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Small Group Reteach Plan

Grade 4 · Cluster 2 · Module 4
including proper nouns Taino, and Carib.

Single Constructed Response (SCR)
Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 2 • Module 4: including proper nouns Taino, and
Carib.

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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 confuses WHY and HOW prompt types.	Sort three sample responses into WHY or HOW and ask the student to name the sentence structure that proves each.
The student uses a detail as the thesis (central idea) without answering the prompt.	Return to the shaped prompt and require a sentence that answers the question fully.
The student places evidence without connecting it to the reason.	Ask, 'What does this evidence prove about the reason?' before the student moves on.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will choose precise text evidence for a reason or way and use CSI to show what it proves.

TEKS: 4.11(B)(i)

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

Warm Up (2 minutes)

SAY

"Hear the response. Hold up C, S, or I for the missing part. Then supply the missing thinking."

DO

Display the SCR ladder visual. Today's focus: students will choose precise text evidence for a reason or way and use CSI to show what it proves. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

"A true detail is not always the best evidence for a particular reason. Say the reason, read the detail, and ask: Does it fit?"

DO

Return to the shaped prompt and require a sentence that answers the question fully. 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 detail because it is interesting. Choose it because it proves this reason or way."

DO

Walk through the module passage together, pausing for the student to respond. If needed, ask, 'What does this evidence prove about the reason?' before the student moves on.

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 uses a detail as the thesis (central idea) without answering.

Quick Check (2 minutes)

- ☐ I can point to evidence and explain why it fits the reason.
- ☐ I can complete Connect, Support, and Infer for a piece of evidence.
- ☐ I can tell why a true detail might still be weak evidence.
- ☐ I can run the cumulative ECR quality check.

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

Warm Up (2 minutes)

SAY

“Teach your partner: Connect the detail to a reason or way, Support it with exact text, and Infer what it shows.”

DO

I can point to evidence and explain why it fits the reason. 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 choose precise text evidence for a reason or way and use csi..”

DO

Sort three sample responses into WHY or HOW and ask the student to name the sentence structure that proves each. 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 choose precise text evidence for a reason or way and use csi..”

DO

Ask, 'What does this evidence prove about the reason?' before the student moves on. 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 fits the reason. 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 2, Module 4 Teacher Lesson Plan Guide (“including proper nouns Taino, and Carib.”), pages 1 through 51. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.