

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 4 · Cluster 4 · Module 3
My First Thinking (Monday):

Single Constructed Response (SCR)
Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 4 • Module 3: My First Thinking (Monday):

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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 writes 'They are wrong' or attacks the speaker.	Respect the idea, not attack the person. Use 'That point is reasonable; however ...' and answer the point.
The student refuses to acknowledge another view or changes positions without reasoning.	Explain that a strong writer can agree that a point matters and still defend or refine the claim.
The student repeats the claim instead of answering the viewpoint.	Ask the student to name the exact point and add passage evidence to support the rebuttal.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will acknowledge another viewpoint accurately, respectfully, and specifically, then write a rebuttal that answers the actual point with reasoning and evidence while defending or refining the claim.

TEKS: 4.11(B)

Materials: Module 3 passages the module passages; module workbook pages.

Warm Up (2 minutes)

SAY

“Argumentative writing is not about making the other side sound foolish. Today you are practicing a mature habit: understand the other view accurately, then answer it with evidence.”

DO

Display the SCR ladder visual. Today's focus: students will acknowledge another viewpoint accurately, respectfully, and specifically, then write a rebuttal that answers the actual point with reasoning and evidence while defending or refining the claim. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“Some readers may argue that supporting learning had the greater impact because Timbuktu became a respected center of study. That point is reasonable; however, protected trade affected the whole kingdom by bringing more merchants, goods, and wealth into Mali.”

DO

Explain that a strong writer can agree that a point matters and still defend or refine the claim. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“A confident writer does not have to hide from another viewpoint. You can listen carefully, represent it fairly, and then explain what the evidence supports.”

DO

Walk through the module passage together, pausing for the student to respond. If needed, ask the student to name the exact point and add passage evidence to support the rebuttal.

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 refuses to acknowledge another view or changes positions without.

Quick Check (2 minutes)

- ☐ Respect the idea, not attack the person. Use 'That point is reasonable; however ...' and answer the point.
- ☐ Explain that a strong writer can agree that a point matters and still defend or refine the claim.
- ☐ Ask the student to name the exact point and add passage evidence to support the rebuttal.

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 3 passages the module passages; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"Today you practiced an advanced habit in an age-appropriate way: listening carefully before responding. That makes your writing more credible and your thinking more mature."

DO

Respect the idea, not attack the person. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"Teach your partner the difference between hearing another idea and surrendering your own claim. Strong writers can do both: listen accurately and still defend a position."

DO

Respect the idea, not attack the person. Use 'That point is reasonable; however ...' and answer the point. 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 acknowledge another viewpoint accurately, respectfully,..."

DO

Ask the student to name the exact point and add passage evidence to support the rebuttal. 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

Respect the idea, not attack the person. Use 'That point is reasonable; however ...' and answer the point. 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 4, Module 3 Teacher Lesson Plan Guide (“My First Thinking (Monday):”), pages 1 through 57. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.