

STUDENT MATERIALS

# Print All Four Stations

*Cluster 2*

4th Grade



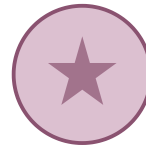
Correct It!



Prove It!



Shape It!



Create It!

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The Writing Academy®, LLC

# Print All Four Stations

Grade 4 • Cluster 2



**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 2.

| Station        | Area                     | Module                                             | TEKS practiced |
|----------------|--------------------------|----------------------------------------------------|----------------|
| 1. Correct It! | Conventions              | Module 2: Writing Thesis (Central Idea) Statements | 4.11D(iii)     |
| 2. Prove It!   | Responding with Evidence | Module 2: Writing Thesis (Central Idea) Statements | 4.7B, 4.7C     |
| 3. Shape It!   | Writing Process          | Module 3: Organizing Reasons and Ways              | 4.11B(i)       |
| 4. Create It!  | Writing Genres           | Module 4: Choosing Evidence                        | 4.12B          |

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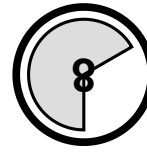
## Print All Four Stations: Grade 4, Cluster 2

|                                      |               |
|--------------------------------------|---------------|
| Station sign (cut, fold into a tent) | 1 per station |
| Task card + Remember card            | 6 per station |
| Passage or practice text card        | 6 per station |
| Check and Improve card               | 6 per station |
| Help, Stretch, and Reset sheet       | 2 per station |
| Student Response Booklet (4 pages)   | 1 per student |
| Teacher Tracking Page                | 1 (or 2)      |

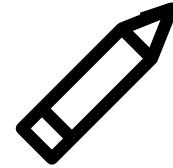
Setup guides, answer keys, and observation guides are in the full teacher book.

|                        |                          |            |
|------------------------|--------------------------|------------|
| Station 1: Correct It! | Conventions              | 4.11D(iii) |
| Station 2: Prove It!   | Responding with Evidence | 4.7B, 4.7C |
| Station 3: Shape It!   | Writing Process          | 4.11B(i)   |
| Station 4: Create It!  | Writing Genres           | 4.12B      |

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



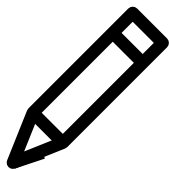
**Correct It!**



**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 singular and plural nouns.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the naming word in each sentence. One or more than one?
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****SINGULAR**

Names one person, place, or thing

**PLURAL**

Names more than one

**One thing takes singular. More than one takes plural.**

|               |        |                     |
|---------------|--------|---------------------|
| One           | panel  | one thing           |
| More than one | panels | more than one thing |

## Practice Text: Station 1

**Practice draft: contains errors**

### Energy for Our Town

- (1) Many resource give us energy each day.
- (2) Solar panel collect energy from sunlight.
- (3) Farmers grow plants for food and fuel.
- (4) Wind turbine use moving air to make power.

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** (The Energy We Use Everyday, paragraph [3]):

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

panels is plural for more than one.

### The Energy We Use Everyday

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

## 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)      | Many resources give us energy each day.     | resources is more than one, so use plural.              |
| (2)      | Solar panels collect energy from sunlight.  | panels is more than one, so use plural.                 |
| (3)      | Farmers grow plants for food and fuel.      | Already correct: farmers and plants name more than one. |
| (4)      | Wind turbines use moving air to make power. | turbines is more than one, so use plural.               |

### My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if the naming word 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 naming word. Ask the student: one or more than one?

✂ cut

### Stretch Card: Station 1 (optional)

---

Write two new sentences about energy: one with one thing and one with more than one thing. Underline each naming word.

✂ cut

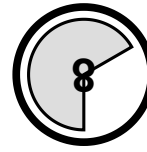
### Reset Directions: Station 1

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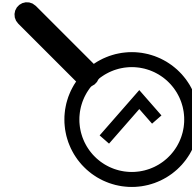
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

**8 MINUTES**



**Prove It!**



**STATION 2**

fold

**STATION 2**



**Prove It!**



**8 MINUTES**

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

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

## Station 2: PROVE IT! Task Card

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

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

## Remember: Station 2

### The Reason/Way Branch (exactly three sentences)

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

Clue word WHY = give a reason.

**Passage Card: Station 2**

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

**The Energy We Use Everyday**

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

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

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

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

## Check and Improve: Station 2

---

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

### Checklist

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

### Acceptable example

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

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

**Help Card: Station 2**

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

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

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

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

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

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

✂ cut

**Stretch Card: Station 2 (optional)**

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

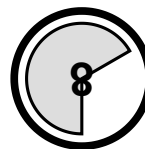
✂ cut

**Reset Directions: Station 2**

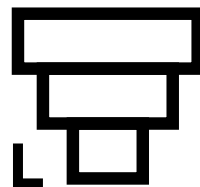
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

**8 MINUTES**



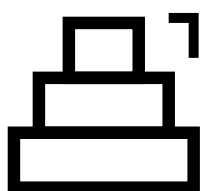
**Shape It!**



**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 a transition that connects one reason to the next.

1. Read the practice draft. Sentence 3 starts a new reason.
2. Notice how sentence 3 begins with no transition.
3. Add a transition at the start of sentence 3.
4. Tell why the transition helps readers connect the reasons.

**Required: one transition added to sentence 3 and one reason.**

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

### Remember: Station 3

#### Shape It! by adding a TRANSITION

An introduction opens the paragraph, a transition links reasons, and a conclusion wraps up.

Reasons from different baskets need a transition so they connect.

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| No transition     | New animals were brought to the Americas.              |
| With a transition | In addition, new animals were brought to the Americas. |

Transition: In addition shows this is another way, not a repeat.

**Practice Text: Station 3****Practice draft: needs one improvement****How Columbus's Arrival Changed the Americas**

- (1) Columbus's arrival affected Native American communities in many ways.
- (2) Some groups lost control of their land.
- (3) New animals, such as horses and cattle, were brought to the Americas.
- (4) These changes shaped daily life for many people.

Sentence 3 starts a new reason with no transition. Readers may not see how it connects to sentence 2.

**Columbus's Arrival**

**[15]** The arrival of Europeans affected Native American communities in many ways. Some groups lost control of their land. Others experienced changes to their cultures and daily lives. Traditional customs sometimes changed as new ideas and practices spread throughout the region.

**[16]** In addition to cultural changes, new plants and animals were introduced to the Americas. Horses, cattle, and other animals became important in many areas. New crops and foods were also exchanged between Europe and the Americas. These changes affected farming, transportation, and trade.

From Cluster 2, Module 3, "Columbus's Arrival," paragraphs [15], [16].

### Check and Improve: Station 3

---

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

- ☐ My sentence 3 now begins with a transition.
- ☐ My transition shows this is another reason, not a repeat.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason the transition helps readers.

#### Acceptable example

In addition, new animals, such as horses and cattle, were brought to the Americas.

*Reason:* The transition In addition shows this is another way Columbus's arrival affected people, so the reasons connect.

**Improve:** Read your whole draft. Does each sentence connect to the one before it?

### 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: In addition, \_\_\_\_\_. Look at the second paragraph on the card first.

✂ cut

### Stretch Card: Station 3 (optional)

---

Add a closing sentence that wraps up the paragraph, or add a second transition. Explain the choice.

✂ cut

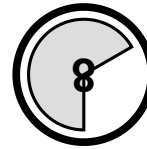
### Reset Directions: Station 3

---

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.

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 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 1



### Station 1: Correct It!

Name \_\_\_\_\_

**My goal:** I can fix singular and plural nouns.

**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 WHY question and prove my answer with a detail from the text.

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

#### 1. Thesis (central idea)

---

---

#### 2. Evidence: The passage states,

---

---

---

#### 3. Explanation

---

---

---

Stretch (optional):

---

---

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

## Response Booklet, Page 3



### Station 3: Shape It!

Name \_\_\_\_\_

**My goal:** I can revise a draft by adding a transition that connects one reason to the next.

**Revise.** Write sentence 3 again with a transition.

---

---

---

---

**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 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 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!<br>4.11D(iii) | St. 2: Prove It!<br>4.7B, 4.7C | St. 3: Shape It!<br>4.11B(i) | St. 4: Create It!<br>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                        |                      |