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Small Group Reteach Plan

Grade 4 · Cluster 4 · Module 2

explains how and why each piece of evidence supports the reason and claim.

Single Constructed Response (SCR)

Passages: “The Wealth of Mansa Musa”

STUDENT SUPPORTS

Small Group Reteach Plan
**Grade 4 • Cluster 4 • Module 2: explains how and why each piece of
evidence supports the reason and claim.**

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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 repeats a passage sentence as the explanation.	Sort Evidence and Thinking cards, then complete 'This evidence matters because ...'
The student writes a broad true statement without a defensible position.	Ask for a specific choice such as protected trade or supporting learning.
The student writes one chain about climate and one chain unrelated to work.	Return to the claim and check every Reason, Evidence, Thinking chain against it.
The student uses a transition word that does not show the relationship.	Choose a transition that signals cause, effect, method, or another relationship.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will organize reasons, evidence, transitions, and ideas into a coherent line of argument, write a thesis (central idea), and explain how and why each piece of evidence supports the reason and claim.

TEKS: 4.11(B)

Materials: Module 2 passages “The Wealth of Mansa Musa”; module workbook pages.

Warm Up (2 minutes)

SAY

“Today your ears are going to catch broken arguments. A response can have a claim and good evidence and still feel weak if the writer never explains how the proof works. That explanation is T, Thinking.”

DO

Display the SCR ladder visual. Today's focus: students will organize reasons, evidence, transitions, and ideas into a coherent line of argument, write a thesis (central idea), and explain how and why each piece of evidence supports the reason and claim. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“The A in CREATURES is bigger than one sentence. A is the path your whole case follows. T is where your mind becomes visible. T tells the reader why the proof matters.”

DO

Sort Evidence and Thinking cards, then complete 'This evidence matters because ...' Show this on chart paper using “The Wealth of Mansa Musa”, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“A strong response should feel like every sentence knows where it belongs. Thinking is the bridge between proof and claim. If the bridge is missing, the reader has to do the writer's job.”

DO

Walk through a fresh prompt from “The Wealth of Mansa Musa” together. If needed, ask for a specific choice such as protected trade or supporting learning.

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 repeats a passage sentence as the explanation.

Quick Check (2 minutes)

- ☐ Sort Evidence and Thinking cards, then complete 'This evidence matters because ...'
- ☐ Ask for a specific choice such as protected trade or supporting learning.
- ☐ Return to the claim and check every Reason, Evidence, Thinking chain against it.

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)(ii)

Materials: Module 2 passages "The Wealth of Mansa Musa"; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"Today you made your thinking visible. Evidence is important, but readers also need you to explain what the evidence proves."

DO

Sort Evidence and Thinking cards, then complete 'This evidence matters because. 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 organize reasons, evidence, transitions, and ideas into.."

DO

Return to the claim and check every Reason, Evidence, Thinking chain against it. 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 organize reasons, evidence, transitions, and ideas into.."

DO

Ask for a specific choice such as protected trade or supporting learning. Have the student locate evidence in "The Wealth of Mansa Musa" 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

Sort Evidence and Thinking cards, then complete 'This evidence matters because ...' The student writes without teacher assistance using "The Wealth of Mansa Musa".

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 4, Module 2 Teacher Lesson Plan Guide ("explains how and why each piece of evidence supports the reason and claim."), pages 1 through 42. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.