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Small Group Reteach Plan

Grade 4 · Cluster 8 · Module 1

shared paper as later modules add IDEAS AND CHOICES, LEGACY AND EVIDENCE, and SYNTHESIS.

Single Constructed Response (SCR)

Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 8 • Module 1: shared paper as later modules add
IDEAS AND CHOICES, LEGACY AND EVIDENCE, and SYNTHESIS.

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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 selects an interesting fact that does not prove the PLACE reason.	Ask, 'What does this help prove about place?'
The student keeps the source sentence order and calls it a paraphrase.	Model new structure and compare the note with the source.
The student copies a detail but does not connect it to the thesis (central idea).	Offer the frame: "This shows _____ because _____."

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will use PLACE as a research lens, ask and clarify the central question, gather relevant evidence from the numbered source, distinguish quotation, paraphrase, and copying too closely, and draft Body Paragraph 1 with a thesis (central idea), reason, evidence, and explanation.

TEKS: 4.11(B)(i)

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

Warm Up (2 minutes)

SAY

"A report collects information. A research paper uses information to prove an answer. This week we ask how a place can create both opportunities and challenges for a society."

DO

Display the SCR ladder visual. Today's focus: students will use PLACE as a research lens, ask and clarify the central question, gather relevant evidence from the numbered source, distinguish quotation, paraphrase, and copying too closely, and draft Body Paragraph 1 with a thesis (central idea), reason, evidence, and explanation. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

"I am not listing facts yet. I am asking what the facts help me prove. Our shared thesis (central idea) gives every fact a job."

DO

Model new structure and compare the note with the source. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

"Read the fact, name the paragraph, and ask what it helps prove. A fact without an explanation is only a loose piece of information."

DO

Walk through the module passage together, pausing for the student to respond. If needed, offer the frame: "This shows _____ because _____."

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 keeps the source sentence order and calls it a paraphrase.

Quick Check (2 minutes)

- ☐ Ask, 'What does this help prove about place?'
- ☐ Model new structure and compare the note with the source.
- ☐ Offer the frame: "This shows _____ because _____."

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

"Which source detail best proves our PLACE reason? Tell me the paragraph number, then tell me what the detail proves."

DO

Ask, 'What does this help prove about place?' Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"Your research strength is visible when every evidence choice has a reason. Point to the words that show your source and the sentence that explains your thinking."

DO

Ask, 'What does this help prove about place?' Write this as a model response on chart paper so students can see each part.

We Do: Guided Practice (4 minutes)

SAY

"Teach your partner one research move. Say the reason, name the source paragraph, identify the quotation or paraphrase, and explain what it proves."

DO

Offer the frame: "This shows _____ because _____." 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, 'What does this help prove about place?' 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 8, Module 1 Teacher Lesson Plan Guide ("shared paper as later modules add IDEAS AND CHOICES, LEGACY AND EVIDENCE, and SYNTHESIS."), pages 1 through 56. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.