1 • Module 2: structured, and coherent piece of

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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 puts every detail in the first sentence instead of focusing the thesis (central idea).	Keep the beginning focused; save evidence and explanation for the paragraph.
The student copies words from the passage without connecting them to the idea.	Ask what the proof means and require a connection to the thesis (central idea).
The response begins with an unrelated fact instead of answering the question.	Return to the question and answer it directly in the first sentence.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will build a strong thesis (central idea) from TOPIC + CHARGE + ANSWER, match sentence structure to a WHAT, WHY, or HOW prompt, and write a single strong paragraph that states a thesis (central idea), proves it with strong evidence, and explains what the evidence means.

TEKS: 4.11(B)(i)

Materials: Module 2 passages “A Promise Written Long Ago”; module workbook pages.

Warm Up (2 minutes)

SAY

“Do not write while I am speaking. Listen for the sentence clue. If you hear a fact or identification, think WHAT. If you hear a reason relationship such as because, think WHY. If you hear a method or connection such as through, think HOW.”

DO

Display the SCR ladder visual. Today's focus: students will build a strong thesis (central idea) from TOPIC + CHARGE + ANSWER, match sentence structure to a WHAT, WHY, or HOW prompt, and write a single strong paragraph that states a thesis (central idea), proves it with strong evidence, and explains what the evidence means. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“Connect to the Overarching Question: How does the wording of the prompt guide the thesis (central idea)?”

DO

Return to the question and answer it directly in the first sentence. Show this on chart paper using “A Promise Written Long Ago”, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“Accept other accurate responses that contain all three thesis (central idea) pieces and match the intended prompt structure.”

DO

Walk through a fresh prompt from “A Promise Written Long Ago” together. If needed, keep the beginning focused; save evidence and explanation for the paragraph.

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 response begins with an unrelated fact instead of answering the question.

Quick Check (2 minutes)

- ☐ I can point to the TOPIC, CHARGE, and ANSWER in my thesis (central idea).
- ☐ I can tell WHAT, WHY, and HOW prompts apart and use the right sentence type.
- ☐ I can write a clear thesis (central idea) about the setting.
- ☐ I can run the conventions sweep on my sentence.

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(C)(i)

Materials: Module 2 passages "A Promise Written Long Ago"; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"The prompt helps me build my thesis (central idea) because _____. First I find _____. Then I find _____. Finally, I _____."

DO

I can point to the TOPIC, CHARGE, and ANSWER in my thesis (central idea). Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"You took control of how you begin your thinking today. When you understand how to build a thesis (central idea), you are no longer guessing, you are constructing meaning with purpose. Keep using the three pieces and the sentence types, and your confidence and clarity will grow."

DO

Ask what the proof means and require a connection to the thesis (central idea). 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: students will build a strong thesis (central idea) from topic + charge.."

DO

Keep the beginning focused; save evidence and explanation for the paragraph. Have the student locate evidence in "A Promise Written Long Ago" 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 point to the TOPIC, CHARGE, and ANSWER in my thesis (central idea). The student writes without teacher assistance using "A Promise Written Long Ago".

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 2 Teacher Lesson Plan Guide ("structured, and coherent piece of"), pages 1 through 46. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.