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Small Group Reteach Plan

Grade 4 • Cluster 1 • Module 4

- What does the word THIS point back to in a response?

Single Constructed Response (SCR)

Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
**Grade 4 • Cluster 1 • Module 4: • What does the word THIS point back
to in a response?**

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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 repeats the quote in different words and calls it an explanation.	Ask, 'What does this evidence tell us?' Require a new idea, not a restatement.
The student adds a second quote instead of writing an explanation.	Sort the sentence as evidence or explanation and use 'this means' to add thinking.
The student writes 'This is important' without saying why.	Ask, 'Why does it matter, and what does it help the reader understand?'

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will shape a prompt, decide whether it asks WHY or HOW, identify the conflict, and write a thesis (central idea) that matches the prompt and connects to reasons, evidence, and explanation.

TEKS: 4.11(A)

Materials: Module 4 passages the module passages; module workbook pages.

Warm Up (2 minutes)

SAY

"The barons wanted the king to follow rules is an explanation. Correct: it is evidence when quoted because it uses the author's exact words. Then repair a repeated explanation: This shows the barons believed the king's power should be limited by rules."

DO

Display the SCR ladder visual. Today's focus: students will shape a prompt, decide whether it asks WHY or HOW, identify the conflict, and write a thesis (central idea) that matches the prompt and connects to reasons, evidence, and explanation. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

"Keep the explanation short, direct, and connected to the sentence before it. Ask yourself: What do I want the reader to understand because of this quote? Explanation is not another quote, repeated evidence, or a random thought. It is the writer's interpretation."

DO

Ask, 'What does this evidence tell us?' Require a new idea, not a restatement. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

"Connect to the Overarching Question: How is the explanation helping the reader understand the evidence? Students say: the evidence had quotation marks; the explanation told what the quote meant; THIS points back to the quote before it."

DO

Walk through the module passage together, pausing for the student to respond. If needed, sort the sentence as evidence or explanation and use 'this means' to add thinking.

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 repeats the quote in different words and calls it an explanation.

Quick Check (2 minutes)

- ☐ Ask, 'What does this evidence tell us?' Require a new idea, not a restatement.
- ☐ Sort the sentence as evidence or explanation and use 'this means' to add thinking.
- ☐ Ask, 'Why does it matter, and what does it help the reader understand?'

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 4 passages the module passages; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"Teach your partner the definition of explanation, one starter signal, what THIS points to, one example using today's evidence, and how explanation connects back to the thesis (central idea)."

DO

Ask, 'What does this evidence tell us?' Require a new idea, not a restatement. 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: students will shape a prompt, decide whether it asks why or how, identify.."

DO

Ask, 'Why does it matter, and what does it help the reader understand?' 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 shape a prompt, decide whether it asks why or how, identify.."

DO

Sort the sentence as evidence or explanation and use 'this means' to add thinking. 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

Ask, 'What does this evidence tell us?' Require a new idea, not a restatement. 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 4 Teacher Lesson Plan Guide (“• What does the word THIS point back to in a response?”), pages 1 through 58. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.