

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 4 · Cluster 6 · Module 4
TEKS Strand Student Expectation Where Assessed

Single Constructed Response (SCR)
Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 6 • Module 4: TEKS Strand Student Expectation
Where Assessed

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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 treats the greeting as the whole introduction.	Separate the greeting from the SET introduction and claim.
The student uses a general detail for every audience.	Ask which passage evidence will matter most to this specific recipient.
The student stops writing after the evidence without a conclusion.	Ask what larger idea the reader should remember.
The student uses casual language for a formal audience.	Compare the register for a classmate and a principal.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will shape an argumentative letter for a real audience with a clear claim, relevant support, respectful tone, and meaningful ending. The argument will stay constant while the format and audience change.

TEKS: 4.11(A)(i)

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

Warm Up (2 minutes)

SAY

“In argumentative writing, we choose a side and support it. If you have to decide, declare the why. In a letter, the greeting tells who you are writing to, the introduction explains why, the claim tells your side, the support explains why your side makes sense, the closing thought gives the reader a big idea, and the closing politely ends the letter.”

DO

Display the SCR ladder visual. Today's focus: students will shape an argumentative letter for a real audience with a clear claim, relevant support, respectful tone, and meaningful ending. The argument will stay constant while the format and audience change. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“Today you will complete Build the Letter. Read the prompt, identify the recipient, and match each part. Explain one match before you glue it into your interactive notebook.”

DO

Ask what larger idea the reader should remember. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“Every part of a letter has a job. The greeting shows who the letter is written to. The beginning explains why the writer is writing. A meaningful ending helps the reader remember the point. Different audiences need different tones.”

DO

Walk through the module passage together, pausing for the student to respond. If needed, compare the register for a classmate and a principal.

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 stops writing after the evidence without a conclusion.

Quick Check (2 minutes)

- ☐ Separate the greeting from the SET introduction and claim.
- ☐ Ask which passage evidence will matter most to this specific recipient.
- ☐ Ask what larger idea the reader should remember.

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

"Strong writers do not only finish work. They reflect on it, improve it, and set goals for where their writing can grow. Choose one part that already fits your reader and one part you will strengthen."

DO

Separate the greeting from the SET introduction and claim. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"Watch how I take what we practiced and put it into writing. I will show you: students will shape an argumentative letter for a real audience with a clear.."

DO

Separate the greeting from the SET introduction and claim. 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 shape an argumentative letter for a real audience with a clear.."

DO

Compare the register for a classmate and a principal. 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

Separate the greeting from the SET introduction and claim. 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 4 Teacher Lesson Plan Guide (“TEKS Strand Student Expectation Where Assessed”), pages 1 through 52. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.