

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 4 • Cluster 6 • Module 1
to the ECR (CREATURES) plan.

Single Constructed Response (SCR)
Passages: “A Day That Changed”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 6 • Module 1: to the ECR (CREATURES) plan.

© 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 student tells why a discovery matters without explaining how it happened.	Contrast WHY (reasons, using because) with HOW (a way something happened, using by).
The student writes 'Texas has four regions' without choosing a side or declaring the why.	Return to the decision prompt. Ask the student to choose a side and add because or since.
The student copies a detail but does not connect it to the thesis (central idea).	Offer the frame: "This shows _____ because _____."

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will shape a prompt, decide whether it asks WHY or HOW, identify the conflict, and write a thesis (central idea) that matches the prompt and connects to reasons, evidence, and explanation.

TEKS: 4.11(A)(i)

Materials: Module 1 passages "A Day That Changed"; module workbook pages.

Warm Up (2 minutes)

SAY

"I will read two possible argumentative statements. Do not answer after the first one. Hear both. Then choose the stronger statement and defend your decision. Round 1: A. The weather changed on field day. B. Students should observe the weather carefully before making plans because weather can change quickly, even within a few hours. B is stronger because it takes a clear side, includes the why, and is supported by Jayden's field day. Round 2: A. Texas has four regions. B. All four Texas regions should be valued because each one has different landforms, climate, resources, and jobs. B is stronger because it makes a supportable claim about every region."

DO

Display the SCR ladder visual. Today's focus: students will shape a prompt, decide whether it asks WHY or HOW, identify the conflict, and write a thesis (central idea) that matches the prompt and connects to reasons, evidence, and explanation. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

"A decision prompt is really a WHY prompt. First I name what I must decide. Then I choose a side. If I have to decide, I must declare the why. Display the Declare-the-Why chart, the Argumentative Correspondence Structure chart, the Claim Reminder chart, and the Prompt Analysis chart. Students read the prompt, find what must be decided, choose a side, write a claim as a complex sentence, develop three reasons, find evidence, explain the evidence, and end with a reflective big-picture statement."

DO

Offer the frame: "This shows _____ because _____." Show this on chart paper using "A Day That Changed", thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

"What words tell us we must decide a side? Why is a decision prompt really a WHY prompt? What happens if you choose a side but do not give reasons? Listen for: words like whether or not and should; once we choose, we must explain why; without reasons the response sounds like just an opinion; a complex sentence helps us answer clearly and completely."

DO

Walk through a fresh prompt from “A Day That Changed” together. If needed, contrast WHY (reasons, using because) with HOW (a way something happened, using by).

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 copies a detail but does not connect it to the thesis (central).

Quick Check (2 minutes)

- ☐ Contrast WHY (reasons, using because) with HOW (a way something happened, using by).
- ☐ Return to the decision prompt. Ask the student to choose a side and add because or since.
- ☐ Offer the frame: “This shows _____ 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)(i)

Materials: Module 1 passages “A Day That Changed”; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

“Connect to the Overarching Question: How does choosing a side and declaring the why build a convincing argument?”

DO

Contrast WHY (reasons, using because) with HOW (a way something happened, using by). Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

“Give yourself credit for making a supported decision today. You found the decision words, named both reasonable sides, chose a side, and declared the why.”

DO

Return to the decision prompt. Ask the student to choose a side and add because or since. Write this as a model response on chart paper so students can see each part.

We Do: Guided Practice (4 minutes)

SAY

“Teach a partner how to tell when a prompt is argumentative, then teach what to do next. If you have to decide, declare the why.”

DO

Contrast WHY (reasons, using because) with HOW (a way something happened, using by). Have the student locate evidence in “A Day That Changed” 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

Contrast WHY (reasons, using because) with HOW (a way something happened, using by). The student writes without teacher assistance using "A Day That Changed".

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 6, Module 1 Teacher Lesson Plan Guide ("to the ECR (CREATURES) plan."), pages 1 through 56. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.