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Small Group Reteach Plan

Grade 4 · Cluster 8 · Module 3
unfamiliar word and provide an oral frame. (central idea) for the student.

Single Constructed Response (SCR)

Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
**Grade 4 • Cluster 8 • Module 3: unfamiliar word and provide an oral
frame. (central idea) for the student.**

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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 changes a few words and omits the source.	Remind the student that a paraphrase changes words and structure but still needs source credit.
The student preserves the source's wording or structure.	Mark the copied words, then read, cover, tell, write, and check again.
The student lists a detail but does not connect it to the assigned reason.	Ask the three E2 questions: What does it mean? Why does it matter? How does it prove the reason?

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will compare artifacts, maps, documents, artwork, music, and geographic maps; explain each source's power and limit; corroborate evidence; distinguish quotation, paraphrase, and copying; and write Body Paragraph 3 using R-E1-E2.

TEKS: 4.11(B)

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

Warm Up (2 minutes)

SAY

"Which one tells history best? The answer is not one of them. Each source can tell us something different."

DO

Display the SCR ladder visual. Today's focus: students will compare artifacts, maps, documents, artwork, music, and geographic maps; explain each source's power and limit; corroborate evidence; distinguish quotation, paraphrase, and copying; and write Body Paragraph 3 using R-E1-E2. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

"Researchers become more confident when different sources support the same conclusion. Use the Evidence Room wording,"

DO

Ask the three E2 questions: What does it mean? Why does it matter? How does it prove the reason? Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

"A relevant source proves a part of the R. Name the power, name the limit, and explain what the evidence helps prove. source strength depends on relevance, power, limit, and corroboration, not on one repeated word."

DO

Walk through the module passage together, pausing for the student to respond. If needed, remind the student that a paraphrase changes words and structure but still needs source credit.

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 lists a detail but does not connect it to the assigned reason.

Quick Check (2 minutes)

- ☐ Remind the student that a paraphrase changes words and structure but still needs source credit.
- ☐ Mark the copied words, then read, cover, tell, write, and check again.
- ☐ Ask the three E2 questions: What does it mean? Why does it matter? How does it prove the reason?

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(C)

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

Warm Up (2 minutes)

SAY

“Point to the exact sentence that earns your award. Explain why it is accurate, relevant, and connected to the assigned R.”

DO

Remind the student that a paraphrase changes words and structure but still. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

“This source is... It can help us understand... It cannot tell us... A second source I would compare is... Together these sources help prove...”

DO

Mark the copied words, then read, cover, tell, write, and check again. 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 compare artifacts, maps, documents, artwork, music...”

DO

Remind the student that a paraphrase changes words and structure but still needs source credit. 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

Remind the student that a paraphrase changes words and structure but still needs source credit. 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 3 Teacher Lesson Plan Guide ("unfamiliar word and provide an oral frame. (central idea) for the student."), pages 1 through 55. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.