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Small Group Reteach Plan

Grade 4 · Cluster 3 · Module 3

- What makes two reasons like-minded? • How can you tell whether a reason is broad enough for a paragraph?

Single Constructed Response (SCR)

Passages: “A Lone Star Choice”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 3 • Module 3: • What makes two reasons like-minded? • How can you tell whether a reason is broad enough for a paragraph?

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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 magnifies many ideas but does not narrow them into three strong reasons.	Return to the colored basket sort and ask the student to group similar ideas before choosing three distinct reasons.
The student writes a detail that matches the keyword but does not support the specific reason.	Test the evidence with CSI: Cite, Say what it means, and Infer the connection to the reason.
The student repeats the evidence in the explanation instead of adding new thinking.	Ask what the evidence proves about the reason or way. The explanation must add a new idea.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will brainstorm many possible reasons for a Why prompt, group like-minded reasons, combine repeated ideas, narrow each group, keep the best three, and write three distinct reason sentences that can guide the main body paragraphs of an informative ECR using evidence from both texts.

TEKS: 4.11(B)(iv)

Materials: Module 3 passages “A Lone Star Choice”; module workbook pages.

Warm Up (2 minutes)

SAY

“Today, we are going to become writing magnifiers. We will take a big pile of ideas and zoom in until only the strongest ones remain.”

DO

Display the SCR ladder visual. Today's focus: students will brainstorm many possible reasons for a Why prompt, group like-minded reasons, combine repeated ideas, narrow each group, keep the best three, and write three distinct reason sentences that can guide the main body paragraphs of an informative ECR using evidence from both texts. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“A reason is the big idea. Evidence is the specific proof. Today, our main habit is not stopping at the first idea.”

DO

Return to the colored basket sort and ask the student to group similar ideas before choosing three distinct reasons. Show this on chart paper using “A Lone Star Choice”, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“First, gather many possible reasons. Next, place similar reasons into colored baskets. Then narrow each group until only the strongest ideas remain. Finally, keep the best three and turn them into reason sentences.”

DO

Walk through a fresh prompt from “A Lone Star Choice” together. If needed, test the evidence with CSI: Cite, Say what it means, and Infer the connection to the reason.

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 magnifies many ideas but does not narrow them into three strong.

Quick Check (2 minutes)

- ☐ Return to the colored basket sort and ask the student to group similar ideas before choosing three distinct reasons.
- ☐ Test the evidence with CSI: Cite, Say what it means, and Infer the connection to the reason.
- ☐ Ask what the evidence proves about the reason or way. The explanation must add a new 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(C)

Materials: Module 3 passages “A Lone Star Choice”; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

“Why is it helpful to brainstorm many reasons before choosing? Possible response: brainstorming gives writers more choices. Like-minded reasons go together because they share the same big meaning. A reason is too small if it sounds like one tiny detail. Writers narrow ideas so paragraphs stay focused. A reason is the big idea, and evidence proves it.”

DO

Return to the colored basket sort and ask the student to group similar ideas. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

“You did real writer work today. You gathered many ideas, sorted them carefully, and narrowed them into clear reasons. Students may title themselves Careful Grouper, Clear Reason Writer, Magnifying Master, or Thoughtful Narrower, then add a star beside the sentence they are proudest of.”

DO

Ask what the evidence proves about the reason or way. The explanation must add a new idea. Write this as a model response on chart paper so students can see each part.

We Do: Guided Practice (4 minutes)

SAY

“Strong writers always know what they want to improve next. Ask yourself whether you brainstormed enough, grouped clearly, removed repetition, and made your three reasons distinct. Student product: a circled strongest reason, one revision using a preposition or prepositional phrase, a spelling check, and a written next goal.”

DO

Test the evidence with CSI: Cite, Say what it means, and Infer the connection to the reason. 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

Return to the colored basket sort and ask the student to group similar ideas before choosing three distinct reasons. 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 3 Teacher Lesson Plan Guide ("• What makes two reasons like-minded? • How can you tell whether a reason is broad enough for a paragraph?"), pages 1 through 55. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.