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Small Group Reteach Plan

Grade 4 · Cluster 7 · Module 3
Thinking after the poems:

Single Constructed Response (SCR)
Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 7 • Module 3: Thinking after 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 route 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 setting details as historical facts.	Underline the poem-supported setting and label invented speech as fictional.
The student names the poem subject but cannot describe the speaker's voice.	Ask what feeling and word choices create the voice: hopeful, proud, determined, or another tone.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will explain how people help ideas, knowledge, and traditions travel. They will trace a cause through a connection to an immediate and a longer consequence, explain why perspectives may differ, build a narrative around an Important Moment and Lesson or Lasting Effect, and use artistic language

TEKS: 4.11(A)(i)

Materials: Module 3 passages the module passages; module workbook pages.

Warm Up (2 minutes)

SAY

"This week we are working on thinking after the poems:. Today in our small group we will slow this skill down so you can build confidence."

DO

Display the SCR ladder visual. Today's focus: students will explain how people help ideas, knowledge, and traditions travel. They will trace a cause through a connection to an immediate and a longer consequence, explain why perspectives may differ, build a narrative around an Important Moment and Lesson or Lasting Effect, and use artistic language. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

"Watch as I show you how to explain how people help ideas, knowledge, and traditions travel. they will trace a cause through a connection to an immediate and a longer consequence, explain why perspectives may differ, build a narrative around an important moment and lesson or lasting effect, and use artistic language. I am going to think aloud through each step."

DO

Underline the poem-supported setting and label invented speech as fictional. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

"Now we try it together. I will guide you, and you will do the thinking."

DO

Walk through the module passage together, pausing for the student to respond. If needed, ask what feeling and word choices create the voice: hopeful, proud, determined, or another tone.

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 unsupported setting details as historical facts.

Quick Check (2 minutes)

- ☐ Ask who used the route and what that person carried or shared.
- ☐ Underline the poem-supported setting and label invented speech as fictional.
- ☐ Ask what feeling and word choices create the voice: hopeful, proud, determined, or another tone.

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

Warm Up (2 minutes)

SAY

"In our last lesson you practiced the foundational skill. Today we connect it to your single constructed response (scr) so the thinking shows in your writing."

DO

Ask who used the route and what that person carried or shared. 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 explain how people help ideas, knowledge, and traditions travel.."

DO

Ask who used the route and what that person carried or shared. 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 explain how people help ideas, knowledge, and traditions travel.."

DO

Ask what feeling and word choices create the voice: hopeful, proud, determined, or another tone. 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

Ask who used the route and what that person carried or shared. 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 3 Teacher Lesson Plan Guide ("Thinking after the poems:"), pages 1 through 42. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.