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Small Group Reteach Plan

Grade 4 · Cluster 3 · Module 1

- Which text did you find more interesting, the poem or the drama, and why?

Single Constructed Response (SCR)

Passages: “A Lone Star Choice”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 3 • Module 1: • Which text did you find more
interesting, the poem or the drama, and why?

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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 names decisions or support but does not state the central idea.	Ask for a clear central idea that connects both texts.
The student quotes a line from the passage and stops without explaining.	Point to DEEP FACTS and ask, 'What does this show?'
The student ends after evidence or repeats a detail instead of adding significance.	Use the frame, 'This matters because ____.'

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will build a complete TREES informative response by connecting conflict, decisions, and support across a poem and a drama. The response will include a thesis (central idea), two reasons or ways, evidence from both texts, explanation using at least two DEEP FACTS types, and significant inferencing.

TEKS: 4.11(B)

Materials: Module 1 passages “A Lone Star Choice”; module workbook pages.

Warm Up (2 minutes)

SAY

“Pencils down while I explain one TREES part. When I pause, turn to your partner and teach the idea in your own words. Then close your notes and teach it again without looking.”

DO

Display the SCR ladder visual. Today's focus: students will build a complete TREES informative response by connecting conflict, decisions, and support across a poem and a drama. The response will include a thesis (central idea), two reasons or ways, evidence from both texts, explanation using at least two DEEP FACTS types, and significant inferencing. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“Readers, today's habit is understanding conflict as a decision or a need for support. Strong reasons come from sorting ideas into baskets and buckets, and strong evidence is chosen with CSI.”

DO

Use the frame, 'This matters because ____.' Show this on chart paper using “A Lone Star Choice”, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“Sort your ideas into strong reasons or ways. A thesis (central idea) answers the prompt clearly and connects BOTH texts. Choose your strongest evidence because strong evidence proves your reason.”

DO

Walk through a fresh prompt from “A Lone Star Choice” together. If needed, ask for a clear central idea that connects both texts.

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 ends after evidence or repeats a detail instead of adding.

Quick Check (2 minutes)

- ☐ I can name Thesis (central idea), Reasons or Ways, Evidence, Explanation, and Significant
- ☐ I can connect both texts in one thesis (central idea).
- ☐ I can give two reasons or ways and choose evidence that proves each one.
- ☐ I can explain evidence with at least two DEEP FACTS types instead of repeating it.
- ☐ I can finish with significant inferencing that explains why the idea matters.

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)(iii)

Materials: Module 1 passages "A Lone Star Choice"; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"Connect to the overarching question: How do conflict, decisions, and support across a poem and a drama help us build a complete informative ECR? Possible student responses:"

DO

I can name Thesis (central idea), Reasons or Ways, Evidence, Explanation,. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"Give yourself credit for building a full TREES response. You wrote a thesis (central idea), chose evidence with CSI, explained with DEEP FACTS, and finished with significant inferencing."

DO

Point to DEEP FACTS and ask, 'What does this show?' Write this as a model response on chart paper so students can see each part.

We Do: Guided Practice (4 minutes)

SAY

"Teach one TREES part to your partner. Say what it does, why it matters, and one example from the poem or the drama."

DO

Ask for a clear central idea that connects both texts. Have the student locate evidence in "A Lone Star Choice" 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 Thesis (central idea), Reasons or Ways, Evidence, Explanation, and Significant The student writes without teacher assistance using “A Lone Star Choice”.

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 3, Module 1 Teacher Lesson Plan Guide (“• Which text did you find more interesting, the poem or the drama, and why?”), pages 1 through 55. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.