

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 4 · Cluster 2 · Module 3

4.12B(i) Students compose informative text with a clear thesis (central idea).

Single Constructed Response (SCR)

Passages: “The Energy We Use Everyday”

STUDENT SUPPORTS

Small Group Reteach Plan
**Grade 4 • Cluster 2 • Module 3: 4.12B(i) Students compose informative
text with a clear thesis (central idea).**

© 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 treats a reason and a way as the same thing.	A reason answers WHY; a way answers HOW. Model both side by side.
The student treats a true but off-topic fact as proof of the thesis (central idea).	A fact can be true and still be off-topic for this exact thesis (central idea). Test the match.
The student believes more ideas always make a better response.	Narrowing to distinct ideas makes writing focused.
The student writes three reasons that repeat one meaning.	Choose from different baskets so each paragraph has a different angle.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: BIG Goal: Students will magnify a thesis (central idea) into two or three strong, distinct reasons or ways from different baskets. Destination Student action

TEKS: 4.11(B)(iv)

Materials: Module 3 passages “The Energy We Use Everyday”; module workbook pages.

Warm Up (2 minutes)

SAY

“Hear the complete process first. Then number the steps. Your job is to follow the relationship among the steps, not wait for one word to copy.”

DO

Display the SCR ladder visual. Today's focus: bIG Goal: Students will magnify a thesis (central idea) into two or three strong, distinct reasons or ways from different baskets. Destination Student action. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“Connect to the Overarching Question: How does grouping ideas help us build focused, nonrepetitive body paragraphs?”

DO

A reason answers WHY; a way answers HOW. Model both side by side. Show this on chart paper using “The Energy We Use Everyday”, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“Accept alternate responses whose final reasons or ways come from different baskets and clearly prove the thesis (central idea).”

DO

Walk through a fresh prompt from “The Energy We Use Everyday” together. If needed, a fact can be true and still be off-topic for this exact thesis (central idea). Test the match.

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 treats a reason and a way as the same thing.

Quick Check (2 minutes)

- ☐ I can name the four Magnifying steps in order.
- ☐ I can sort ideas into like groups and spot off-topic ideas.
- ☐ I can choose two or three reasons or ways from different baskets.
- ☐ I can add and delete ideas for coherence.

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)(iii)

Materials: Module 3 passages “The Energy We Use Everyday”; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

“In our last lesson you practiced the foundational skill. Today we connect it to your single constructed response (scr) so the thinking shows in your writing.”

DO

I can name the four Magnifying steps in order. 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: big goal: students will magnify a thesis (central idea) into two or three..”

DO

Narrowing to distinct ideas makes writing focused. 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: big goal: students will magnify a thesis (central idea) into two or three..”

DO

A fact can be true and still be off-topic for this exact thesis (central idea). Test the match. 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 name the four Magnifying steps in order. 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 3 Teacher Lesson Plan Guide (“4.12B(i) Students compose informative text with a clear thesis (central idea).”), pages 1 through 47. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.