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Small Group Reteach Plan

Grade 4 · Cluster 3 · Module 4

- How does your quotation directly prove your reason?

Single Constructed Response (SCR)

Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
**Grade 4 • Cluster 3 • Module 4: • How does your quotation directly
prove your reason?**

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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 paraphrases without changing sentence structure.	Model how to change both words and sentence order while keeping the meaning.
The student places evidence that is true but does not match the exact reason.	Read the reason aloud, read the evidence, and ask whether one proves the other.
The student copies a quotation but cannot explain what it proves.	Require the student to finish the frame: 'This quotation proves _____ because _____.'

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will use CSI to match each reason to accurate quoted evidence and a clear explanation, completing a full cross-genre informative ECR from "A Lone Star Choice" and "Making It Happen."

TEKS: 4.11(B)(iv)

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

Warm Up (2 minutes)

SAY

"I want your meaning, not my exact sentence. Say the idea in your own words, then write the shortest accurate version you can."

DO

Display the SCR ladder visual. Today's focus: students will use CSI to match each reason to accurate quoted evidence and a clear explanation, completing a full cross-genre informative ECR from "A Lone Star Choice" and "Making It Happen.". Point to each step as you name it.

I Do: Model (3 minutes)

SAY

"Stand in three different places. Class, do these three belong together yet? Not yet. In strong writing, reason, evidence, and explanation have to match. They fit together like a team."

DO

Require the student to finish the frame: 'This quotation proves _____ because _____.' Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

"Use the CSI HABIT. Connect the quotation to the reason. Support the reason with strong proof. Infer what the evidence means and why it matters."

DO

Walk through the module passage together, pausing for the student to respond. If needed, model how to change both words and sentence order while keeping the meaning.

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 copies a quotation but cannot explain what it proves.

Quick Check (2 minutes)

- ☐ Model how to change both words and sentence order while keeping the meaning.
- ☐ Read the reason aloud, read the evidence, and ask whether one proves the other.
- ☐ Require the student to finish the frame: "This quotation proves _____ 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 4 passages the module passages; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"Today your game is CSI Triple Match. Read a reason, match it to evidence with a signal marker, and choose an explanation that explores the evidence. You are building body-paragraph thinking."

DO

Model how to change both words and sentence order while keeping the meaning. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"What made one piece of evidence stronger than another? How did CSI help you test it? Why do signal markers matter? What job did the explanation do after the evidence?"

DO

Read the reason aloud, read the evidence, and ask whether one proves the other. Write this as a model response on chart paper so students can see each part.

We Do: Guided Practice (4 minutes)

SAY

"You did not just pick a quote. You made sure the quote had a job, and then you explained the job it did."

DO

Model how to change both words and sentence order while keeping the meaning. 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

Model how to change both words and sentence order while keeping the meaning. 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 3, Module 4 Teacher Lesson Plan Guide ("• How does your quotation directly prove your reason?"), pages 1 through 58. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.