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Small Group Reteach Plan

Grade 4 · Cluster 5 · Module 3

student says R1 restates, R2 references both passages collectively, and R3 reflects on larger meaning.

Single Constructed Response (SCR)

Passages: “Looking Back to Move Forward”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 5 • Module 3: student says R1 restates, R2 references
both passages collectively, and R3 reflects on larger meaning.

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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 changes only one or two words and calls it a paraphrase.	Change words and sentence structure; the meaning must stay the same.
The student names only one passage in a paired-passage response.	Use the paired-passage habit: one answer equals two texts.
The student writes a random reflection instead of connecting both passages.	Ask what the two passages help readers understand together.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will write an RRR conclusion that restates a thesis (central idea) without copying it, references evidence from both passages collectively, and reflects on a supported larger meaning. I Will Statements I Can Statements

TEKS: 4.11(B)

Materials: Module 3 passages “Looking Back to Move Forward”; module workbook pages.

Warm Up (2 minutes)

SAY

“Writers, today I brought three things that will help you remember how to end your papers in a powerful way. This suitcase reminds you to pack up your main idea before you leave the paper. This snapshot reminds you to look back at the important proof you gathered. And this bluebird reminds you that your final thought can fly beyond the page and carry a meaningful idea to the reader. Today you are going to learn the three parts of a conclusion paragraph: R1, R2, and R3. R1 is like packing the main idea into the suitcase one more time. R2 is like taking a snapshot of the evidence you used. R3 is the Bluebird Moment, the final reflection sentence that lifts the meaning of the whole paper.”

DO

Display the SCR ladder visual. Today's focus: students will write an RRR conclusion that restates a thesis (central idea) without copying it, references evidence from both passages collectively, and reflects on a supported larger meaning. I Will Statements I Can Statements. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“By the end of today, you will know how to build a conclusion that does not just stop your paper, but strengthens it.”

DO

Ask what the two passages help readers understand together. Show this on chart paper using “Looking Back to Move Forward”, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“Today, you are focusing on how to end that kind of paper in a clear and thoughtful way. A conclusion is not a place for brand-new evidence. It is a place to wrap up thinking that you have already developed.”

DO

Walk through a fresh prompt from “Looking Back to Move Forward” together. If needed, change words and sentence structure; the meaning must stay the same.

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 writes a random reflection instead of connecting both passages.

Quick Check (2 minutes)

- ☐ Change words and sentence structure; the meaning must stay the same.
- ☐ Use the paired-passage habit: one answer equals two texts.
- ☐ Ask what the two passages help readers understand together.

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 “Looking Back to Move Forward”; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

“R1 is the restatement of the thesis (central idea). Keep the idea the same, but change one or two words with synonyms. I traded passages for texts, show for explain, and sharing culture for shared culture. That small shift is enough at this level.”

DO

Change words and sentence structure; the meaning must stay the same. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

“R3 is the reflection sentence and the Bluebird Moment. It does not repeat the evidence. It reflects on why the whole topic matters.”

DO

Use the paired-passage habit: one answer equals two texts. Write this as a model response on chart paper so students can see each part.

We Do: Guided Practice (4 minutes)

SAY

“When you color-code, you can quickly check whether all three parts are present. If one color is missing, one part is missing.”

DO

Change words and sentence structure; the meaning must stay the same. 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

Change words and sentence structure; the meaning must stay the same. 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 3 Teacher Lesson Plan Guide ("student says R1 restates, R2 references both passages collectively, and R3 reflects on larger meaning."), pages 1 through 38. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.