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Small Group Reteach Plan

Grade 4 · PREPARE · Module 2

- Tell me about a time you chose to include or help someone.

Single Constructed Response (SCR)

Passages: “Dream” and “Serve”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • PREPARE • Module 2: • Tell me about a time you chose to
include or help someone.

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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 assumes a fiction passage requires a narrative response.	Use the sentence: 'The passage is fiction, but the response should be ____ because the writing purpose is ____ for ____.'
The student writes a narrative as a list with no important moment.	Use TRAILS to develop actions, thoughts, dialogue, and reflection.
The student fixes spelling only and calls the draft revised.	Revise sentence structure first; edit conventions last.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will select and justify a response genre by using the topic, purpose, and audience; adjust details, style, and register to fit the audience; develop an important moment with actions, thoughts, dialogue, and reflection; revise a sentence for structure; and edit for conventions.

TEKS: 4.11(A)

Materials: Module 2 passages “Dream” and “Serve”; module workbook pages.

Warm Up (2 minutes)

SAY

“A source passage does not choose your response genre for you. Your writing job does. This week we also ask who the reader is, because the audience changes what the writing needs.”

DO

Display the SCR ladder visual. Today's focus: students will select and justify a response genre by using the topic, purpose, and audience; adjust details, style, and register to fit the audience; develop an important moment with actions, thoughts, dialogue, and reflection; revise a sentence for structure; and edit for conventions. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“Topic equals a true experience. Purpose equals narrate and reflect. Audience equals classmates who need to feel the moment. Genre equals personal narrative. Planning equals freewrite, then TRAILS.”

DO

Use TRAILS to develop actions, thoughts, dialogue, and reflection. Show this on chart paper using “Dream”, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“Topic equals service. Purpose equals explain. Audience equals a younger student who needs simple examples. Genre equals informative. Planning equals map the main idea and examples.”

DO

Walk through “Serve” together, pausing for the student to respond. If needed, revise sentence structure first; 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 narrative as a list with no important moment.

Quick Check (2 minutes)

- ☐ I can name topic, purpose, and audience and justify my genre.
- ☐ I can explain how my details or register changed for my audience.
- ☐ I can develop the important moment so my reader can feel it.
- ☐ I can revise one sentence for structure and edit 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 2 passages "Dream" and "Serve"; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"An attempt is allowed to change. State your first decision, listen to the group, and revise it when a stronger reason appears. A genre name without a topic, purpose, and audience reason does not earn the point. Embedded check: Listen for a purpose and audience reason before awarding the point. Access: allow students to point to the Genre Compass and rehearse the reason. Student product: Same Topic, Different Job recording sheet."

DO

I can name topic, purpose, and audience and justify my genre. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"Dream and Serve are both fiction. That tells us how the source is written, not how every response must be written. The passage is fiction, but the response should be ____ because the writing purpose is ____ for ____."

DO

Use the sentence: 'The passage is fiction, but the response should be ____ because the writing purpose is ____ for ____.' Write this as a model response on chart paper so students can see each part.

We Do: Guided Practice (4 minutes)

SAY

"Name one detail your audience needs and one detail it does not need. Show where your ending reveals the lasting effect rather than simply stopping. Embedded check: Collect the PREPARE header and TRAILS plan. Access: offer oral rehearsal and the Audience Lens card; students still choose the route and draft. Student product: audience aware personal narrative with a TRAILS plan."

DO

Revise sentence structure first; 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 topic, purpose, and audience and justify my genre. 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 2 Teacher Lesson Plan Guide (“• Tell me about a time you chose to include or help someone.”), pages 1 through 48. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.