

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 4 · PREPARE · Module 1
escritura narrativa.

Single Constructed Response (SCR)
Passages: “Dream” and “Serve”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • PREPARE • Module 1: escritura narrativa.

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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 chooses a genre that matches the passage genre instead of the writing job.	Present different writing jobs from the same passage until the student separates reading genre from response genre.
The student names a genre without giving a reason tied to topic, purpose, and audience.	Require the words purpose and audience in oral reasoning before the genre choice counts.
The student writes a list of events instead of developing an experience.	Use TRAILS to develop an experience with an important moment and lasting effect.
The student fixes only spelling and calls the draft revised.	Revise sentence structure first for meaning; edit conventions last.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will select and justify a response genre using the topic, purpose, and audience, then plan and draft a personal narrative using TRAILS.

TEKS: 4.11(A)

Materials: Module 1 passages “Dream” and “Serve”; module workbook pages.

Warm Up (2 minutes)

SAY

“This week we think like prepared writers. Before choosing a form, we name the job the writing must do.”

DO

Display the SCR ladder visual. Today's focus: students will select and justify a response genre using the topic, purpose, and audience, then plan and draft a personal narrative using TRAILS. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“Do not choose the form because the source is fiction. Name the job. Purpose and audience decide the genre.”

DO

Use TRAILS to develop an experience with an important moment and lasting effect. Show this on chart paper using “Dream”, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“Now we try it together. I will guide you, and you will do the thinking.”

DO

Walk through “Serve” together, pausing for the student to respond. If needed, revise sentence structure first for meaning; edit conventions last.

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 writes a list of events instead of developing an experience.

Quick Check (2 minutes)

- ☐ I can name the topic, purpose, and audience for a writing job.
- ☐ I can choose the response genre that fits the job and explain why.
- ☐ I can tell the difference between the source's reading genre and my response genre.
- ☐ I can plan a personal narrative with TRAILS and draft it for classmates.
- ☐ I can revise one sentence for structure and edit for conventions.

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 1 passages “Dream” and “Serve”; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

“In our last lesson you practiced the foundational skill. Today we connect it to your single constructed response (scr) so the thinking shows in your writing.”

DO

I can name the topic, purpose, and audience for a writing job. 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 select and justify a response genre using the topic, purpose...”

DO

Present different writing jobs from the same passage until the student separates reading genre from response genre. 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 select and justify a response genre using the topic, purpose...”

DO

Revise sentence structure first for meaning; edit conventions last. Have the student locate evidence in “Dream” and “Serve” 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

I can name the topic, purpose, and audience for a writing job. The student writes without teacher assistance using “Dream” and “Serve”.

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, PREPARE, Module 1 Teacher Lesson Plan Guide (“escritura narrativa.”), pages 1 through 49. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.