

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 4 · Cluster 8 · Module 2
Final thinking:

Single Constructed Response (SCR)
Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 8 • Module 2: Final thinking:

© 2026 The Writing Academy®, LLC. All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

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 copies the source and calls it paraphrasing.	Read, cover, tell, write, and check.
The student treats a fact as self-proving without connecting it to the thesis (central idea).	Ask what the fact proves about the reason.
The student omits source credit on a quotation or paraphrase.	Credit every quotation and paraphrase and list the source.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will generate and clarify the research question, follow a plan, gather relevant information from varied sources, identify primary and secondary sources, demonstrate understanding, distinguish paraphrasing from copying too closely, credit sources, and present a focused Body Paragraph 2.

TEKS: 4.10(B)

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

Warm Up (2 minutes)

SAY

“Do not jump from idea to change. Show the action in the middle. Then ask what the evidence helps prove.”

DO

Display the SCR ladder visual. Today's focus: students will generate and clarify the research question, follow a plan, gather relevant information from varied sources, identify primary and secondary sources, demonstrate understanding, distinguish paraphrasing from copying too closely, credit sources, and present a focused Body Paragraph 2. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“Point to the action card. Tell us how that action connected the idea or choice to the change.”

DO

Read, cover, tell, write, and check. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“Researchers explain the decision and action in between.”

DO

Walk through the module passage together, pausing for the student to respond. If needed, ask what the fact proves about the reason.

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 copies the source and calls it paraphrasing.

Quick Check (2 minutes)

- ☐ Read, cover, tell, write, and check.
- ☐ Ask what the fact proves about the reason.
- ☐ Credit every quotation and paraphrase and list the source.

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)

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

Warm Up (2 minutes)

SAY

"Where did I explain what happened but forget why it mattered?"

DO

Read, cover, tell, write, and check. 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 generate and clarify the research question, follow a plan, gather.."

DO

Credit every quotation and paraphrase and list the source. 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 generate and clarify the research question, follow a plan, gather.."

DO

Ask what the fact proves about the reason. 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

Read, cover, tell, write, and check. 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 2 Teacher Lesson Plan Guide ("Final thinking:"), pages 1 through 48. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.