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Small Group Reteach Plan

Grade 4 · Cluster 5 · Module 4

many people became interested in learning, art, science, and old writings. People began to read about ancient

Single Constructed Response (SCR)

Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan

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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 assigns color by location in the paragraph instead of by sentence job.	Ask what each sentence is doing: stating, proving, or explaining.
The student calls an explanation sentence evidence.	Ask whether the sentence comes from a passage or from the writer's thinking.
The student uses only one text in a paired-passages response.	Require one detail from each passage before moving on.
The student skips the RRR reflection.	Rehearse R1, R2, R3 aloud before writing the conclusion.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will identify and explain every sentence job, distinguish evidence from explanation, explain the mirrored introduction and conclusion, and revise for coherence and clarity. I Will Statements I Can Statements

TEKS: 4.11(B)

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

Warm Up (2 minutes)

SAY

“Read both informational texts as writing analysts. Use BOTH texts, choose one piece of evidence from EACH, and connect the evidence in one sentence. Blue opens or reflects, Yellow proves or moves toward proof, Green answers or gives a reason or way, and Red explains.”

DO

Display the SCR ladder visual. Today's focus: students will identify and explain every sentence job, distinguish evidence from explanation, explain the mirrored introduction and conclusion, and revise for coherence and clarity. I Will Statements I Can Statements. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“Read the sentence first, choose the job second, choose the color third, and defend the choice last. Do not choose a color because of location.”

DO

Ask whether the sentence comes from a passage or from the writer's thinking. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“Tell your partner one idea from the first text, one idea from the second text, and one sentence that connects them. Listen for a connection, not two separate summaries.”

DO

Walk through the module passage together, pausing for the student to respond. If needed, require one detail from each passage before moving on.

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 calls an explanation sentence evidence.

Quick Check (2 minutes)

- ☐ Ask what each sentence is doing: stating, proving, or explaining.
- ☐ Ask whether the sentence comes from a passage or from the writer's thinking.
- ☐ Require one detail from each passage before moving on.

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

Warm Up (2 minutes)

SAY

"Point to one sentence job you completed accurately. Explain the color, the label, and the words that helped you decide. Then name one job you will improve."

DO

Ask what each sentence is doing: stating, proving, or explaining. 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 complete color map. Explain how the introduction and the RRR conclusion mirror each other. Explain how one answer uses both texts."

DO

Rehearse R1, R2, R3 aloud before writing the conclusion. 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 identify and explain every sentence job, distinguish evidence.."

DO

Require one detail from each passage before moving on. 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

Ask what each sentence is doing: stating, proving, or explaining. 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 4 Teacher Lesson Plan Guide ("many people became interested in learning, art, science, and old writings. People began to read about ancient"), pages 1 through 46. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.