

STUDENT STATION BOOK

Station Book: Create It!

Writing Genres Stations

4th Grade



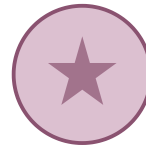
Correct It!



Prove It!



Shape It!



Create It!

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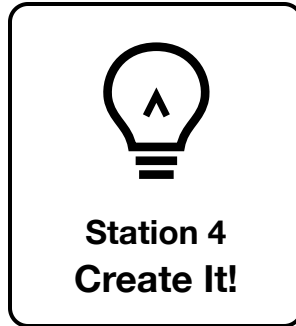
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Writing Genres Stations

Station 4: Create 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 4, Create It!

Cluster	Grade 4, PREPARE
Module connection	Module 4: Independent Genre Decision and Transfer
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

4.12A	compose literary texts such as personal narratives and poetry using genre characteristics and craft
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Prerequisite instruction

Module 4 work with Name the Writing Job and a clear thesis (central idea), plus this cluster's narrative passages.

Where it lives

Grade 4 PREPARE Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 4, "Dream," paragraphs [146] to [160].

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

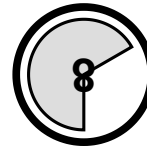
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled narrative moment: one true experience with a choice, thoughts and feelings, and a closing reflection in the student's own words.

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create 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 4: CREATE IT! Task Card

My goal: I can name the writing job and write a short narrative moment with a clear choice and a reflection.

1. Read the job box and the small model.
2. Read the narrative moment.
3. Write a title and your true story.
4. Show your choice, feelings, and a closing reflection.

Required: a title, one true moment, the choice I made, and a closing reflection.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A narrative moment has:

Title	names the moment
Beginning	who I am and where I am
Middle	what happened and the choice I made
End	my thoughts, feelings, and what I learned

A narrative moment tells a true story from my own life. The Writer Decision Chain is my roadmap for every writing decision: topic, purpose, audience, genre, and planning strategy.

Job Box, Model, and Source Card: Station 4

Topic: The moment I chose to invite a new classmate to sit with me

Purpose: to share a personal experience with readers **Audience:** my classmates during our author's chair share time

Small model (different topic)

Title: The Snack I Shared

Beginning: At lunch, my friend Maya stood alone near the fence. She did not have a snack.

Middle: My stomach was growling, and I wanted to keep all my crackers. Then I saw her face, and I walked over and sat beside her.

End: I felt glad when she smiled. One small choice can help someone feel welcome.

Dream

[146] I remembered the enormous crowd.

[147] I remembered Mama's words.

[148] I remembered the dream.

[149] At lunch, I saw James standing alone with his tray.

[150] For a second, I waited.

[151] Then I raised my hand and waved.

[152] "You can sit here!" I called.

[153] His nervous expression disappeared, and he smiled.

[154] It was a small thing.

[155] No one applauded.

[156] There were no microphones, speeches, or thousands of people watching.

[157] But somehow, it felt important.

[158] As James sat down, I thought again about the pebble and the circles spreading across the water.

[159] Perhaps that was how a dream moved forward.

[160] Not only through famous speeches or enormous gatherings, but also through ordinary people making thoughtful choices every day.

From PREPARE, Module 4, "Dream," paragraphs [146] to [160].

Check and Improve: Station 4

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

- ☐ My title names the moment.
- ☐ My story tells one true experience.
- ☐ I show the choice I made.
- ☐ I tell my thoughts and feelings.
- ☐ I end with a short reflection.

Acceptable example

The Seat I Shared

At lunch, a new student named Sam stood alone with his tray. I wanted to sit with my friends, but I saw his worried face. I walked over and waved. "You can sit with us," I said. Sam smiled, and I felt glad I chose to help him feel welcome.

Improve: Does your story show the choice you made? Add one sentence that tells why you chose it.

Help Card: Station 4

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: Use this frame: One day, _____. I had to decide whether to _____. I chose to _____. Afterward, I felt _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one line of dialogue that shows what someone said, using quotation marks.

✂ cut

Reset Directions: Station 4

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 4



Station 4: Create It!

Name _____

My goal: I can name the writing job and write a short narrative moment with a clear choice and a reflection.

Title

Beginning (who and where)

Middle (what happened and my choice)

End (thoughts, feelings, reflection)

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 4

What this station is (and is not)

A brief personal narrative that shows one true moment, a choice, and a reflection using genre characteristics (title, setting, event, thoughts and feelings). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- The narrator chose to invite a new classmate to sit at lunch.
- The narrator decided to help someone feel welcome.
- A small choice can make a person feel included.

Details to accept

- The new student named James stood alone with his tray.
- The narrator raised a hand and waved at James.
- The narrator called out, "You can sit here!"
- James's nervous expression disappeared and he smiled.
- The narrator compared the choice to a pebble making circles in water.

Common misunderstandings to watch

- A list of facts with no story or choice.
- Events with no thoughts or feelings.
- Copying whole sentences from the mentor text.
- No closing reflection.

Observation notes

Look for	Notes
One clear moment	
A choice the narrator made	
Thoughts and feelings	
A closing reflection	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, Cluster 1
Module connection	Module 4: Make the Evidence Mean Something
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

4.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
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Prerequisite instruction

Module 4 full SCR Ladder work with a clear thesis (central idea), and this cluster's informational passages.

Where it lives

Grade 4 Cluster 1 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 4, "A Promise Written Long Ago," paragraphs [13], [14], [16].

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

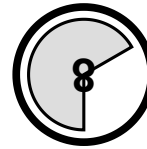
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card: one central idea sentence, two supporting facts in the student's own words, and one explanation sentence that says why the facts matter.

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create 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 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea and two facts.

1. Read the job box and the small model.
2. Read the Magna Carta fact card.
3. Write a title and a central idea sentence.
4. Add two facts in your own words that support it.

Required: a title, a central idea sentence, two facts, and one explanation sentence.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point, like a thesis (central idea)
Supporting facts	two facts that prove the central idea, in my own words
Explanation	one sentence that tells why my facts matter

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How the Magna Carta limited the king's power

Purpose: to inform **Audience:** families at our class history night

Small model (different topic)

Title: The River Helped the Village

Central idea: The river was one of the village's most valuable resources.

Fact: It gave water for drinking, cooking, and cleaning.

Fact: It helped people travel to nearby villages and trade.

Explanation: This matters because the village depended on the river every day.

A Promise Written Long Ago

[13] Although the document may have seemed like a simple agreement at the time, its impact would last for centuries. The Magna Carta established rules that limited the authority of the king and protected certain rights. It became a symbol of fairness and the belief that no one should be above the law.

[14] The Magna Carta was important because it limited the king's power. Before this document existed, kings often made decisions without restrictions. The Magna Carta introduced a different idea. It stated that the king must follow the law just like everyone else.

[16] The document also protected certain rights of the people. One of its most famous principles involved fair treatment under the law. For example, it stated that free men could not be punished without a lawful judgment. This meant a person could not simply be arrested or punished because a ruler wanted it to happen.

From Cluster 1, Module 4, "A Promise Written Long Ago," paragraphs [13], [14], [16].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea sentence tells how the Magna Carta limited the king.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.
- ☐ My explanation tells why my facts matter.

Acceptable example**The Magna Carta Limited Kings**

The Magna Carta changed how people thought about rulers. It said that the king had to follow the law just like everyone else. It also said free men could not be punished without a lawful judgment. This matters because it showed that even a powerful ruler had limits.

Improve: Does your explanation tell the reader what your facts mean and why they matter? Add or fix one sentence.

Help Card: Station 4

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: Use this frame: The Magna Carta mattered because _____.
One fact is _____. Another fact is _____. This means _____.

✂ cut

Stretch Card: Station 4 (optional)

Draw a small labeled sketch for your card. Each label must name a fact from your writing.

✂ cut

Reset Directions: Station 4

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 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea and two facts.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Explanation (why my facts matter)

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 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- The Magna Carta limited the king's power.
- The Magna Carta made the king follow the law just like everyone else.
- The Magna Carta protected the rights of the people.

Details to accept

- The king had to follow the law just like everyone else.
- Free men could not be punished without a lawful judgment.
- The Magna Carta became a symbol of fairness.
- The Magna Carta showed that even a ruler had limits.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- A fact that does not support the central idea.
- An explanation that just repeats the fact.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, Cluster 2
Module connection	Module 4: Choosing Evidence
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

4.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
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Prerequisite instruction

Module 4 Choosing Evidence work with a clear thesis (central idea), and this cluster's informational passages.

Where it lives

Grade 4 Cluster 2 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 4, "The Energy We Use Everyday," paragraphs [25], [26].

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.

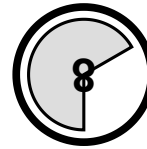
Preparation

- 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 titled information card: one central idea sentence and two facts in the student's own words.

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



Create It!



STATION 4

fold

STATION 4



Create 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 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea and facts that prove it.

1. Read the job box and the small model.
2. Read the energy fact card.
3. Pick two facts that prove your central idea.
4. Write your card in your own words.

Required: a title, a central idea sentence, and two facts that prove it.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How energy choices affect communities and the future

Purpose: to inform **Audience:** families at our class science night

Small model (different topic)

Title: Columbus Brought Change

Central idea: Columbus's arrival changed life in the Americas.

Fact: New plants and animals, such as horses and cattle, came to the Americas.

Fact: Some Native American groups lost control of their land.

The Energy We Use Everyday

[25] Understanding the advantages and disadvantages of renewable and nonrenewable resources helps people make informed decisions about energy use. Both types of resources play important roles in meeting society's needs. Renewable resources can be replenished naturally, while nonrenewable resources provide dependable energy supplies. Learning about these resources helps people understand how energy choices affect the environment, communities, and future generations.

[26] As technology continues to improve, people will likely discover new ways to produce and use energy. By carefully managing Earth's resources and making thoughtful decisions, communities can help ensure that energy remains available for many years to come. The choices people make today will influence how resources are used tomorrow, making energy conservation and responsible planning important goals for everyone.

From Cluster 2, Module 4, "The Energy We Use Everyday," paragraphs [25], [26].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea sentence tells how energy choices affect communities.
- ☐ I have two facts that prove my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example

Choosing Energy for the Future

Energy choices affect communities and the future. Renewable resources can be replaced, so they can keep giving energy to communities. Learning about resources helps people make careful choices about the energy they use.

Improve: Does each fact prove your central idea? Change or remove one that does not.

Help Card: Station 4

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: Use this frame: Energy choices affect communities because _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Draw a small labeled sketch for your card. Each label must name a fact from your writing.

✂ cut

Reset Directions: Station 4

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 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea and facts that prove it.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

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 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Energy choices affect communities and the future.
- Learning about energy helps people make careful choices.
- The choices people make today change how resources are used later.

Details to accept

- Renewable resources can be replenished naturally.
- Nonrenewable resources provide dependable energy supplies.
- Learning about resources helps people understand how energy choices affect communities.
- The choices people make today influence how resources are used tomorrow.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, Cluster 3
Module connection	Module 4: Matching Reasons, Evidence, and Explanation with CSI
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

4.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
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Prerequisite instruction

Module 4 work with the CSI Evidence HABIT and DEEP FACTS: Ways to Explain Evidence, plus a clear thesis (central idea), and this cluster's informational passages.

Where it lives

Grade 4 Cluster 3 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 4, "Making It Happen," paragraphs [4], [5], [7].

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.

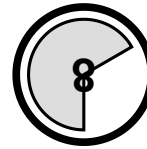
Preparation

- 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 titled information card: one central idea sentence and two supporting facts in the student's own words.

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



Create It!



STATION 4

fold

STATION 4



Create 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 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea.

1. Read the job box and the small model.
2. Read the fact card.
3. Write a title and a central idea sentence.
4. Add two facts in your own words that support it.

Required: a title, a central idea sentence, and two facts.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How support helps people turn ideas into real businesses

Purpose: to inform **Audience:** families at our class business fair

Small model (different topic)

Title: Our Lemonade Stand

Central idea: Our lemonade stand worked because family and neighbors helped us.

Fact: My aunt gave us a table and a pitcher.

Fact: Neighbors told friends, so more people came.

Making It Happen

[4] MATEO: Here's another one. This artist received support from people who believed in her work. AALIYAH: Just like the patrons Mrs. Chen talked about. MATEO: Exactly. NARRATOR: The more they learn, the more they notice a pattern. Many successful people had three things in common: a good idea, hard work, and support from others.

[5] STUDENT 2: I designed these bookmarks. My older sister helped me create the artwork. AALIYAH: It seems like everyone got help from someone. MATEO: Maybe nobody succeeds completely alone. MR. PATEL: [Standing nearby.] That's often true. People may have great ideas, but support helps those ideas become reality.

[7] MRS. CHEN: Exactly. When people have ideas, determination, and support, they can create amazing things. NARRATOR: Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea. With effort, opportunity, and help from others, those ideas can grow into something meaningful.

From Cluster 3, Module 4, "Making It Happen," paragraphs [4], [5], [7].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea sentence tells the main point about support.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example**Support Turns Ideas Into Real Work**

Support helps people turn their ideas into real work. One artist received support from people who believed in her work. A student's older sister helped create the bookmark artwork. People with ideas, determination, and support can create amazing things.

Improve: Does each fact prove your central idea? Change or remove one that does not.

Help Card: Station 4

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: Use this frame: Support helps people by _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Make a small two-column chart. Label one side Idea and the other side Support. Add one example to each side from the text.

✂ cut

Reset Directions: Station 4

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 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

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 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Support helps people turn their ideas into real work.
- People need help from others to make their ideas real.
- Many people who succeed have support from others.

Details to accept

- An artist received support from people who believed in her work.
- A student's older sister helped create the bookmark artwork.
- People with ideas, determination, and support can create amazing things.
- Many successful people had a good idea, hard work, and support from others.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, Cluster 4
Module connection	Module 4: Ending, Significance, and the Full CREATURES ECR
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

4.12C	compose argumentative texts, including opinion essays, using genre characteristics and craft
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Prerequisite instruction

Module 4 A + T Deep Focus and E + S Deep Focus work with a clear thesis (central idea), and the cluster's argumentative ECR practice.

Where it lives

Grade 4 Cluster 4 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 4, "The Wealth of Mansa Musa," paragraphs [4], [10], [22].

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.

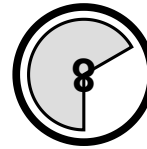
Preparation

- 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 titled opinion card: a claim that argues one side, one reason with evidence, and an ending that tells why it matters.

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



Create It!



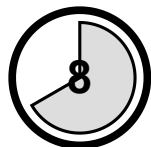
STATION 4

fold

STATION 4



Create 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 4: CREATE IT! Task Card

My goal: I can write a short opinion card that argues one side and ends with a strong significance statement.

1. Read the job box and the small model.
2. Read the idea card about Mali.
3. Pick a side and write your claim.
4. Add a reason and a strong ending.

Required: a claim, one reason with evidence, and an ending that tells the significance.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An opinion card has:

Claim	one sentence that names my side (like a thesis (central idea))
Reason	one reason from the text that supports my claim
Ending	one sentence that closes my argument
Significance	why my side matters in the end

Ending and significance leave the reader with something to think about.

Job Box, Model, and Source Card: Station 4

Topic: Whether protecting trade or supporting learning created the more important legacy for Mali

Purpose: to persuade **Audience:** our class history panel

Small model (different topic)

Title: Climate Shapes Texas

Claim: Climate has the greater influence on how people live and work across Texas.

Reason: Rainfall decides which crops grow, so farms differ from region to region.

Ending: Climate shapes everyday choices in every part of Texas.

Significance: Where climate leads, the way people live and work follows.

The Wealth of Mansa Musa

[4] Gold was one of Mali's greatest natural resources. People wanted gold because it could be made into coins, jewelry, and decorations. Salt was just as important because it helped preserve food and keep people healthy. Before refrigerators existed, salt helped keep food from spoiling during long trips. Some places had plenty of gold but very little salt, while other places had large salt mines but little gold. This made trading useful for everyone. Merchants also traded cloth, leather, pottery, spices, beads, tools, and other valuable goods. As trade increased, Mali became wealthier each year.

[10] Timbuktu was known for much more than trade. It also became one of the greatest centers of learning during its time. Students traveled long distances to study with respected teachers. They learned subjects such as math, science, geography, history, astronomy, and religion. Since printing presses had not yet been invented in the area, books were carefully copied by hand. These books were treated with great care because they contained valuable knowledge. Many families believed that education could help improve a person's future.

[22] Today, historians continue studying Mansa Musa because his leadership changed the history of West Africa. His success shows that trade, education, and good leadership can help a kingdom grow stronger. Students around the world learn about Mali because it became one of the greatest trading empires in African history. The story of Timbuktu also reminds people that learning and education have always been valuable.

From Cluster 4, Module 4, "The Wealth of Mansa Musa," paragraphs [4], [10], [22].

Check and Improve: Station 4

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

- ☐ My claim names one side.
- ☐ My reason uses evidence from the text.
- ☐ My ending closes my argument.
- ☐ My significance sentence tells why my side matters.

Acceptable example**Trade Built Mali's Legacy**

Mali's trade routes created the more important legacy. Merchants carried gold and salt across the desert, so Mali grew wealthier each year. Trade also made cities like Timbuktu busy and important. Because trade made all of this possible, it left the greater legacy for Mali.

Improve: Does your ending tell why your side matters? Add a significance sentence if it does not.

Help Card: Station 4

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: Use this frame: I think _____ had the greater influence because _____. This matters because _____.

✂ cut

Stretch Card: Station 4 (optional)

Add a counterclaim sentence: Some people think _____, but I believe _____ because _____.

✂ cut

Reset Directions: Station 4

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 4



Station 4: Create It!

Name _____

My goal: I can write a short opinion card that argues one side and ends with a strong significance statement.

Title

Claim

Reason with evidence

Ending and significance

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 4

What this station is (and is not)

A short argumentative text that states a claim, gives a reason with evidence, and ends with the significance. It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Mali's trade routes created the more important legacy.
- Mali's schools and libraries created the more important legacy.
- Trade and learning both shaped Mali, but one mattered more.

Details to accept

- Merchants traded gold, salt, cloth, and other goods.
- Timbuktu became a great center of learning with respected teachers.
- Trade made Mali wealthier each year.
- Students traveled long distances to study with respected teachers.

Common misunderstandings to watch

- A list of facts with no claim.
- A claim with no reason or evidence.
- An ending that repeats the claim instead of telling why it matters.

Observation notes

Look for	Notes
Clear claim	
Reason with evidence	
Ending and significance	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, Cluster 5
Module connection	Module 4: Seeing the Structure Through Color
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

4.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
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Prerequisite instruction

Module 4 ECR structure work with a clear thesis (central idea), and this cluster's paired passages.

Where it lives

Grade 4 Cluster 5 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 4, "Voices That Shaped Texas (Part 1)," paragraphs [1], [1], [1].

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

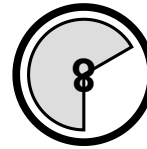
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card: one central idea sentence and two supporting facts in the student's own words.

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create 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 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea and two facts.

1. Read the job box and the small model.
2. Read the fact card about Texas musicians.
3. Write a title and a central idea sentence.
4. Add two facts in your own words that support it.

Required: a title, a central idea sentence, and two facts.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How Texas musicians shared their cultures with others

Purpose: to inform **Audience:** readers of our class music wall

Small model (different topic)

Title: A Painting That Sends a Message

Central idea: Raphael's painting sends a message about learning.

Fact: It shows respect for knowledge, thinking, and discussion.

Fact: Art can send a message, not just show people in a building.

Voices That Shaped Texas (Part 1)

[1] For Mexican American families in Texas, Lydia Mendoza's music mattered in a special way. Many people did not always hear songs in Spanish on the radio. They did not always see their lives shown in books, plays, or public events. When Mendoza sang, she gave those families a voice. She helped people feel seen and respected. Her songs showed that Mexican American stories belonged in Texas culture.

[1] Chelo Silva's music helped bring people together because emotions are something people share. A listener did not have to have the exact same life as the singer to understand the feeling in the song. This is one reason music can be so powerful. It allows people to feel connected even when their backgrounds are different.

[1] Their work reminds us that different subgroups of people helped build Texas culture. Mexican American communities, African American communities, and many other groups added their own voices. These voices did not make Texas culture weaker or more divided. Instead, they made it stronger. They gave Texas more sounds, more stories, and more ways to understand the people who live here.

From Cluster 5, Module 4, "Voices That Shaped Texas (Part 1)," paragraphs [1], [1], [1].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea sentence tells how Texas musicians shared their cultures.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example**Voices That Shaped Texas Music**

Texas musicians shared their cultures with others through song. Lydia Mendoza sang in Spanish about everyday life, and her music helped Mexican American families feel seen and respected. Chelo Silva brought people together because listeners could understand the feelings in her songs. Different groups added their own voices, and that made Texas culture stronger.

Improve: Does each fact prove your central idea? Change or remove one that does not.

Help Card: Station 4

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: Use this frame: Texas musicians shared their cultures by _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one sentence telling why sharing cultures can help people connect. Use a fact from the card.

✂ cut

Reset Directions: Station 4

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 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea and two facts.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

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 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Texas musicians shared their cultures with others through song.
- Texas musicians helped people feel seen and connected through their music.
- Different Texas musicians added their voices and made Texas culture stronger.

Details to accept

- Lydia Mendoza sang in Spanish about everyday life and hard work.
- Mendoza gave Mexican American families a voice and helped them feel respected.
- Chelo Silva helped people connect because they shared the feelings in her songs.
- Different groups added their own voices to Texas culture.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, Cluster 6
Module connection	Module 4: Beginning and Ending an Argumentative Letter
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

4.12C	compose argumentative texts, including opinion essays, using genre characteristics and craft
--------------	--

Prerequisite instruction

Module 4 work with a clear thesis (central idea) and this cluster's argumentative passages, using The Argumentative Letter Structure.

Where it lives

Grade 4 Cluster 6 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 4, "“A Day That Changed”, " paragraphs [2], [3], [20].

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.

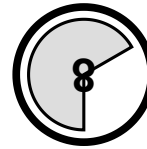
Preparation

- 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 short opinion card: a beginning claim, two supporting reasons with evidence, and an ending.

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



Create It!



STATION 4

fold

STATION 4



Create 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 4: CREATE IT! Task Card

My goal: I can write a short opinion card with a clear claim and support for my reader.

1. Read the job box and the small model.
2. Read the fact card about weather and climate.
3. Write a beginning claim, two supports, and an ending.
4. Use your own words and check your work.

Required: a beginning claim, two supports, and an ending.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An opinion card has:

Beginning	one sentence that states my claim (a thesis (central idea))
Support	two reasons with evidence from the text
Ending	one sentence that restates my claim

My letter grows from the passage, the prompt, and my reader.

Job Box, Model, and Source Card: Station 4

Topic: Whether students should observe the weather carefully before making plans

Purpose: to persuade **Audience:** a classmate

Small model (different topic)

Beginning (claim): I think our class should start a small garden behind the school.

Support 1: A garden would give us fresh vegetables to taste and share.

Support 2: Gardening would help us learn how plants grow from seeds.

Ending: For these reasons, our class should start a small garden.

“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.

[20] “People use climate information to make choices,” Ms. Rios explained. “Farmers think about climate when they decide which crops to grow. Families think about climate when they pack for trips. Builders may think about climate when they choose materials for homes.”

From Cluster 6, Module 4, “A Day That Changed,” paragraphs [2], [3], [20].

Check and Improve: Station 4

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

- ☐ My beginning states my claim.
- ☐ I have two supports with evidence from the text.
- ☐ My ending restates my claim.
- ☐ My supports are in my own words, not copied.

Acceptable example**Check the Weather First**

Students should observe the weather carefully before they make plans. One morning at school, Jayden thought the warm, clear weather would last all day. Then the wind grew stronger and gray clouds moved in before lunch. People use climate information to make choices, such as what to pack for a trip. So students should check the weather before they plan their day.

Improve: Does each support help your reader agree with your claim? Change or remove one that does not.

Help Card: Station 4

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: Use this frame: I think _____. One reason is _____. Another reason is _____. For these reasons, _____.

✂ cut

Stretch Card: Station 4 (optional)

Underline your claim and your ending. Mark one support that would convince your reader the most.

✂ cut

Reset Directions: Station 4

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 4



Station 4: Create It!

Name _____

My goal: I can write a short opinion card with a clear claim and support for my reader.

Beginning (claim)

Support 1 (evidence)

Support 2 (evidence)

Ending

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 4

What this station is (and is not)

A brief argumentative text with a clear claim and genre characteristics (beginning, support, ending). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Students should observe the weather carefully before making plans.
- It is smart to check the weather before planning outdoor events.
- Watching the weather helps students plan their day.

Details to accept

- One morning the weather changed from warm and clear to windy and cool before lunch.
- People use climate information to make choices, like packing for trips or choosing crops.
- The sky can change quickly, so a sunny morning may not last all day.

Common misunderstandings to watch

- A claim with no reasons or evidence.
- Copying whole sentences from the fact card.
- A support that does not connect to the claim.

Observation notes

Look for	Notes
Clear claim	
Two supports with evidence	
Own words	
Clear ending	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, Cluster 7
Module connection	Module 4: What Will We Carry Forward?
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

4.12A	compose literary texts such as personal narratives and poetry using genre characteristics and craft
--------------	---

Prerequisite instruction

Module 4 TRAILS and LEAVES Frameworks work with a clear thesis (central idea), and this cluster's road and legacy passages.

Where it lives

Grade 4 Cluster 7 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 4, "The Roads Between Us," paragraphs [9], [10].

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

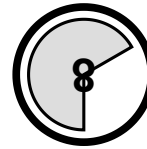
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled narrative moment: 4 to 6 lines about one small moment with action and closing thought.

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create 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 4: CREATE IT! Task Card

My goal: I can write a short narrative moment with clear action and craft.

1. Read the idea card and the small model.
2. Choose one small moment about carrying an idea forward.
3. Write 4 to 6 lines with one clear action.
4. End with what you thought or learned.

Required: a title, 4 to 6 lines, and a closing thought.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A narrative moment has:

One moment	one small time and place
Action	what I did or what happened
Senses	what I saw, heard, or felt
Closing	what I thought or learned

One moment. Clear action. My own words.

Job Box, Model, and Source Card: Station 4

Topic: Carrying an idea home after listening and learning on the road

Purpose: to share a small moment **Audience:** classmates at our reading wall

Small model (different topic)

Title: The Seed Jar

Moment: Last spring I sat with my grandma by the steps.

Action: She showed me how to press seeds into soft soil.

Closing: I felt proud to carry her skill forward.

The Roads Between Us

[9] A scholar came with thoughts to share; a merchant brought news from elsewhere. A student listened, read, and learned, then carried knowledge when returned.

[10] The roads became a woven thread, connecting things that people said. A pathway built for goods to trade could spread an idea someone made.

From Cluster 7, Module 4, "The Roads Between Us," paragraphs [9], [10].

Check and Improve: Station 4

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

- ☐ My title names my moment.
- ☐ I tell one small moment with clear action.
- ☐ I use one sense detail.
- ☐ I end with what I thought or learned.

Acceptable example

My Walk Home With News

I listened as the trader told a story about far markets. I walked home fast with his words in my mind. I told my sister the story at our door. I learned that roads can carry ideas, not just goods.

Improve: Does each line stay in the same moment? Change or remove one that does not.

Help Card: Station 4

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: Use this frame: At first _____. Then _____. I learned _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one more sense detail. It must show sound, smell, or touch.

✂ cut

Reset Directions: Station 4

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 4



Station 4: Create It!

Name _____

My goal: I can write a short narrative moment with clear action and craft.

Title

Moment lines

Closing thought

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 4

What this station is (and is not)

A brief literary text with genre characteristics (one moment, action, details, closing thought). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- A student listens and carries knowledge home.
- A road spreads an idea someone made.
- Listening and retelling carries learning forward.

Details to accept

- A scholar shared thoughts and a merchant brought news.
- A student listened, read, learned, and returned with knowledge.
- Roads connect what people say and trade.
- A pathway for goods can spread an idea.

Common misunderstandings to watch

- Writing about many days with no one moment.
- Copying whole sentences from the idea card.
- An ending with no thought or learning.

Observation notes

Look for	Notes
One moment	
Clear action	
Closing thought	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, Cluster 8
Module connection	Module 4: SYNTHESIS: What Shapes Our World?
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

4.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
4.13C	identify and gather relevant information from a variety of sources

Prerequisite instruction

Module 4 work with the Evidence Decision Path and a clear thesis (central idea), plus this cluster's source card paragraphs.

Where it lives

Grade 4 Cluster 8 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 4, "The Change Atlas," paragraphs [16], [18], [20].

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.

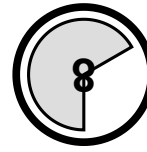
Preparation

- 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 titled information card: one central idea sentence and two supporting facts in the student's own words, each with the paragraph it came from.

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



Create It!



STATION 4

fold

STATION 4



Create 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 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea and two facts from a source.

1. Read the job box and the small model.
2. Read the source card paragraphs.
3. Write a title and a central idea sentence.
4. Add two facts and name the paragraph each came from.

Required: a title, a central idea sentence, two facts, and the paragraph each fact came from.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words
Where I found it	the paragraph number for each fact

Facts come from the source card. Words come from me. I name the paragraph each fact came from.

Job Box, Model, and Source Card: Station 4

Topic: How a valuable resource changed the kingdom of Mali

Purpose: to inform **Audience:** my classmates at the research share table

Small model (different topic)

Title: Trade Ties the Caddo Together

Central idea: Trade helped Caddo communities share more than objects.

Fact: People could trade pottery, tools, food, and materials.

Fact: They could also exchange skills, stories, and traditions.

Where I found it: Paragraph 2

The Change Atlas

[16] Trade routes crossed the Sahara Desert and connected the kingdom of Mali with distant communities. Mali was known for its gold. Other regions had valuable supplies of salt. Because no place had everything people wanted or needed, merchants traveled long distances to trade.

[18] Resource Chart: Gold, used for wealth, trade, coins, and decoration. Salt, needed by people and useful for preserving food. Books, carried knowledge and learning. Cloth and tools, useful in everyday life.

[20] Change Clue: Mali's location near valuable resources and major trade routes helped the kingdom become wealthy. Cities such as Timbuktu also became important centers of trade and learning.

From Cluster 8, Module 4, "The Change Atlas," paragraphs [16], [18], [20].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea sentence tells how a resource changed Mali.
- ☐ I have two facts that support my central idea.
- ☐ I named the paragraph each fact came from.
- ☐ My facts are in my own words, not copied.

Acceptable example**Mali's Gold and Salt**

Mali became a rich kingdom because of its valuable resources. Trade routes crossed the Sahara Desert and connected Mali with other communities (paragraph [16]). Gold from Mali and salt from other regions made merchants travel long distances to trade (paragraphs [16] and [18]).

Improve: Does each fact prove your central idea? Change or remove one that does not.

Help Card: Station 4

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: Use this frame: Mali changed because _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Write one more sentence that tells how the resource left a legacy. Name the paragraph it came from.

✂ cut

Reset Directions: Station 4

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 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea and two facts from a source.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Where each fact came from

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 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts, and a named source). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Mali became wealthy because of its valuable resources.
- Mali's gold and its place on trade routes helped the kingdom grow rich.
- Valuable resources changed the kingdom of Mali.

Details to accept

- Trade routes crossed the Sahara Desert and connected Mali with other communities.
- Mali was known for its gold.
- Other regions had salt, which people needed and used to preserve food.
- Cities such as Timbuktu became centers of trade and learning.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the source card.
- A fact that does not support the central idea.
- Not naming the paragraph a fact came from.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	
Named source paragraph	