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Small Group Reteach Plan

Grade 4 · Cluster 7 · Module 4

- What should people consider before carrying a tradition or idea forward? • What does it mean to repair something harmful from the past?

Single Constructed Response (SCR)

Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan

Grade 4 • Cluster 7 • Module 4: • What should people consider before carrying a tradition or idea forward? • What does it mean to repair something harmful from the past?

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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 consequence as punishment.	Return to the chain and show an effect such as city growth or knowledge moving.
The student includes any busy action as important.	Remove it and ask whether the meaning changes.
The student repeats the immediate effect instead of naming a longer effect.	Use a now-and-later timeline to separate immediate from lasting effects.
The student imagines any feeling as a perspective without textual support.	Ask which poem words support the feeling.
The student treats rhyme as only decoration.	Repeat the stanza and name the emphasized idea.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will use evidence to explain how people help ideas, knowledge, and traditions travel; evaluate what should be preserved, questioned, improved or repaired, and carried forward; and communicate a thoughtful central idea through narrative and poetry.

TEKS: 4.11(A)

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

Warm Up (2 minutes)

SAY

“During the first week, we asked what travels. During the second, we asked who carries it. During the third, we asked what changes because of the connection. Today we ask what we should do with what reaches us from the past.”

DO

Display the SCR ladder visual. Today's focus: students will use evidence to explain how people help ideas, knowledge, and traditions travel; evaluate what should be preserved, questioned, improved or repaired, and carried forward; and communicate a thoughtful central idea through narrative and poetry. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“The detail says _____. In context, it becomes evidence that _____. My interpretation is _____. Its significance is _____.”

DO

Return to the chain and show an effect such as city growth or knowledge moving. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“Yesterday we discovered that the deeper questions did not always have identical answers. That is not weakness. That is thinking.”

DO

Walk through the module passage together, pausing for the student to respond. If needed, remove it and ask whether the meaning changes.

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 treats consequence as punishment.

Quick Check (2 minutes)

- ☐ Return to the chain and show an effect such as city growth or knowledge moving.
- ☐ Remove it and ask whether the meaning changes.
- ☐ Use a now-and-later timeline to separate immediate from lasting effects.

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(A)(i)

Materials: Module 4 passages the module passages; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"Your story does not need to retell one of our poems. It should demonstrate the deeper idea you learned from them. Your poem should make different craft decisions while preserving the central meaning."

DO

Return to the chain and show an effect such as city growth or knowledge moving. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"Today I want you to act as the first expert reader of your own work. Award three places where your decisions are strong. Now choose only two high-impact targets."

DO

Use a now-and-later timeline to separate immediate from lasting effects. Write this as a model response on chart paper so students can see each part.

We Do: Guided Practice (4 minutes)

SAY

"Today you are not presenting for applause. You are teaching. Your audience should understand something more clearly because you explained it."

DO

Remove it and ask whether the meaning changes. 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

Return to the chain and show an effect such as city growth or knowledge moving. 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 4 Teacher Lesson Plan Guide ("• What should people consider before carrying a tradition or idea forward? • What does it mean to repair something harmful from the past?"), pages 1 through 56. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.