

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 4 · Cluster 4 · Module 4

- How can a writer reinforce a claim without copying it word for word?

Single Constructed Response (SCR)

Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 4 • Module 4: • How can a writer reinforce a claim
without copying it word for word?

© 2026 The Writing Academy®, LLC. All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

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 final sentence repeats the opening instead of synthesizing.	Name the strongest reasons and synthesize them into a new conclusion.
The final sentence adds an undeveloped idea.	Ask who else should care and connect the answer to evidence already presented.
The alternate viewpoint is weak or distorted.	Restate the viewpoint accurately, then write a rebuttal that answers the actual point.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will write a purposeful Ending, create a meaningful Bluebird Moment, and assemble a coherent full CREATURES opinion and argumentative ECR from the two passages.

TEKS: 4.11(B)

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

Warm Up (2 minutes)

SAY

“Listen for the difference between closing the paper and lifting the paper. The Ending closes our case. Significance lifts the idea into a larger world. That last lift is our Bluebird Moment.”

DO

Display the SCR ladder visual. Today's focus: students will write a purposeful Ending, create a meaningful Bluebird Moment, and assemble a coherent full CREATURES opinion and argumentative ECR from the two passages. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“A full argument is a system. Every part affects another part. When one letter is weak, you can diagnose the problem instead of simply saying that your paper is bad. CREATURES gives you a way to name the next step.”

DO

Name the strongest reasons and synthesize them into a new conclusion. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“You did not just write a paragraph today. You built a complete argumentative system. Celebrate the part you can now do independently and the part that shows the most growth.”

DO

Walk through the module passage together, pausing for the student to respond. If needed, ask who else should care and connect the answer to evidence already presented.

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 final sentence repeats the opening instead of synthesizing.

Quick Check (2 minutes)

- ☐ Name the strongest reasons and synthesize them into a new conclusion.
- ☐ Ask who else should care and connect the answer to evidence already presented.
- ☐ Restate the viewpoint accurately, then write a rebuttal that answers the actual point.

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

Warm Up (2 minutes)

SAY

"Teaching the whole creature is your final memory test. Do not just recite the letters. Explain the job each one does for the reader."

DO

Name the strongest reasons and synthesize them into a new conclusion. 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 write a purposeful ending, create a meaningful bluebird moment.."

DO

Restate the viewpoint accurately, then write a rebuttal that answers the actual 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 write a purposeful ending, create a meaningful bluebird moment.."

DO

Ask who else should care and connect the answer to evidence already presented. 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

Name the strongest reasons and synthesize them into a new conclusion. 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 4 Teacher Lesson Plan Guide ("• How can a writer reinforce a claim without copying it word for word?"), pages 1 through 50. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.