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Small Group Reteach Plan

Grade 4 · Cluster 6 · Module 2

this guide. The answer belongs here as a prompt for inquiry and at the end as an answered reflection.

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 writes one passage detail as a reason instead of a broad reason.	Contrast a broad reason with specific evidence underneath it.
The student writes three reasons that repeat the same meaning.	Return to group labels and choose reasons from different categories.
The student treats a theme as separate from the reasons.	Ask which reason connects most strongly to the meaning of the passage.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will magnify one claim into three distinct reasons that can be supported with evidence. Students will brainstorm widely, group similar reasons, narrow each group to one strong central idea, and choose reasons that match the claim, differ from one another, and connect to theme.

TEKS: 4.11(B)(i)

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

Warm Up (2 minutes)

SAY

“Listen to all three reasons before numbering them. Your job is to hear how the reasons are different and decide a clear order for a reader.”

DO

Display the SCR ladder visual. Today's focus: students will magnify one claim into three distinct reasons that can be supported with evidence. Students will brainstorm widely, group similar reasons, narrow each group to one strong central idea, and choose reasons that match the claim, differ from one another, and connect to theme. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“Today we are going to zoom in on our thinking. We will magnify our ideas layer by layer until we uncover three strong reasons. Strong writers do not grab the first idea. They magnify their thinking until the best ideas rise to the top.”

DO

Return to group labels and choose reasons from different categories. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“At each station, you will complete one layer of the Magnifying process. By the end, your group will have grown one claim into three strong reasons. Everything you do today should also be added to your Interactive Notebook.”

DO

Walk through the module passage together, pausing for the student to respond. If needed, ask which reason connects most strongly to the meaning of the passage.

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 three reasons that repeat the same meaning.

Quick Check (2 minutes)

- ☐ Contrast a broad reason with specific evidence underneath it.
- ☐ Return to group labels and choose reasons from different categories.
- ☐ Ask which reason connects most strongly to the meaning of the passage.

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

"Today you did real writer work. You took one idea and carefully built support around it. That is how thoughtful writing grows."

DO

Contrast a broad reason with specific evidence underneath it. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"Turn to a partner and teach how the Magnifying process works. Explain the four layers in order and tell why each one matters."

DO

Contrast a broad reason with specific evidence underneath it. 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 magnify one claim into three distinct reasons that can.."

DO

Ask which reason connects most strongly to the meaning of the passage. 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

Contrast a broad reason with specific evidence underneath it. 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 6, Module 2 Teacher Lesson Plan Guide ("this guide. The answer belongs here as a prompt for inquiry and at the end as an answered reflection."), pages 1 through 47. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.