

THE WRITING ACADEMY, LLC

## Small Group Reteach Plan

Grade 4 · Cluster 2 · Module 1

- What is the difference between a reason or way, evidence, and explanation? •  
Choose one passage. What is one clear thesis (central idea) you could write?

Single Constructed Response (SCR)

Passages: “The Energy We Use Everyday”

STUDENT SUPPORTS

## **Small Group Reteach Plan**

**Grade 4 • Cluster 2 • Module 1: • What is the difference between a reason or way, evidence, and explanation? • Choose one passage.**

**What is one clear thesis (central idea) you could write?**

© 2026 The Writing Academy®, LLC. All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

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 copies a sentence from the passage and calls it an explanation.       | Contrast evidence as passage words with explanation as the writer's thinking about those words.           |
| The student writes a true detail without answering why.                           | Return to the shaped prompt and the conflict. Ask for a complete sentence that answers WHY with a reason. |
| The student copies a detail but does not connect it to the thesis (central idea). | Offer the frame: "This shows _____ because _____."                                                        |

## Reteach Lesson 1: Building the Foundation (15 Minutes)

**Skill Focus:** Students will move from a short response to an extended informative response by identifying the passage and prompt as roots, writing a thesis (central idea) as the trunk, and growing branches with a reason or way, evidence, and explanation.

**TEKS:** 4.11(B)(i)

**Materials:** Module 1 passages “The Energy We Use Everyday”; module workbook pages.

### Warm Up (2 minutes)

#### SAY

“Do not try to copy my words yet. Listen for the structure. When I pause, sketch only the parts that help your brain remember how an informative response grows.”

#### DO

Display the SCR ladder visual. Today's focus: students will move from a short response to an extended informative response by identifying the passage and prompt as roots, writing a thesis (central idea) as the trunk, and growing branches with a reason or way, evidence, and explanation. Point to each step as you name it.

### I Do: Model (3 minutes)

#### SAY

“The roots hold the passage and the prompt. The trunk is your thesis (central idea), or the main idea you will explain. The branches grow from that idea: reason or way, evidence, and explanation.”

#### DO

Return to the shaped prompt and the conflict. Ask for a complete sentence that answers WHY with a reason. Show this on chart paper using “The Energy We Use Everyday”, thinking aloud through each decision.

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

#### SAY

“I will read a sentence. The first person to grab the matching tree card wins a point. Then you must explain why your card is the thesis (central idea), evidence, or explanation.”

#### DO

Walk through a fresh prompt from “The Energy We Use Everyday” together. 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 writes a true detail without answering why.

### Quick Check (2 minutes)

- ☐ Contrast evidence as passage words with explanation as the writer's thinking about those words.
- ☐ Return to the shaped prompt and the conflict. Ask for a complete sentence that answers WHY with a reason.
- ☐ Offer the frame: "This shows \_\_\_\_\_ because \_\_\_\_\_."

## 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 1 passages "The Energy We Use Everyday"; student's work from Reteach Lesson 1.

### Warm Up (2 minutes)

#### SAY

"Why is evidence not enough by itself? What happens if we skip the thesis (central idea)?"

#### DO

Contrast evidence as passage words with explanation as the writer's thinking. Display the module's writing model and point to where this appears in the finished product.

### I Do: Model (3 minutes)

#### SAY

"Connect to the overarching question: How do the passage, the prompt, and the parts of an ECR work together to build a strong informative response?"

#### DO

Contrast evidence as passage words with explanation as the writer's thinking about those words. Write this as a model response on chart paper so students can see each part.

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

#### SAY

"This is a quick quality check on the sentence you already wrote. Make the information clearer, then edit the sentence carefully."

#### DO

Offer the frame: "This shows \_\_\_\_\_ because \_\_\_\_\_." Have the student locate evidence in "The Energy We Use Everyday" 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

Contrast evidence as passage words with explanation as the writer's thinking about those words. The student writes without teacher assistance using "The Energy We Use Everyday".

## 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 2, Module 1 Teacher Lesson Plan Guide ("• What is the difference between a reason or way, evidence, and explanation? • Choose one passage. What is one clear thesis (central idea) you could write?"), pages 1 through 51. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.