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Small Group Reteach Plan

Grade 4 · Cluster 5 · Module 2

- Which detail from each passage would you use to explain how influence happens?

Single Constructed Response (SCR)

Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 5 • Module 2: • Which detail from each passage
would you use to explain how influence happens?

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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 retells one passage instead of explaining how ideas are similar or different.	Return to the prompt and ask, 'How are the ideas similar or different?'
The student gives a strong detail from one passage only.	Require one relevant detail from each passage.
The student lists two quotations or details without explaining their relationship.	Use the frame, 'These details show ____ because ____.'
The student uses 'similar' and 'different' in a response about only one relationship.	Sort signal words and match the word to the actual relationship.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will answer HOW prompts by deciding whether the prompt asks for a similarity or difference, selecting relevant evidence from both passages, naming the relationship in a preposition thesis (central idea), and explaining how the evidence proves the comparison.

TEKS: 4.11(B)

Materials: Module 2 passages the module passages; module workbook pages.

Warm Up (2 minutes)

SAY

"Today I brought two objects that will help you think like established readers and writers. This mirror helps you think about things that are alike. This window helps you think about differences. When something is reflected, you notice how it looks similar. When you look through a window, you may see something from a different angle or view."

DO

Display the SCR ladder visual. Today's focus: students will answer HOW prompts by deciding whether the prompt asks for a similarity or difference, selecting relevant evidence from both passages, naming the relationship in a preposition thesis (central idea), and explaining how the evidence proves the comparison. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

"Today, you are going to answer HOW prompts that ask you to explain how ideas are similar or how they are different across two passages."

DO

Require one relevant detail from each passage. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

"Your job today is not just to find facts. Your job is to notice the relationship between those facts."

DO

Walk through the module passage together, pausing for the student to respond. If needed, use the frame, '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 a strong detail from one passage only.

Quick Check (2 minutes)

- ☐ Return to the prompt and ask, 'How are the ideas similar or different?'
- ☐ Require one relevant detail from each passage.
- ☐ Use the frame, 'These details show ____ 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(B)(ii)

Materials: Module 2 passages the module passages; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"When I analyze a prompt, I look for three things: what is being compared, whether the prompt asks for similarity or difference, and what evidence from both passages will help me explain the answer."

DO

Return to the prompt and ask, 'How are the ideas similar or different?' Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"The resolution is especially helpful because it shows what Ava understands by the end. When you answer HOW prompts, the resolution helps you compare the narrative's lesson with the lasting cultural influence described in 'Voices That Shaped Texas.'"

DO

Sort signal words and match the word to the actual relationship. Write this as a model response on chart paper so students can see each part.

We Do: Guided Practice (4 minutes)

SAY

"Ideas can shape communities in lasting ways. 'Looking Back to Move Forward' shows how people learned from Renaissance art and government ideas, while 'Voices That Shaped Texas' shows how artists shared stories, traditions, and talent. Together, both passages show that ideas can shape communities through learning, expression, and the sharing of culture."

DO

Use the frame, 'These details show ____ because ____.' 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

Return to the prompt and ask, 'How are the ideas similar or different?' 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 5, Module 2 Teacher Lesson Plan Guide ("• Which detail from each passage would you use to explain how influence happens?"), pages 1 through 56. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.