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Small Group Reteach Plan

Grade 4 · Cluster 8 · Module 4

sources (13)(E) demonstrate understanding of information gathered (13)(F)
recognize the difference

Single Constructed Response (SCR)

Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • Cluster 8 • Module 4: sources (13)(E) demonstrate
understanding of information gathered (13)(F) recognize the
difference

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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 keeps SET, body paragraphs, and reflection visible but omits revision.	Revise ideas and organization first; edit conventions and correctness last.
The student treats a report and a research paper as the same thing.	A report collects information; a research paper uses information to prove an answer.
The student lists a quotation and a paraphrase without source credit.	Both a quotation and a paraphrase need source credit. Mark each one.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Learning Destination: Families see the capstone as one complete research paper. Ask, “What does this evidence help you prove?” by adding, deleting, combining, and rearranging ideas for coherence and clarity (11)(D) edit drafts using

TEKS: 4.11(C)

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

Warm Up (2 minutes)

SAY

“return the three body paragraphs, reveal the complete-paper flow, build SET, and show why a source detail earns a place.”

DO

Display the SCR ladder visual. Today's focus: learning Destination: Families see the capstone as one complete research paper. Ask, “What does this evidence help you prove?” by adding, deleting, combining, and rearranging ideas for coherence and clarity (11)(D) edit drafts using. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“organize cards A-O into SET, three R-E1-E2 body paragraphs, and R1-R2-R3, then justify the order.”

DO

A report collects information; a research paper uses information to prove an answer. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“assemble the paper, mark Q and P, credit both, add corroboration, and revise for one clear answer.”

DO

Walk through the module passage together, pausing for the student to respond. If needed, both a quotation and a paraphrase need source credit. Mark each one.

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 a report and a research paper as the same thing.

Quick Check (2 minutes)

- ☐ Revise ideas and organization first; edit conventions and correctness last.
- ☐ A report collects information; a research paper uses information to prove an answer.
- ☐ Both a quotation and a paraphrase need source credit. Mark each one.

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(D)

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

Warm Up (2 minutes)

SAY

“award one precise success and move through seven Target Stations.”

DO

Revise ideas and organization first; edit conventions and correctness last. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

“publish the paper in the What Shapes Our World? Research Museum and explain the thesis (central idea), strongest evidence, source relationship, limitation, and R3 takeaway.”

DO

Revise ideas and organization first; edit conventions and correctness last. 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: learning destination: families see the capstone as one complete research paper..”

DO

Both a quotation and a paraphrase need source credit. Mark each one. 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

Revise ideas and organization first; edit conventions and correctness last. 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 4 Teacher Lesson Plan Guide (“sources (13)(E) demonstrate understanding of information gathered (13)(F) recognize the difference”), pages 1 through 54. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.