

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 4 • Cluster 5 • Module 1
how ideas and voices influence people and communities?

Single Constructed Response (SCR)
Passages: “Looking Back to Move Forward”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 5 • Module 1: how ideas and voices influence people
and communities?

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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 colors a thesis (central idea) or explanation yellow as evidence.	Ask whether the sentence gives a specific detail from a passage.
The student gives every sentence in a paragraph the same color.	Return to the sentence's job and cite its words to determine the correct role.
The student copies a detail but does not connect it to the thesis (central idea).	Offer the frame: "Together, these details show _____ because _____."

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will build a complete paired-passage informative response that uses balanced evidence from both texts to explain one thesis (central idea).

TEKS: 4.11(B)

Materials: Module 1 passages “Looking Back to Move Forward”; module workbook pages.

Warm Up (2 minutes)

SAY

“Listen to both choices before marking. Circle A or B. Then tell a partner how the chosen detail supports the central idea that learning or expression can influence a community.”

DO

Display the SCR ladder visual. Today's focus: students will build a complete paired-passage informative response that uses balanced evidence from both texts to explain one thesis (central idea). Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“I am going to read a statement prompt: Explain why ideas and voices can influence a community. Decide which envelope would help you build the more complete answer and be ready to explain why.”

DO

Return to the sentence's job and cite its words to determine the correct role. Show this on chart paper using “Looking Back to Move Forward”, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“Connect to the overarching question: How does evidence from two passages work together to explain how ideas and voices influence communities?”

DO

Walk through a fresh prompt from “Looking Back to Move Forward” together. If needed, offer the frame: "Together, these details show _____ because _____."

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 gives every sentence in a paragraph the same color.

Quick Check (2 minutes)

- ☐ I can build both sides of the evidence bridge.
- ☐ I can name the parts of the plot line and find the resolution.
- ☐ I can write a Get S.E.T. introduction and a WHY thesis (central idea).
- ☐ I can revise and edit my paired response for coherence and conventions.

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)(i)

Materials: Module 1 passages "Looking Back to Move Forward"; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"In our last lesson you practiced the foundational skill. Today we connect it to your single constructed response (scr) so the thinking shows in your writing."

DO

I can build both sides of the evidence bridge. 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 build a complete paired-passage informative response that uses.."

DO

Ask whether the sentence gives a specific detail from a passage. 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 build a complete paired-passage informative response that uses.."

DO

Offer the frame: "Together, these details show _____ because _____." Have the student locate evidence in "Looking Back to Move Forward" 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

I can build both sides of the evidence bridge. The student writes without teacher assistance using "Looking Back to Move Forward".

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 5, Module 1 Teacher Lesson Plan Guide ("how ideas and voices influence people and communities?"), pages 1 through 54. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.