

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 4 · PREPARE · Module 3

- How do you decide which planning strategy fits a job? • Tell me about a time you recognized a way to make a positive difference.

Single Constructed Response (SCR)

Passages: “Dream” and “Serve”

STUDENT SUPPORTS

Small Group Reteach Plan

Grade 4 • PREPARE • Module 3: • How do you decide which planning strategy fits a job? • Tell me about a time you recognized a way to make a positive difference.

© 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 maps a job that needs quick idea generation.	Match brainstorm to generate, freewrite to uncover, and map to connect.
The student chooses narrative only because the passages are fiction.	Use the Genre Compass to identify the writing job before selecting a genre.
The student stops after the plan without drafting.	Use the plan to draft and develop the important moment.
The student joins ideas without control and calls the longer sentence stronger.	Revise sentence structure for meaning and clarity.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: BIG Goal: Students will choose and justify both a response genre and a planning strategy that fit the topic, purpose, and audience, then plan and draft a personal narrative. I Will Statements

TEKS: 4.11(A)

Materials: Module 3 passages “Dream” and “Serve”; module workbook pages.

Warm Up (2 minutes)

SAY

“Before you write, listen to the whole writing situation. Name the topic, purpose, and audience. Then use the Genre Compass to choose the response genre.”

DO

Display the SCR ladder visual. Today's focus: bIG Goal: Students will choose and justify both a response genre and a planning strategy that fit the topic, purpose, and audience, then plan and draft a personal narrative. I Will Statements. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“The passage is fiction, but the writing job decides what you will produce. Purpose and audience decide the genre.”

DO

Use the plan to draft and develop the important moment. Show this on chart paper using “Dream”, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“Do not choose the easiest route. Choose the route that organizes the thinking the job needs.”

DO

Walk through “Serve” together, pausing for the student to respond. If needed, revise sentence structure for meaning and clarity.

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 stops after the plan without drafting.

Quick Check (2 minutes)

- ☐ I can name a genre and a planning strategy and justify both.
- ☐ I can explain why my planning strategy fits the job.
- ☐ I can develop the important moment so my reader can feel it.
- ☐ I can revise two sentences 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 3 passages "Dream" and "Serve"; student's work from Reteach Lesson 1.

Warm Up (2 minutes)

SAY

"What kind of thinking does this writing job require: generating, uncovering, or connecting? Use the topic, purpose, and audience as evidence."

DO

I can name a genre and a planning strategy and justify both. Display the module's writing model and point to where this appears in the finished product.

I Do: Model (3 minutes)

SAY

"Your strongest choice is the route you can explain. Name what your plan helped you organize."

DO

Match brainstorm to generate, freewrite to uncover, and map to connect. Write this as a model response on chart paper so students can see each part.

We Do: Guided Practice (4 minutes)

SAY

"Teach your partner how you chose the genre and the planning strategy. Explain how the strategy organized the thinking your job required."

DO

Revise sentence structure for meaning and clarity. 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 a genre and a planning strategy and justify both. 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 3 Teacher Lesson Plan Guide ("• How do you decide which planning strategy fits a job? • Tell me about a time you recognized a way to make a positive difference."), pages 1 through 38. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.