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Small Group Reteach Plan

Grade 4 · Cluster 7 · Module 2

- Writing product: "A Voice Along the Route," grounded only in details supported by the poems.

Single Constructed Response (SCR)

Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 7 • Module 2: • Writing product: "A Voice Along the Route," grounded only in details supported by the poems.

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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 says that a riverway or road teaches an idea without naming a person.	Ask who used the route and what that person carried or shared.
The student writes unsupported details as if the poem stated them.	Underline the poem-supported setting and label invented speech as fictional.
The student says the poem is about a song or law but cannot name the speaker's voice.	Ask what feeling and word choices create a hopeful, thoughtful, questioning, proud, curious, cautious, or determined voice.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will explain how people help ideas, knowledge, and traditions travel. They will develop a relationship through actions, thoughts, and dialogue in a perspective narrative, then create emotion and a specific voice in two rhyming stanzas.

TEKS: 4.11(A)(i)

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

Warm Up (2 minutes)

SAY

"A road cannot tell a story by itself. A river cannot teach someone a skill. A trading route does not share an idea. People do."

DO

Display the SCR ladder visual. Today's focus: students will explain how people help ideas, knowledge, and traditions travel. They will develop a relationship through actions, thoughts, and dialogue in a perspective narrative, then create emotion and a specific voice in two rhyming stanzas. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

"Relationships change narratives. Emotion tells us what the experience feels like. Voice tells us how the speaker sounds. Model a short evidence chain: Caddo / riverway / goods + customs. Then point to LEAVES E + V in the line about knowledge, mind, and heart."

DO

Ask what feeling and word choices create a hopeful, thoughtful, questioning, proud, curious, cautious, or determined voice. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

"Can knowledge travel if nobody teaches, writes, speaks, demonstrates, or remembers it? What does that tell us about human relationships?"

DO

Walk through the module passage together, pausing for the student to respond. If needed, ask who used the route and what that person carried or shared.

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 says the poem is about a song or law but cannot name the speaker's.

Quick Check (2 minutes)

- ☐ I can explain what another narrator might help the reader learn.

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 2 passages the module passages; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"Find one place where your reader can clearly understand the relationship. Award it. Find one place where your character's voice sounds specific rather than generic. Award it."

DO

I can explain what another narrator might help the reader learn. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"Now find one place where the reader needs more information. That becomes your target."

DO

Underline the poem-supported setting and label invented speech as fictional. Write this as a model response on chart paper so students can see each part.

We Do: Guided Practice (4 minutes)

SAY

"Do not simply tell your partner what happened. Teach your partner why the narrator matters."

DO

Ask who used the route and what that person carried or shared. 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 explain what another narrator might help the reader learn. 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 2 Teacher Lesson Plan Guide (“• Writing product: "A Voice Along the Route," grounded only in details supported by the poems.”), pages 1 through 52. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.