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Small Group Reteach Plan

Grade 4 • Cluster 7 • Module 1

- What does it mean to carry something forward to the next generation? • Which poem did you like more, and what did it help you picture?

Single Constructed Response (SCR)

Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan

Grade 4 • Cluster 7 • Module 1: • What does it mean to carry something forward to the next generation? • Which poem did you like more, and what did it help you picture?

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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 sorts every card under goods and cannot explain how a story or tradition moves.	Ask, 'What traveled that you could not put in a box?' Use the story or song from the poems.
The student does not notice stanzas or says the poem has paragraphs.	Point to line breaks and stanza groups. Name LEAVES Lines and Layout.
The student calls a route between places a legacy or calls a family tradition only a connection.	Sort place to place as connection and generation to generation as legacy.
The student writes about a new topic after drafting the narrative.	Ask, 'Did you keep the same idea when you changed the form?'
The student repeats the poem instead of choosing a traveler, experience, and setting.	Ask, 'What is your experience, and where and when does it happen?'

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will explain that ideas can travel between people and across generations, identify lines and stanzas in a poem, name the experience and setting of a narrative, and compose a short narrative and poem that show something less visible traveling.

TEKS: 4.11(A)(i)

Materials: Module 1 passages the module passages; module workbook pages.

Warm Up (2 minutes)

SAY

“When I say a word, repeat it and add something that could travel with it.”

DO

Display the SCR ladder visual. Today's focus: students will explain that ideas can travel between people and across generations, identify lines and stanzas in a poem, name the experience and setting of a narrative, and compose a short narrative and poem that show something less visible traveling. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“Notice what just happened. Some things we named are objects. Others are ideas, knowledge, experiences, and customs.”

DO

Ask, 'What is your experience, and where and when does it happen?' Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“To transform one idea from the poem into a narrative, ask: What experience will happen? Where and when will it happen? That is the T and S of TRAILS.”

DO

Walk through the module passage together, pausing for the student to respond. If needed, ask, 'What traveled that you could not put in a box?' Use the story or song from the poems.

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 repeats the poem instead of choosing a traveler, experience,.

Quick Check (2 minutes)

- ☐ I can sort things that travel into goods, ideas, culture, knowledge, or both.
- ☐ I can point to lines and stanzas and name an emotion a poem creates.
- ☐ I can give my narrative a clear experience and a setting a reader can picture.
- ☐ I can turn the same idea into a four-line poem.
- ☐ I can explain the difference between connection and legacy.

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)(iv)

Materials: Module 1 passages the module passages; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"Every card must be placed into one category. But placing a card earns you nothing unless you can explain your decision."

DO

I can sort things that travel into goods, ideas, culture, knowledge, or both. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"Now you are showing connection, not simply categorizing vocabulary. Misconception / teacher move: if a student says a book is only a good, ask what travels inside it. Access without lowering rigor: let students say the chain before writing it. Student product: a justified card sort and strongest connection chain."

DO

Point to line breaks and stanza groups. Name LEAVES Lines and Layout. Write this as a model response on chart paper so students can see each part.

We Do: Guided Practice (4 minutes)

SAY

"Which card caused the greatest disagreement? Could a book belong in more than one category? A physical book travels, but what else travels inside it? What did the game help us understand about carry forward?"

DO

Ask, 'What traveled that you could not put in a box?' Use the story or song from the poems. 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

I can sort things that travel into goods, ideas, culture, knowledge, or both. 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 7, Module 1 Teacher Lesson Plan Guide ("• What does it mean to carry something forward to the next generation? • Which poem did you like more, and what did it help you picture?"), pages 1 through 50. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.