

STUDENT STATION BOOK

Station Book: Prove It!

Responding with Evidence Stations

4th Grade



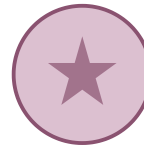
Correct It!



Prove It!



Shape It!



Create It!

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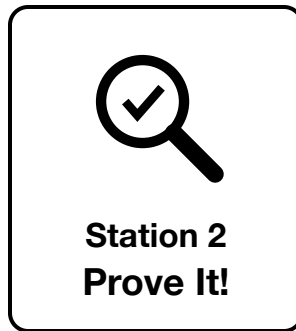
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Responding with Evidence Stations

Station 2: Prove It! • Grade 4



PREPARE and Clusters 1 to 8. Pull the section for your current cluster; the other three books hold the matching stations.

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Each cluster section has 8 pages: setup guide, sign, task and Remember cards, text card, Check and Improve card, Help/Stretch/Reset cards, student response page, and teacher answer and observation guide.

How Station Rotation Day Works

Teach and practice the routine first (PREPARE). Then run the rotation after the class has finished the instruction each station uses.

The 38-minute day

Minutes	What happens
2	Launch: review the four station names, the Help routine, and the timer signal.
8 + 1	Station round 1, then Transition 1: move clockwise to the next station.
8 + 1	Station round 2, then Transition 2
8 + 1	Station round 3, then Transition 3
8	Station round 4
1	Close: students turn in the Response Booklet.
38	2 launch + 32 at stations + 3 transitions + 1 close. This is about 13 minutes more than the usual 25-minute block.

Inside every 8-minute station

Minute	The student's job
Minute 1	Read: read the task card and look at the Remember card.
Minutes 2 to 6	Do: complete the required task on the Response Booklet page.
Minute 7	Check: open the Check and Improve card. Fix or improve one thing.
Minute 8	Reset: mark the completion strip and leave the station ready.

Rotation map (four groups)

Group	Round 1	Round 2	Round 3	Round 4
A	Station 1	Station 2	Station 3	Station 4
B	Station 2	Station 3	Station 4	Station 1
C	Station 3	Station 4	Station 1	Station 2
D	Station 4	Station 1	Station 2	Station 3

Rules that make independence possible

- **Every station is a starting point.** No station needs work from another station.
- **Individual materials.** Each student at the table has a task card, a text card, and the booklet page. Each student writes their own response.
- **One Help routine:** Reread the direction. Look at the example. Use the Remember card. Signal for help if you still need it.
- **Try first, then check.** Students open the Check and Improve card after they write. Leave the first try readable so you can see what changed.
- **Planning target, not a speed test.** A student who needs more time finishes during the next independent work time and is not marked unsuccessful because the timer sounded.
- **Finished, checked, and mastered are different.** The tracking page records the skill, independent or supported, and one point to revisit.
- **Prep happens before the day.** Cards are cut, text cards are printed, and each station tub is filled.

- - - - Dashed line = cut. ——— Solid line = fold. Pages marked "Practice draft: contains errors" are practice only. Real passages are printed exactly as they appear in the teacher guide.

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 4, PREPARE
Module connection	Module 2: The Same Idea, Many Jobs: Purpose and Audience Change the Writing
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

4.7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
4.7C	use text evidence to support an appropriate response

Stretch connection: 4.7D: retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts.

Where it lives

Grade 4 PREPARE Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 2, "Serve," paragraphs [28] to [30].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

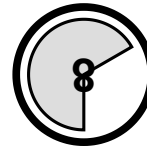
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

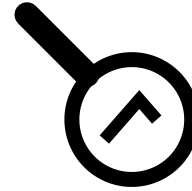
An answer with three sentences: thesis (central idea), evidence, and explanation.

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 2: PROVE IT! Task Card**

My goal: I can answer a question and prove my answer with a detail from the text.

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**Prove It (exactly three sentences)**

1. Thesis (central idea)	Answers the exact question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).

Clue word WHY = give a reason.

Passage Card: Station 2

My question: Why does Grandpa say service does not have to be something huge?

Serve

[28] I looked at him for a moment.

[29] “So service does not have to be something huge?”

[30] “Not at all,” Grandpa said. “Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home.”

From PREPARE, Module 2, "Serve," paragraphs [28] to [30].

Check and Improve: Station 2

Your words may be different. Check whether your work does the same important things.

Checklist

- ☐ Sentence 1 answers WHY with a reason.
- ☐ Sentence 2 copies a detail from the passage in quotation marks.
- ☐ The detail connects to the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Grandpa says service does not have to be huge because even small help counts as service. The passage states, "Sometimes service is helping one person." This shows helping one person counts, so big acts are not the only way to serve.

Improve: Does your explanation use your own words? Add one word that tells why the detail matters.

Help Card: Station 2

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Choose one evidence card below. Then still write all three sentences.

- A. "I looked at him for a moment."
- B. "Sometimes service is helping one person."
- C. "Sometimes it is helping people far from home."

Frame: Grandpa says service does not have to be huge because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

The student asks if service must be huge, and Grandpa says helping one person, a neighborhood, and people far from home all count.

✂ cut

Reset Directions: Station 2

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can answer a question and prove my answer with a detail from the text.

Question: Why does Grandpa say service does not have to be something huge?

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 2

Color key (teacher page): reason / thesis (central idea) in green, evidence in yellow.

Question

Why does Grandpa say service does not have to be something huge?

Acceptable response

Grandpa says service does not have to be huge because even small help counts as service. The passage states, "Sometimes service is helping one person." This shows helping one person counts, so big acts are not the only way to serve.

Evidence choices on the Help card

Choice	Why
A. "I looked at him for a moment."	Weak. True but does not answer WHY. It tells what the student did, not what service means.
B. "Sometimes service is helping one person."	Strong. Strong. It answers WHY service can be small.
C. "Sometimes it is helping people far from home."	Strong. Strong. It gives another clear example of service.

Common misunderstandings to watch

- Retelling the passage instead of answering WHY.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers WHY	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 4, Cluster 1
Module connection	Module 2: Build a Strong Thesis (Central Idea)
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

4.7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
4.7C	use text evidence to support an appropriate response

Stretch connection: 4.7D: retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and the SCR Ladder (thesis (central idea), evidence, explanation).

Where it lives

Grade 4 Cluster 1 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 2, "A Promise Written Long Ago," paragraphs [6] to [8].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

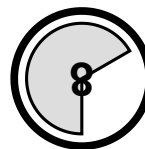
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

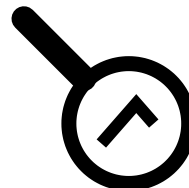
A three-sentence SCR (thesis (central idea), evidence, explanation).

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 2: PROVE IT! Task Card**

My goal: I can answer a question and prove my answer with a detail from the text.

1. Read the passage card about the Magna Carta.
2. Write a thesis (central idea) that answers the question.
3. Copy one strong detail from the text in quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**The SCR Ladder (exactly three sentences)**

1. Thesis (central idea)	Answers the exact question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).

Clue word HOW = tell how the author shows it.

Passage Card: Station 2**My question:** How does the author show why the Magna Carta mattered?**A Promise Written Long Ago**

[6] The Magna Carta was important because it limited the king's power. It said that the king had to follow the law, just like everyone else. It also protected certain rights of the people. For example, it said that free men could not be punished without a lawful judgment.

[7] This idea was very unusual at the time. Before the Magna Carta, kings often had the ability to make decisions without being questioned. The Magna Carta introduced the idea that even rulers must obey laws. This helped create a system that was more fair and balanced. It also gave people greater confidence that they would be treated justly.

[8] The circumstances at the time helped shape the Magna Carta. People were tired of unfair treatment and wanted change. Because of this, the document shows that people long ago cared about fairness and justice.

From Cluster 1, Module 2, "A Promise Written Long Ago," paragraphs [6] to [8].

Check and Improve: Station 2

Your words may be different. Check whether your work does the same important things.

Checklist

- ☐ Sentence 1 answers HOW with a clear reason.
- ☐ Sentence 2 copies a detail from the passage in quotation marks.
- ☐ The detail Connects to the question and Supports my thesis (central idea) (CSI).
- ☐ Sentence 3 explains the evidence in my own words.

Acceptable example

The author shows why the Magna Carta mattered by explaining that it made the king follow the same laws as everyone else. The passage states, "It said that the king had to follow the law, just like everyone else." This shows the document took power away from one ruler, so it mattered to people who wanted fairness.

Improve: Does your explanation use your own words? Add one word that tells why the detail matters.

Help Card: Station 2

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Choose one evidence card below. Then still write all three sentences.

A. "The circumstances at the time helped shape the Magna Carta."

B. "It said that the king had to follow the law, just like everyone else."

C. "The Magna Carta introduced the idea that even rulers must obey laws."

Frame: The author shows why the Magna Carta mattered by _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

In one sentence, summarize the excerpt in order: the Magna Carta limited the king's power, made rulers obey the law, and showed that people cared about fairness and justice.

✂ cut

Reset Directions: Station 2

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can answer a question and prove my answer with a detail from the text.

Question: How does the author show why the Magna Carta mattered?

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 2

Color key (teacher page): reason / thesis (central idea) in green, evidence in yellow.

Question

How does the author show why the Magna Carta mattered?

Acceptable response

The author shows why the Magna Carta mattered by explaining that it made the king follow the same laws as everyone else. The passage states, "It said that the king had to follow the law, just like everyone else." This shows the document took power away from one ruler, so it mattered to people who wanted fairness.

Evidence choices on the Help card

Choice	Why
A. "The circumstances at the time helped shape the Magna Carta."	Weak. True, but it does not answer HOW the author shows why it mattered. It only says what shaped the document.
B. "It said that the king had to follow the law, just like everyone else."	Strong. Strong. It shows how the author proves it mattered: the king had to obey the same law.
C. "The Magna Carta introduced the idea that even rulers must obey laws."	Strong. Strong. It shows how the author proves it mattered: rulers could no longer decide without limits.

Common misunderstandings to watch

- Retelling the passage instead of answering HOW the author shows it.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers HOW	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 4, Cluster 2
Module connection	Module 2: Writing Thesis (Central Idea) Statements
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

4.7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
4.7C	use text evidence to support an appropriate response

Stretch connection: 4.7D: retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and The Reason/Way Branch and the Magnifying Process.

Where it lives

Grade 4 Cluster 2 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 2, "The Energy We Use Everyday," paragraphs [2] to [4].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

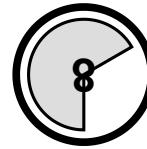
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

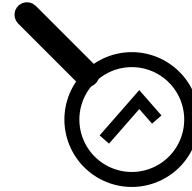
A three-sentence response that gives a thesis (central idea), evidence, and explanation.

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 2: PROVE IT! Task Card**

My goal: I can answer a WHY question and prove my answer with a detail from the text.

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**The Reason/Way Branch (exactly three sentences)**

1. Thesis (central idea)	Answers the exact question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).

Clue word WHY = give a reason.

Passage Card: Station 2

My question: Explain why renewable resources are important for the future.

The Energy We Use Everyday

[2] Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management.

[3] People use renewable resources in many ways. Solar panels collect energy from sunlight and turn it into electricity. Wind turbines use moving air to generate power. Water flowing through dams can also be used to produce electricity. Farmers grow plants that can be used for food, fuel, and other products. Because these resources can be replaced naturally, many people believe they are important for the future.

[4] Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. However, they also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully.

From Cluster 2, Module 2, "The Energy We Use Everyday," paragraphs [2] to [4].

Check and Improve: Station 2

Your words may be different. Check whether your work does the same important things.

Checklist

- ☐ Sentence 1 answers WHY with a reason.
- ☐ Sentence 2 copies a detail from the passage in quotation marks.
- ☐ The detail Connects to the question and Supports my thesis (central idea) (CSI).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Renewable resources are important for the future because they can be replaced and they cause less harm to the environment. The passage states, "They do not run out easily, and they often cause less damage to the environment." This shows that people can keep using these resources for a long time, so they help meet energy needs now and later.

Improve: Does your explanation use your own words? Add one word that tells why the detail matters.

Help Card: Station 2

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Choose one evidence card below. Then still write all three sentences.

A. "Solar panels collect energy from sunlight and turn it into electricity."

B. "Because these resources can be replaced naturally, many people believe they are important for the future."

C. "They do not run out easily, and they often cause less damage to the environment."

Frame: Renewable resources are important for the future because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

In one sentence, summarize the excerpt: renewable resources can be replaced and used again, they power things like solar panels and wind turbines, and they do not run out easily but are not always available.

✂ cut

Reset Directions: Station 2

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can answer a WHY question and prove my answer with a detail from the text.

Question: Explain why renewable resources are important for the future.

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 2

Color key (teacher page): reason / thesis (central idea) in green, evidence in yellow.

Question

Explain why renewable resources are important for the future.

Acceptable response

Renewable resources are important for the future because they can be replaced and they cause less harm to the environment. The passage states, "They do not run out easily, and they often cause less damage to the environment." This shows that people can keep using these resources for a long time, so they help meet energy needs now and later.

Evidence choices on the Help card

Choice	Why
A. "Solar panels collect energy from sunlight and turn it into electricity."	Weak. True but does not answer WHY. It tells how a solar panel works, not why renewable resources matter for the future.
B. "Because these resources can be replaced naturally, many people believe they are important for the future."	Strong. Strong. It answers WHY: the resources can be replaced, so people see them as important for the future.
C. "They do not run out easily, and they often cause less damage to the environment."	Strong. Strong. Names two reasons: they last and they harm the environment less.

Common misunderstandings to watch

- Retelling the passage instead of answering WHY.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers WHY	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 4, Cluster 3
Module connection	Module 2: Recognizing Relational Prompt Types (Reasons or Ways)
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

4.7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
4.7C	use text evidence to support an appropriate response

Stretch connection: 4.7D: retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Prerequisite instruction

Module 2 work on relational clue words (reasons or ways), and the Prompt Clue Words Chart.

Where it lives

Grade 4 Cluster 3 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 2, "Making It Happen," paragraphs [3] to [5].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

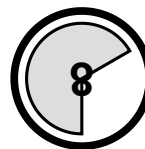
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

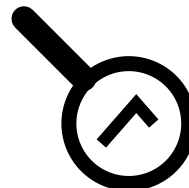
A three-sentence answer: thesis (central idea), evidence, explanation.

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 2: PROVE IT! Task Card**

My goal: I can answer a question about the ways banks help and prove my answer with a detail from the drama.

1. Read the drama card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**Prompt Clue Words Chart (reasons or ways)**

Clue word WHY = reasons	The prompt asks for a reason.
Clue word WAYS = how	The prompt asks for a step or a method.
Topic + clue word	The topic tells WHAT. The clue word tells HOW TO THINK.

The topic tells WHAT a prompt is about. The relational clue word tells HOW TO THINK, reasons or ways, even when the prompt never says why or how.

Passage Card: Station 2**My question:** How did a bank help Mr. Patel turn his idea into a business?**Making It Happen**

[3] Scene 2: Walking Home. NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned. MATEO: That kind of sounds like today, just... different. AALIYAH: Yeah, like people still need help to get started.

[4] Scene 3: At a Store. NARRATOR: As they pass a small shop, they see Mr. Patel working inside. AALIYAH: Hey, Mr. Patel! How did you open your store? MR. PATEL: It took some time. I had an idea, but I didn't have all the money I needed. So I got a loan from a bank. MATEO: So the bank helped you start it? MR. PATEL: Exactly. Banks help people turn ideas into businesses.

[5] Scene 4: Back in Class. NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned. AALIYAH: So back then, patrons helped artists and learning. MATEO: And now, banks help people start businesses. MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work. AALIYAH: So no matter what, people still need support to get started. MRS. CHEN: Exactly, and those ideas can grow into something hopeful.

From Cluster 3, Module 2, "Making It Happen," paragraphs [3] to [5].

Check and Improve: Station 2

Your words may be different. Check whether your work does the same important things.

Checklist

- ☐ Sentence 1 answers the clue word ways with how.
- ☐ Sentence 2 copies a detail from the drama in quotation marks.
- ☐ The detail Connects to the question and Supports my thesis (central idea) (CSI).
- ☐ Sentence 3 explains the evidence in my own words.

Acceptable example

A bank helped Mr. Patel turn his idea into a business by giving him a loan for the money he needed. The passage states, "So I got a loan from a bank." This shows that the bank gave Mr. Patel the money he needed, so his idea could become a real store.

Improve: Does your explanation use your own words? Add one word that tells how the bank helped.

Help Card: Station 2

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Choose one evidence card below. Then still write all three sentences.

A. "I had an idea, but I didn't have all the money I needed."

B. "So I got a loan from a bank."

C. "And now, banks help people start businesses."

Frame: A bank helped Mr. Patel by _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that summarizes the excerpt: Aaliyah and Mateo pass Mr. Patel's shop, learn that a bank loan started it, and in class they learn that banks help people turn ideas into businesses.

✂ cut

Reset Directions: Station 2

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can answer a question about the ways banks help and prove my answer with a detail from the drama.

Question: How did a bank help Mr. Patel turn his idea into a business?

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 2

Color key (teacher page): reason / thesis (central idea) in green, evidence in yellow.

Question

How did a bank help Mr. Patel turn his idea into a business?

Acceptable response

A bank helped Mr. Patel turn his idea into a business by giving him a loan for the money he needed. The passage states, "So I got a loan from a bank." This shows that the bank gave Mr. Patel the money he needed, so his idea could become a real store.

Evidence choices on the Help card

Choice	Why
A. "I had an idea, but I didn't have all the money I needed."	Weak. True but does not answer HOW the bank helped. It only names the problem.
B. "So I got a loan from a bank."	Strong. Strong. Tells one way a bank helped: it gave Mr. Patel a loan.
C. "And now, banks help people start businesses."	Strong. Strong. Names a way banks help ideas become businesses.

Common misunderstandings to watch

- Retelling the whole drama instead of telling the ways banks help.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers the clue word ways	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 4, Cluster 4
Module connection	Module 2: From Facts to a Coherent Case
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

4.7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
4.7C	use text evidence to support an appropriate response

Stretch connection: 4.7D: retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and practice using the Three Tests to judge a detail.

Where it lives

Grade 4 Cluster 4 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 2, "The Wealth of Mansa Musa," paragraphs [2] to [4].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

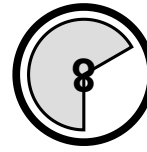
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

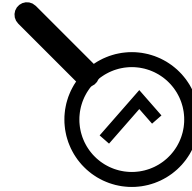
A three-sentence response: thesis (central idea), evidence, explanation.

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 2: PROVE IT! Task Card**

My goal: I can answer a question about Mali and prove my answer with a detail from the text.

1. Read the excerpt about Mali.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**Build One Case (A + T Deep Focus)**

1. Thesis (central idea)	Answers the exact question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).

Clue words help and more point to a comparison. Pick a side.

Passage Card: Station 2

My question: Did Mansa Musa help Mali more by protecting trade or by supporting learning?

The Wealth of Mansa Musa

[2] Trade was very important to the people of Mali. Merchants traveled long distances across the desert to exchange goods with people from many different places. These journeys could take weeks or even months. Traders used camels because they could carry heavy loads and travel through the hot, dry desert with little water. Along the trade routes, merchants traded not only gold and salt but also cloth, tools, spices, and other useful items. As trade increased, Mali became richer and more powerful.

[3] Mansa Musa made smart choices that helped his kingdom grow. He made sure traders could move safely, which brought more people and goods into Mali. Soldiers protected many of the trade routes, making travelers feel safe as they crossed the desert. Because people trusted that the roads were safe, more merchants chose to visit Mali. This helped the kingdom earn even more wealth through trade.

[4] As a result, cities like Timbuktu became busy and important places. People from many different regions visited the city to buy and sell goods. Timbuktu was also known for learning, where people studied subjects like math, science, and religion. Students and teachers gathered to share ideas and learn from one another. Many books were copied by hand so that knowledge could be passed from one generation to the next. This made Timbuktu one of the most respected centers of learning in Africa.

From Cluster 4, Module 2, "The Wealth of Mansa Musa," paragraphs [2] to [4].

Check and Improve: Station 2

Your words may be different. Check whether your work does the same important things.

Checklist

- ☐ Sentence 1 answers the question with a side.
- ☐ Sentence 2 copies a detail from the passage in quotation marks.
- ☐ The detail answers the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Mansa Musa helped Mali more by protecting trade because safe roads brought more merchants and more wealth. The passage states, "Soldiers protected many of the trade routes, making travelers feel safe as they crossed the desert." This shows that when traders felt safe, more of them came to Mali, so the kingdom grew richer.

Improve: Does your explanation use your own words? Add one word that tells why the detail matters.

Help Card: Station 2

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Choose one evidence card below. Then still write all three sentences.

A. "Traders used camels because they could carry heavy loads and travel through the hot, dry desert with little water."

B. "Soldiers protected many of the trade routes, making travelers feel safe as they crossed the desert."

C. "Timbuktu was also known for learning, where people studied subjects like math, science, and religion."

Frame: Mansa Musa helped Mali more by _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

The excerpt explains that Mali grew rich from safe trade routes and also became a respected center of learning in Timbuktu.

✂ cut

Reset Directions: Station 2

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can answer a question about Mali and prove my answer with a detail from the text.

Question: Did Mansa Musa help Mali more by protecting trade or by supporting learning?

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 2

Color key (teacher page): reason / thesis (central idea) in green, evidence in yellow.

Question

Did Mansa Musa help Mali more by protecting trade or by supporting learning?

Acceptable response

Mansa Musa helped Mali more by protecting trade because safe roads brought more merchants and more wealth. The passage states, "Soldiers protected many of the trade routes, making travelers feel safe as they crossed the desert." This shows that when traders felt safe, more of them came to Mali, so the kingdom grew richer.

Evidence choices on the Help card

Choice	Why
A. "Traders used camels because they could carry heavy loads and travel through the hot, dry desert with little water."	Weak. True but does not answer the question. It tells how traders traveled, not whether trade or learning helped Mali more.
B. "Soldiers protected many of the trade routes, making travelers feel safe as they crossed the desert."	Strong. Strong. Shows that protecting trade brought safety and more merchants to Mali.
C. "Timbuktu was also known for learning, where people studied subjects like math, science, and religion."	Strong. Strong. Shows that supporting learning made Timbuktu respected.

Common misunderstandings to watch

- Retelling the passage instead of choosing a side.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) picks a side	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 4, Cluster 5
Module connection	Module 2: HOW Ideas Connect and Differ
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

4.7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
4.7C	use text evidence to support an appropriate response

Stretch connection: 4.7D: retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and the Get S.E.T. Introduction Pattern.

Where it lives

Grade 4 Cluster 5 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 2, "Voices That Shaped Texas," paragraphs [2] to [4].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

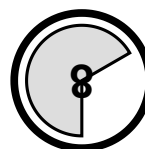
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

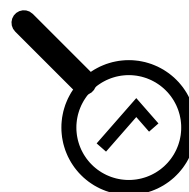
A three-sentence response (thesis (central idea), evidence, explanation) that shows how ideas shape a community.

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 2: PROVE IT! Task Card**

My goal: I can explain how ideas shape a community and prove my answer with a detail from the text.

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**The Three-Sentence Response (exactly three sentences)**

1. Thesis (central idea)	Answers the exact question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).

Comparing two passages means naming a similarity or difference and proving it with balanced evidence from both texts.

Passage Card: Station 2

My question: Explain how Lydia Mendoza's music shaped Texas culture.

Voices That Shaped Texas

[2] Texas has always been a place where different groups of people have lived, worked, and shared ideas. Music became one way people could tell about their lives. Some songs told about joy, while others told about sadness, hard work, or hope. Over time, these sounds became part of what makes Texas culture special.

[3] Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Her songs were often simple, but they were powerful because they told real stories. Many families heard her music and felt proud of their language, history, and traditions.

[4] Mendoza became known as an important voice in Texas music. She helped show that songs in Spanish had an important place in Texas culture. Her music reminded people that culture can be shared through words, sounds, and feelings.

From Cluster 5, Module 2, "Voices That Shaped Texas," paragraphs [2] to [4].

Check and Improve: Station 2

Your words may be different. Check whether your work does the same important things.

Checklist

- ☐ Sentence 1 answers the question with a thesis (central idea).
- ☐ Sentence 2 copies a detail from the passage in quotation marks.
- ☐ The detail connects to the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Lydia Mendoza's music shaped Texas culture because people felt connected to her songs and proud of their traditions. The passage states, "People felt connected to her music because it sounded like their own experiences." This shows that sharing her stories helped a whole community feel proud of its language and traditions.

Improve: Does your explanation use your own words? Add one word that tells why the detail matters.

Help Card: Station 2

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Choose one evidence card below. Then still write all three sentences.

A. "She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life."

B. "People felt connected to her music because it sounded like their own experiences."

C. "She helped show that songs in Spanish had an important place in Texas culture."

Frame: Lydia Mendoza's music shaped Texas culture because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

One sentence summary: Texas is a place where people share ideas, Lydia Mendoza sang songs in Spanish that felt like real life to her listeners, and her music showed that Spanish songs belong in Texas culture.

✂ cut

Reset Directions: Station 2

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can explain how ideas shape a community and prove my answer with a detail from the text.

Question: Explain how Lydia Mendoza's music shaped Texas culture.

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 2

Color key (teacher page): reason / thesis (central idea) in green, evidence in yellow.

Question

Explain how Lydia Mendoza's music shaped Texas culture.

Acceptable response

Lydia Mendoza's music shaped Texas culture because people felt connected to her songs and proud of their traditions. The passage states, "People felt connected to her music because it sounded like their own experiences." This shows that sharing her stories helped a whole community feel proud of its language and traditions.

Evidence choices on the Help card

Choice	Why
A. "She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life."	Weak. True but does not answer HOW her music shaped culture. It only describes her family and songs.
B. "People felt connected to her music because it sounded like their own experiences."	Strong. Strong. It shows her shared ideas brought people together.
C. "She helped show that songs in Spanish had an important place in Texas culture."	Strong. Strong. It shows one person's ideas shaped a whole culture.

Common misunderstandings to watch

- Retelling the passage instead of answering the question.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers the question	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 4, Cluster 6
Module connection	Module 2: Magnify One Claim into Three Strong Reasons
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

4.7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
4.7C	use text evidence to support an appropriate response

Stretch connection: 4.7D: retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and the Magnifying Process for growing one claim into strong reasons.

Where it lives

Grade 4 Cluster 6 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 2, "A Day That Changed," paragraphs [2] to [4].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

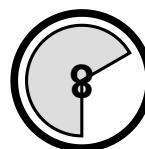
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

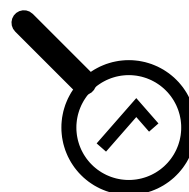
A three-sentence response (thesis (central idea), evidence, explanation).

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 2: PROVE IT! Task Card**

My goal: I can answer a question and prove my answer with a strong quote from the text.

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one quote from the passage that proves it.
4. Explain in your own words how the quote proves it.

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**The Magnifying Process (one claim, three reasons)**

1. Brainstorm	List many ideas that could support your claim.
2. Group	Put ideas that are alike into groups.
3. Narrow	Pick the best idea from each group.
4. Final three	Choose three reasons that are strong and different.

Each reason must be different and provable with evidence from the text.

Passage Card: Station 2

My question: Should careful weather observations matter more than quick assumptions? Explain.

A Day That Changed

[2] By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this.

[3] But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked.

[4] Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain.

From Cluster 6, Module 2, "A Day That Changed," paragraphs [2] to [4].

Check and Improve: Station 2

Your words may be different. Check whether your work does the same important things.

Checklist

- ☐ Sentence 1 answers the question with a reason.
- ☐ Sentence 2 copies a quote from the passage in quotation marks.
- ☐ The quote connects to the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Careful weather observations should matter more than quick assumptions because the weather can change fast and fool us. The passage states, "Jayden misjudged the weather and assumed the day would continue like this." This shows that a quick guess was wrong, so watching the sky closely matters more.

Improve: Does your explanation use your own words? Add one word that tells why the quote matters.

Help Card: Station 2

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Choose one evidence card below. Then still write all three sentences.

A. "It was warm, with a light breeze, and the sky stayed clear."

B. "Jayden misjudged the weather and assumed the day would continue like this."

C. "The temperature dropped, and the air felt cooler against his skin."

Frame: Careful observations should matter more because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that summarizes the excerpt and keeps the events in order.

✂ cut

Reset Directions: Station 2

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can answer a question and prove my answer with a strong quote from the text.

Question: Should careful weather observations matter more than quick assumptions? Explain.

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 2

Color key (teacher page): reason / thesis (central idea) in green, evidence in yellow.

Question

Should careful weather observations matter more than quick assumptions? Explain.

Acceptable response

Careful weather observations should matter more than quick assumptions because the weather can change fast and fool us. The passage states, "Jayden misjudged the weather and assumed the day would continue like this." This shows that a quick guess was wrong, so watching the sky closely matters more.

Evidence choices on the Help card

Choice	Why
A. "It was warm, with a light breeze, and the sky stayed clear."	Weak. True but does not answer the question. It tells about the weather, not whether careful observations matter more than quick guesses.
B. "Jayden misjudged the weather and assumed the day would continue like this."	Strong. Strong. Shows that a quick assumption about the weather can be wrong.
C. "The temperature dropped, and the air felt cooler against his skin."	Strong. Strong. Shows Jayden noticing a weather change by observing with his senses.

Common misunderstandings to watch

- Retelling the passage instead of answering the question.
- Copying evidence without quotation marks or a signal marker.
- Choosing a quote that is true but does not answer the question.

Observation notes

Look for	Notes
Thesis (central idea) answers the question	
Evidence is a strong quote that answers the question	
Explanation is in my own words	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 4, Cluster 7
Module connection	Module 2: People Carry More Than Things
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

4.7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
4.7C	use text evidence to support an appropriate response

Stretch connection: 4.7D: retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Prerequisite instruction

Module 2 thesis (central idea) work with WHO prompts, and three sentence work (thesis (central idea), evidence, explanation).

Where it lives

Grade 4 Cluster 7 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 2, "The Roads Between Us," paragraphs [9] to [12].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

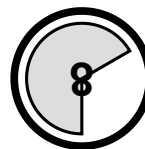
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

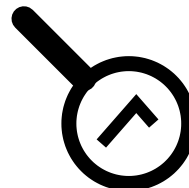
A three-sentence answer (thesis (central idea), evidence, explanation).

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.

**Station 2: PROVE IT! Task Card**

My goal: I can answer a question and prove my answer with a detail from the text.

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**How to Prove It (exactly three sentences)**

1. Thesis (central idea)	Answers the exact question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).

Clue word WHO = name the carrier.

Passage Card: Station 2

My question: Who carries an idea, knowledge, or tradition from place to place?

The Roads Between Us

[9] Each visitor brought something new.

[10] A story, skill, or different view.

[11] The goods they carried had a part,

[12] But so did knowledge, mind, and heart.

From Cluster 7, Module 2, "The Roads Between Us," paragraphs [9] to [12].

Check and Improve: Station 2

Your words may be different. Check whether your work does the same important things.

Checklist

- ☐ Sentence 1 answers WHO with a reason.
- ☐ Sentence 2 copies a detail from the passage in quotation marks.
- ☐ The detail connects to the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Visitors carry ideas from place to place because they bring new stories, skills, and knowledge. The passage states, "But so did knowledge, mind, and heart." This shows visitors share knowledge as well as goods.

Improve: Does your explanation use your own words? Add one word that tells why the detail matters.

Help Card: Station 2

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Choose one evidence card below. Then still write all three sentences.

- A. "The goods they carried had a part,"
- B. "A story, skill, or different view."
- C. "But so did knowledge, mind, and heart."

Frame: Visitors carry ideas from place to place because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Visitors brought new stories, skills, views, and knowledge along with goods.

✂ cut

Reset Directions: Station 2

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can answer a question and prove my answer with a detail from the text.

Question: Who carries an idea, knowledge, or tradition from place to place?

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 2

Color key (teacher page): reason / thesis (central idea) in green, evidence in yellow.

Question

Who carries an idea, knowledge, or tradition from place to place?

Acceptable response

Visitors carry ideas from place to place because they bring new stories, skills, and knowledge. The passage states, "But so did knowledge, mind, and heart." This shows visitors share knowledge as well as goods.

Evidence choices on the Help card

Choice	Why
A. "The goods they carried had a part,"	Weak. True but does not answer WHO carries ideas. It tells about goods, not ideas.
B. "A story, skill, or different view."	Strong. Strong. Shows what ideas visitors carry.
C. "But so did knowledge, mind, and heart."	Strong. Strong. Names the knowledge that travels with people.

Common misunderstandings to watch

- Retelling the passage instead of answering WHO.
- Copying evidence without quotation marks.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers WHO	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 4, Cluster 8
Module connection	Module 2: Ideas and Choices: How Do People Turn Possibility Into Change?
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

4.7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
4.7C	use text evidence to support an appropriate response

Stretch connection: 4.7D: retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Prerequisite instruction

Module 2 thesis (central idea) work with HOW prompts, and the Evidence Decision Path.

Where it lives

Grade 4 Cluster 8 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 2, "What Shapes a Society? Ideas, Choices, and Culture," paragraphs [32] to [34].

Materials and copy counts (class of 24, groups of 6)

Station sign (tent)	1
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Also needed: pencils, one station tub, a timer.

Preparation

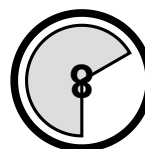
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Expected student product

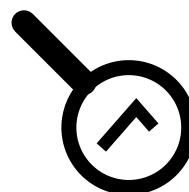
A three-sentence response (thesis (central idea), evidence, explanation).

1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

1 Read • 2 to 6 Do • 7 Check • 8 Reset

Cut on the dashed border. Fold on the solid line to make a tent sign.



Station 2: PROVE IT! Task Card

My goal: I can answer a question and prove my answer with a detail from the text.

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2

The Three-Sentence Response (exactly three sentences)

1. Thesis (central idea)	Answers the exact question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).

Clue word HOW = tell the way something happens.

Passage Card: Station 2

My question: Explain how ordinary citizens can help shape a society.

What Shapes a Society? Ideas, Choices, and Culture

[32] Societies are not shaped only by kings, presidents, generals, wealthy merchants, or famous artists. Ordinary citizens participate too.

[33] Dr. Martin Luther King Jr. became one of the most influential leaders of the civil rights movement. Through speeches, writing, marches, and nonviolent protest, he called attention to racial injustice and encouraged Americans to work toward equality.

[34] His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work. President John F. Kennedy also challenged Americans to think about citizenship and service.

From Cluster 8, Module 2, "What Shapes a Society? Ideas, Choices, and Culture," paragraphs [32] to [34].

Check and Improve: Station 2

Your words may be different. Check whether your work does the same important things.

Checklist

- ☐ Sentence 1 answers HOW with a way or method.
- ☐ Sentence 2 copies a detail from the passage in quotation marks.
- ☐ The detail connects to the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Ordinary citizens can help shape a society by joining together and doing the work, like marching, organizing, voting, and volunteering. The passage states, "His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work." This shows that big changes happen when many regular people take part, so each person's actions add up to shape society.

Improve: Does your explanation use your own words? Add one word that tells how the detail shapes a society.

Help Card: Station 2

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Choose one evidence card below. Then still write all three sentences.

A. "Dr. Martin Luther King Jr. became one of the most influential leaders of the civil rights movement."

B. "Ordinary citizens participate too."

C. "His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work."

Frame: Ordinary citizens can help shape a society by _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Societies are shaped by famous leaders, but they are also shaped by ordinary citizens who march, organize, listen, vote, volunteer, and keep the work going.

✂ cut

Reset Directions: Station 2

1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can answer a question and prove my answer with a detail from the text.

Question: Explain how ordinary citizens can help shape a society.

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 2

Color key (teacher page): reason / thesis (central idea) in green, evidence in yellow.

Question

Explain how ordinary citizens can help shape a society.

Acceptable response

Ordinary citizens can help shape a society by joining together and doing the work, like marching, organizing, voting, and volunteering. The passage states, "His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work." This shows that big changes happen when many regular people take part, so each person's actions add up to shape society.

Evidence choices on the Help card

Choice	Why
A. "Dr. Martin Luther King Jr. became one of the most influential leaders of the civil rights movement."	Weak. True but does not answer HOW. It names one leader, not how ordinary citizens help.
B. "Ordinary citizens participate too."	Strong. Strong. States that regular people take part in shaping a society.
C. "His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work."	Strong. Strong. Names the actions citizens took to help change society.

Common misunderstandings to watch

- Retelling the passage instead of answering HOW.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers HOW ordinary citizens help	
Evidence is relevant (not the weak choice)	
Explanation in own words	