

TEACHER GUIDE

Station Rotation Day

Cluster 1

4th Grade



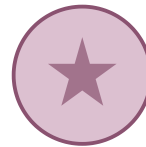
Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

Grade 4 • Cluster 1

**Station 1**
Correct It!**Station 2**
Prove It!**Station 3**
Shape It!**Station 4**
Create It!

Four independent eight-minute stations. Same simple routine. Content from Cluster 1.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 1: Level Up Your Thinking	4.11D(i)
2. Prove It!	Responding with Evidence	Module 2: Build a Strong Thesis (Central Idea)	4.7B, 4.7C
3. Shape It!	Writing Process	Module 3: Prove It with Strong Evidence	4.11C
4. Create It!	Writing Genres	Module 4: Make the Evidence Mean Something	4.12B

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Student Response Page	34
Teacher Answer and Observation Guide	35
Student Response Booklet (4 pages, one per station)	36
Teacher Tracking Page	40

A separate "Print All Four Stations" packet holds only the table materials, the booklet, and the tracking page.

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 1, Correct It!

Cluster	Grade 4, Cluster 1
Module connection	Module 1: Level Up Your Thinking
Station area	Conventions

Exact TEKS practiced (TEA wording)

4.11D(i)	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
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Standards deck: Grade 4 Editing Standards Sweep Teaching Deck, Cluster 1, SHEET 5 of 36, Subject-Verb Agreement (deck label (11)(D)(i); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 1, Day 5 editing check, and the Editing Standards Sweep Teaching Deck sheet named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

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

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

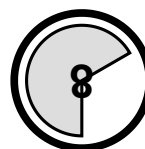
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

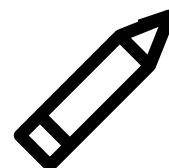
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



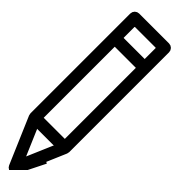
Correct It!



STATION 1

fold

STATION 1



Correct 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 1: CORRECT IT! Task Card**

My goal: I can fix sentences so the subject and the verb agree.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the SUN (subject) and the RAINDROP (verb) in each sentence.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**SUN**

Subject: who or what the sentence is about

RAINDROP

Verb: the action

The SUN and the RAINDROP must agree.

One subject	The Magna Carta ...	verb often ends in -s
More than one	The barons ...	no -s

Practice Text: Station 1

Practice draft: contains errors

A Promise for Everyone

- (1) The barons wants the king to follow rules.
- (2) King John ruled England in 1215.
- (3) The Magna Carta limit the king's power.
- (4) Leaders in the United States uses similar ideas.

This practice draft uses ideas from the real passage. Three sentences have a mistake. One sentence is already correct.

Model sentence from the real passage (A Promise Written Long Ago, paragraph [6]):

"Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly."

The Magna Carta is one thing, so the verb reminds ends in -s.

A Promise Written Long Ago

[6] Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly.

Check and Improve: Station 1

Try first. Then check. Keep your first try readable and fix with a new line.

Sentence	Correct sentence	Why
(1)	The barons want the king to follow rules.	Barons is more than one, so the verb has no -s.
(2)	King John ruled England in 1215.	Already correct: King John is one person, so ruled matches.
(3)	The Magna Carta limits the king's power.	The Magna Carta is one thing, so the verb ends in -s.
(4)	Leaders in the United States use similar ideas.	Leaders is more than one, so the verb has no -s.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if the subject is one or more than one.

Help Card: Station 1

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: Work on sentence (1) first. Point to the SUN, then the RAINDROP. Say: One subject or more than one?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the Magna Carta: one with a subject that is one thing and one with a subject that is more than one. Underline each verb.

✂ cut

Reset Directions: Station 1

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 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so the subject and the verb agree.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

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 1

Answer key

(1) The barons want the king to follow rules. (3) The Magna Carta limits the king's power. (4) Leaders in the United States use similar ideas. Sentence (2) is correct and should not be changed.

Convention: Subject-Verb Agreement (Editing deck SHEET 5 of 36).

Acceptable explanations

- I changed wants to want because the barons are more than one.
- I changed limit to limits because the Magna Carta is one thing.

Common misunderstandings to watch

- Changing the correct sentence (2). King John is one person, so ruled matches.
- Fixing (3) by changing the tense (limited). That makes a correct sentence, but ask the student to name the agreement rule.
- Reading barons as one thing because the sentence talks about the king.

Observation notes

Look for	Notes
Finds the subject before judging the verb	
Leaves the correct sentence alone	
Explanation names one or more than one	

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.

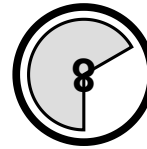
Preparation

- 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.

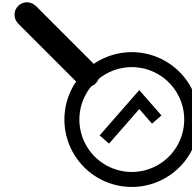
Expected student product

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

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



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 3, Shape It!

Cluster	Grade 4, Cluster 1
Module connection	Module 3: Prove It with Strong Evidence
Station area	Writing Process

Exact TEKS practiced (TEA wording)

4.11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
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The one writing move: adding a detail for clarity.

Prerequisite instruction

Module 3 evidence selection with the CSI Evidence Test, and the recursive revision work in this cluster.

Where it lives

Grade 4 Cluster 1 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 3, "Morning in the Village," paragraphs [2], [17].

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

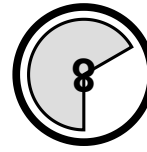
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- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

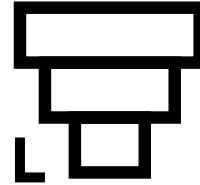
A revised sentence plus one sentence explaining the revision choice.

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

8 MINUTES



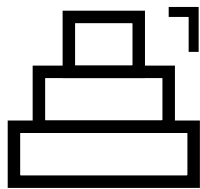
Shape It!



STATION 3

fold

STATION 3



Shape 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 3: SHAPE IT! Task Card

My goal: I can revise a draft by adding one detail that makes it clearer.

1. Read the practice draft. Sentence 2 is too general.
2. Read the passage card. Find a detail about the river.
3. Rewrite sentence 2 with that detail added.
4. Tell why your change makes the draft clearer.

Required: one revised sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Revise by ADDING

Correct It! asks: Is it written correctly? Shape It! asks: How can the idea be clearer?

A general sentence says important or good. A clear sentence shows how with a detail.

General	The river was important.
Clearer	The river gave water for drinking, cooking, and cleaning.

CSI: the detail Connects and Supports.

Practice Text: Station 3**Practice draft: needs one improvement****A Day in the Caddo Village**

- (1) Tayanita lived in a Caddo village near a river in the Piney Woods.
- (2) The river was important to the village.
- (3) Many families worked in the fields each day.
- (4) Tayanita felt thankful to be part of her community.

Sentence 2 is too general. How was the river important to the village?

Morning in the Village

[2] Her family lived in a Caddo village near a river in the Piney Woods. Their homes were built close together, and everyone knew each other. Some people were already cooking, while others were heading out to work.

[17] Near the river, several people were collecting water while others prepared canoes. The river was one of the village's most valuable resources. It provided water for drinking, cooking, and cleaning. It also helped people travel to nearby villages and trade with other communities.

From Cluster 1, Module 3, "Morning in the Village," paragraphs [2], [17].

Check and Improve: Station 3

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

- ☐ My new sentence tells how the river was important.
- ☐ My detail comes from the passage card.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my change makes it clearer.

Acceptable example

The river was important to the village because it gave people water for drinking, cooking, and cleaning.

Reason: Now the reader knows how the river helped, not just that it was important.

Improve: Read your whole draft in your head. Does every sentence stay on the topic of the village and the river?

Help Card: Station 3

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 river was important because _____.
Look only at the passage card first.

✂ cut

Stretch Card: Station 3 (optional)

Add a second detail to another sentence. Explain why that detail helps the reader.

✂ cut

Reset Directions: Station 3

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 3



Station 3: Shape It!

Name _____

My goal: I can revise a draft by adding one detail that makes it clearer.

Revise. Write sentence 2 again with your one change.

Why is it clearer now?

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 3

The revision move

4.11C: adding a detail for clarity. One move only. This is not an editing task.

Acceptable revisions

- The river was important to the village because it gave people water for drinking, cooking, and cleaning.
- The river was important to the village because it helped people travel to nearby villages and trade.
- The river was important to the village because people collected water there for drinking, cooking, and cleaning.
- A travel or trade detail is acceptable if the student connects it to the river.

Common misunderstandings to watch

- Adding a detail that does not explain why the river mattered.
- Rewriting the whole draft or only fixing spelling.
- Adding an opinion (It was really nice) instead of a detail.

Observation notes

Look for	Notes
Detail is specific and from the text	
Detail explains the general sentence	
Reason names clarity for the reader	

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)

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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

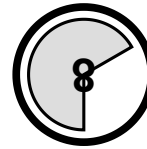
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

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	

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so the subject and the verb agree.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

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

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

My goal: I can revise a draft by adding one detail that makes it clearer.

Revise. Write sentence 2 again with your one change.

Why is it clearer now?

Stretch (optional):

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

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 Tracking Page

I = worked independently. S = used support (Help card, frame, or adult). Finished, checked, and mastered are different observations. Copy a second page for larger classes.

Student	St. 1: Correct It! 4.11D(i)	St. 2: Prove It! 4.7B, 4.7C	St. 3: Shape It! 4.11C	St. 4: Create It! 4.12B	One point to revisit
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	