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Small Group Reteach Plan

Grade 4 · Cluster 6 · Module 3
with text-based reasoning, and finish with a meaningful thought.

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

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 6 • Module 3: with text-based reasoning, and finish
with a meaningful thought.

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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 explains why a region is best but does not show how its features support the claim.	Model the difference: WHY names a reason with because; HOW explains the way features work together using by or through.
The student writes a factual detail about the region without connecting it to the argumentative claim.	Return to the claim and ask whether the detail proves the reason or only names a fact.
The student lists evidence without explaining what it proves about the region's advantages.	Ask what the evidence proves and require one explanation sentence before moving to the next reason.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will complete a focused, structured, coherent argumentative paper by connecting every part of CREATURES, growing one claim into three strong reasons through the Magnifying process, and delivering the argument as a persuasive letter.

TEKS: 4.11(A)(i)

Materials: Module 3 passages “A Day That Changed”; module workbook pages.

Warm Up (2 minutes)

SAY

“Today we are building strong argumentative writing with CREATURES. Each letter gives us a job. We still need a clear claim, reasons, evidence, and Thinking, but strong arguments also organize ideas logically, recognize another viewpoint, rebut that viewpoint, end with purpose, and show why the issue matters.”

DO

Display the SCR ladder visual. Today's focus: students will complete a focused, structured, coherent argumentative paper by connecting every part of CREATURES, growing one claim into three strong reasons through the Magnifying process, and delivering the argument as a persuasive letter. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“Start with one decision. Ask why it makes sense three different ways. Those three answers become your reasons. Then test every evidence card: does it prove this reason, or does it only mention the same topic?”

DO

Model the difference: WHY names a reason with because; HOW explains the way features work together using by or through. Show this on chart paper using “A Day That Changed”, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“Evidence is from the text, but Thinking tells what the evidence means for the reason and claim. Understanding Others shows that we can hear a reasonable viewpoint before we respond.”

DO

Walk through a fresh prompt from “A Day That Changed” together. If needed, return to the claim and ask whether the detail proves the reason or only names a fact.

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 explains why a region is best but does not show how its features.

Quick Check (2 minutes)

- ☐ Model the difference: WHY names a reason with because; HOW explains the way features work together using by or through.
- ☐ Return to the claim and ask whether the detail proves the reason or only names a fact.
- ☐ Ask what the evidence proves and require one explanation sentence before moving to the next reason.

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 3 passages "A Day That Changed"; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"Today you did more than match cards. You practiced building real writing that sounds connected, supported, and meaningful. That is powerful work."

DO

Model the difference: WHY names a reason with because; HOW explains the way. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"Explain why one evidence card belongs with one reason, and explain how a rebuttal returns to the chosen side. Teaching the connection out loud shows that you own the framework."

DO

Ask what the evidence proves and require one explanation sentence before moving to the next reason. 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 complete a focused, structured, coherent argumentative paper.."

DO

Return to the claim and ask whether the detail proves the reason or only names a fact. 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

Model the difference: WHY names a reason with because; HOW explains the way features work together using by or through. 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 3 Teacher Lesson Plan Guide (“with text-based reasoning, and finish with a meaningful thought.”), pages 1 through 57. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.