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Small Group Reteach Plan

Grade 4 · Cluster 1 · Module 3

- What is the difference between evidence and a summary?

Single Constructed Response (SCR)

Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
**Grade 4 • Cluster 1 • Module 3: • What is the difference between
evidence and a summary?**

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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 chooses a vivid detail without running CSI.	Ask, 'Does it connect, support, and help you infer?'
The student retells an idea without quotation marks.	Return to the passage and copy exact words with proper quotation marks.
The student copies a detail but does not explain what it proves.	Offer the frame: "This shows _____ because _____."

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will tell evidence from a summary, use CSI to decide whether a quote is strong enough, announce a quote with a signal phrase and quotation marks, and add strong evidence to a thesis (central idea) to prove it.

TEKS: 4.11(C)(i)

Materials: Module 3 passages the module passages; module workbook pages.

Warm Up (2 minutes)

SAY

"When you learn to prove your thinking with evidence, you move from guessing to knowing."

DO

Display the SCR ladder visual. Today's focus: students will tell evidence from a summary, use CSI to decide whether a quote is strong enough, announce a quote with a signal phrase and quotation marks, and add strong evidence to a thesis (central idea) to prove it. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

"A quotation is evidence. A well-chosen quotation that passes CSI is strong evidence."

DO

Return to the passage and copy exact words with proper quotation marks. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

"Do not choose a quote because it is interesting. Choose it because it proves your thesis (central idea). Compare a general quote with a precise quote from"

DO

Walk through the module passage together, pausing for the student to respond. If needed, offer the frame: "This shows _____ because _____."

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 retells an idea without quotation marks.

Quick Check (2 minutes)

- ☐ I can point to evidence and explain why it is not a summary.
- ☐ I can run CSI on a quote and decide strong or weak.
- ☐ I can write an evidence sentence with a signal phrase and quotation marks.
- ☐ I can check my evidence 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(C)(ii)

Materials: Module 3 passages the module passages; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"You chose words that connect, support, and help your reader infer. That is strong evidence."

DO

I can point to evidence and explain why it is not a summary. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"Turn to someone near you and teach them the CSI test. Explain how a strong quote proves a thesis (central idea)."

DO

Ask, 'Does it connect, support, and help you infer?' 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 tell evidence from a summary, use csi to decide whether a quote.."

DO

Offer the frame: "This shows _____ because _____. " 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 point to evidence and explain why it is not a summary. 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 3 Teacher Lesson Plan Guide (“• What is the difference between evidence and a summary?”), pages 1 through 55. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.