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Small Group Reteach Plan

Grade 4 · Cluster 3 · Module 2
central idea.

Single Constructed Response (SCR)
Passages: “A Lone Star Choice”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 3 • Module 2: central idea.

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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 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 shape a prompt, decide whether it asks WHY or HOW, identify the conflict, and write a thesis (central idea) that matches the prompt and connects to reasons, evidence, and explanation.

TEKS: 4.11(B)(iv)

Materials: Module 2 passages "A Lone Star Choice"; module workbook pages.

Warm Up (2 minutes)

SAY

"The topic tells you WHAT. The relational clue tells you HOW TO THINK. Today we will notice the clue even when the prompt never says why or how."

DO

Display the SCR ladder visual. Today's focus: students will shape a prompt, decide whether it asks WHY or HOW, identify the conflict, and write a thesis (central idea) that matches the prompt and connects to reasons, evidence, and explanation. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

"I see the word 'significance.' That clue points toward reasons. I need to explain why support matters, not just list people who helped. My thesis (central idea) must answer the importance of support."

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 "A Lone Star Choice", thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

"What told you this was a WHY prompt?"

DO

Walk through a fresh prompt from "A Lone Star Choice" 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 WHY (reasons, using because) with HOW (a way something happened, using by).
- ☐ 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)

Materials: Module 2 passages "A Lone Star Choice"; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"How did the conflict help you write your thesis (central idea)?"

DO

Contrast WHY (reasons, using because) with HOW (a way something happened, using by). Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"The lights dim. The music builds. You are no longer just students; you are thinkers stepping onto a stage."

DO

Contrast WHY (reasons, using because) with HOW (a way something happened, using by). Write this as a model response on chart paper so students can see each part.

We Do: Guided Practice (4 minutes)

SAY

"Turn to someone near you and teach them what you learned today about shaping a prompt and building a thesis (central idea). Teaching it out loud in your own words is how you prove you truly own it."

DO

Offer the frame: "This shows _____ because _____." 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

Contrast WHY (reasons, using because) with HOW (a way something happened, using by). 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 2 Teacher Lesson Plan Guide ("central idea."), pages 1 through 57. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.