

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 4 · PREPARE · Module 4
Genre

Single Constructed Response (SCR)
Passages: the module passages

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 4 • PREPARE • Module 4: Genre

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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 the response genre must match the source genre.	Give the informative task card and rebuild the Genre Compass aloud.
The student names a genre without a topic, purpose, or audience reason.	Use the justification frame before the point counts.
The student writes a narrative as a list of events with no lasting effect.	Return to Important Moment and Lasting Effect in TRAILS.
The student picks the largest survey percentage without weighing other information.	Compare what the task considers beyond the biggest number.

Reteach Lesson 1: Building the Foundation (15 Minutes)

Skill Focus: Students will independently analyze a new writing situation, select and justify a response genre, choose an effective planning strategy, complete a personal narrative for a school audience, revise sentence structure, edit the final draft for the PREPARE conventions, and explain how the same content would change in another response form.

TEKS: 4.11(A)

Materials: Module 4 passages the module passages; 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 you make the whole decision on your own and prove it with topic, purpose, and audience.”

DO

Display the SCR ladder visual. Today's focus: students will independently analyze a new writing situation, select and justify a response genre, choose an effective planning strategy, complete a personal narrative for a school audience, revise sentence structure, edit the final draft for the PREPARE conventions, and explain how the same content would change in another response form. Point to each step as you name it.

I Do: Model (3 minutes)

SAY

“Dream”

DO

Give the informative task card and rebuild the Genre Compass aloud. Show this on chart paper using the module passage, thinking aloud through each decision.

We Do: Guided Practice (4 minutes)

SAY

“An award in GRADUATE is evidence of growth you can locate in your own work. Name the decision, point to the evidence, and explain the benefit. Use this frame:”

DO

Walk through the module passage together, pausing for the student to respond. If needed, use the justification frame before the point counts.

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 assumes the response genre must match the source genre.

Quick Check (2 minutes)

- ☐ I can name and justify a genre and plan without the anchor chart.
- ☐ I can complete, revise, and edit a personal narrative.
- ☐ I can explain one way the same content would change in a second genre.
- ☐ I can teach my decision chain to a partner from memory.

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 4 passages the module passages; 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 and justify a genre and plan without the anchor chart. 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 independently analyze a new writing situation, select and justify.."

DO

Return to Important Moment and Lasting Effect in TRAILS. 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 independently analyze a new writing situation, select and justify.."

DO

Use the justification frame before the point counts. 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

I can name and justify a genre and plan without the anchor chart. 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, PREPARE, Module 4 Teacher Lesson Plan Guide ("Genre"), pages 1 through 58. The essential question, TEKS, passages, success criteria, misconceptions, GRADUATE lesson activities, and assessment opportunities are sourced directly from that document.