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Small Group Reteach Plan

Grade 4 · Cluster 2 · Module 2
Daily Lesson Time 15 MINUTES per day, 5 days

Single Constructed Response (SCR)
Passages: “The Energy We Use Everyday”

STUDENT SUPPORTS

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Grade 4 • Cluster 2 • Module 2: Daily Lesson Time 15 MINUTES per
day, 5 days

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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 tells why a discovery matters without explaining how it solved a problem.	Contrast WHY (reasons, using because) with HOW (a way something happened, using by).
The student writes a true detail without answering the prompt.	Return to the shaped prompt and require a complete sentence that answers the question.
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 build a strong ECR thesis (central idea) with the Noun of Importance, Verb of Importance, and their own Answer in the matching sentence structure.

TEKS: 4.11(B)(i)

Materials: Module 2 passages "The Energy We Use Everyday"; module workbook pages.

Warm Up (2 minutes)

SAY

"Listen for the relationship. Is the sentence explaining why something is true, or how something happens?"

DO

Display the SCR ladder visual. Today's focus: students will build a strong ECR thesis (central idea) with the Noun of Importance, Verb of Importance, and their own Answer in the matching sentence structure. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

"The noun of importance is Columbus's arrival. The verb of importance is affected. My answer is that it changed land, culture, and relationships. Because creates a complex WHY sentence."

DO

Contrast WHY (reasons, using because) with HOW (a way something happened, using by). Show this on chart paper using "The Energy We Use Everyday", thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

"Connect to the Overarching Question: How do the words in the prompt guide the thesis (central idea)?"

DO

Walk through a fresh prompt from "The Energy We Use Everyday" together. If needed, return to the shaped prompt and require a complete sentence that answers the question.

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 tells why a discovery matters without explaining how it solved.

Quick Check (2 minutes)

- ☐ I can point to the noun, verb, and answer in my thesis (central idea).
- ☐ I can tell WHY and HOW prompts apart and match the sentence type.
- ☐ I can build a thesis (central idea) that does more than copy the prompt.
- ☐ I can run the conventions sweep on my thesis (central idea).

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)(iv)

Materials: Module 2 passages “The Energy We Use Everyday”; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

“Your thesis (central idea) is strong because it keeps the noun and verb, adds your answer, and matches WHY or HOW.”

DO

I can point to the noun, verb, 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

“Teach your partner the three pieces, how to know whether the prompt is WHY or HOW, and one example thesis (central idea) from today.”

DO

Offer the frame: “This shows _____ because _____.” 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 ecr thesis (central idea) with the noun..”

DO

Return to the shaped prompt and require a complete sentence that answers the question. 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

I can point to the noun, verb, and answer in my thesis (central idea). 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 2 Teacher Lesson Plan Guide (“Daily Lesson Time 15 MINUTES per day, 5 days”), pages 1 through 55. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.