

STUDENT MATERIALS

Print All Four Stations

Cluster 3

4th Grade



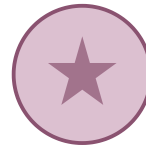
Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 4 • Cluster 3



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 3.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 3: Magnifying Many Ideas into Three Strong Reasons	4.11D(ii)
2. Prove It!	Responding with Evidence	Module 2: Recognizing Relational Prompt Types (Reasons or Ways)	4.7B, 4.7C
3. Shape It!	Writing Process	Module 3: Magnifying Many Ideas into Three Strong Reasons	4.11C
4. Create It!	Writing Genres	Module 4: Matching Reasons, Evidence, and Explanation with CSI	4.12B

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Print All Four Stations: Grade 4, Cluster 3

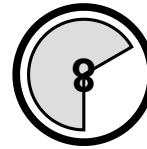
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

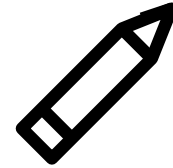
Station 1: Correct It!	Conventions	4.11D(iii)
Station 2: Prove It!	Responding with Evidence	4.7B, 4.7C
Station 3: Shape It!	Writing Process	4.11C
Station 4: Create It!	Writing Genres	4.12B

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

8 MINUTES



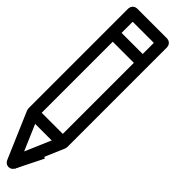
Correct It!



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 common and proper noun mistakes in sentences.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Check each noun: is it a common or a proper noun?
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**Common noun**

A general person, place, or thing.
Lowercase.

Proper noun

One exact person, place, or thing. Capital letter.

Proper nouns name one exact person, place, or thing and start with a capital letter.

Common noun	a town, a store, a teacher	lowercase
Proper noun	Mateo, Texas, Mrs. Chen	capital letter

Practice Text: Station 1

Practice draft: contains errors

Support Helps Ideas Grow

- (1) Aaliyah and mateo walked home talking about new ideas.
- (2) Their teacher, Mrs. Chen, said that support helps people start businesses.
- (3) Mateo's uncle started a lawn care business in their Town.
- (4) Mr. patel got a loan from a bank to open his store.

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 (Making It Happen (Part 1), paragraph [1]):

"Students are sitting at their desks while Mrs. Chen writes on the board."

Mrs. Chen is a proper noun, the name of one exact person, so it is capitalized. Desks and board are common nouns, so they stay lowercase.

Making It Happen (Part 1)

[1] NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

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)	Aaliyah and Mateo walked home talking about new ideas.	Mateo is a proper noun, the name of a person, so it starts with a capital letter.
(2)	Their teacher, Mrs. Chen, said that support helps people start businesses.	Already correct: Mrs. Chen is a proper noun and is capitalized. Teacher and support are common nouns.
(3)	Mateo's uncle started a lawn care business in their town.	Town is a common noun here, so it stays lowercase.
(4)	Mr. Patel got a loan from a bank to open his store.	Patel is part of a proper noun, the name of a person, so it starts with a capital letter.

My explanation checklist:

- ☐ I named the noun I changed.
- ☐ I told if the noun is common or proper.

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. Ask: Is this noun a name? If it names one exact person, it needs a capital letter.

✂ cut

Stretch Card: Station 1 (optional)

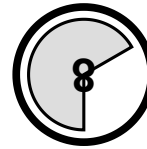
Write two new sentences about the passage: one with a common noun and one with a proper noun. Circle each noun.

✂ cut

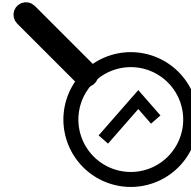
Reset Directions: Station 1

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.

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 about the ways banks help and prove my answer with a detail from the drama.

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2

Prompt Clue Words Chart (reasons or ways)

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

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

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

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

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

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

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

Check and Improve: Station 2

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

Checklist

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

Acceptable example

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

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

Help Card: Station 2

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

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

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

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

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

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

✂ cut

Stretch Card: Station 2 (optional)

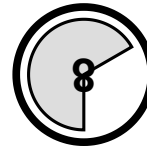
Write one sentence that summarizes the excerpt: Aaliyah and Mateo pass Mr. Patel's shop, learn that a bank loan started it, and in class they learn that banks help people turn ideas into businesses.

✂ cut

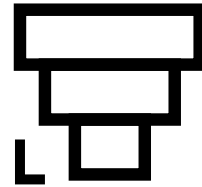
Reset Directions: Station 2

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

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



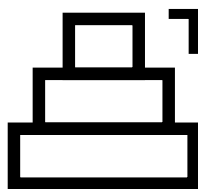
Shape It!



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 deleting one idea that does not belong.

1. Read the practice draft. Find the sentence that is off topic.
2. Read the passage card. Check what stays on decisions shaping Texas.
3. Cross out the sentence that does not belong with the other sentences.
4. Tell why removing it makes the draft more focused.

Required: deleted sentence number and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Revise by DELETING

Shape It! asks: Does every sentence belong with the other sentences?

An on topic sentence stays on decisions shaping Texas. An off topic sentence does not belong.

On topic	People talked about gains and losses for Texas.
Off topic	I like pizza on Friday nights.

The Magnifying Process: keep ideas that belong together.

Practice Text: Station 3**Practice draft: needs one improvement****Decisions Shape Texas**

- (1) Texas leaders talked about joining the U.S. and what was right.
- (2) People shared hopes and concerns about gains and losses.
- (3) I like pizza on Friday nights with my family.
- (4) The decision would shape the path Texas would tread.

Sentence 3 is off topic. It does not belong with decisions shaping Texas.

A Lone Star Choice

[2] The U.S. gained land across the West, Changing the map and passing the test. For Texas, the choice had shaped its way, A state in the U.S. from that day. Its story still helps people see How choices reshape history. Some believed the nation would grow, With stronger trade and room to show That Texas could become a place To prosper, learn, and keep its pace. Others worried what might come, If Texas joined and became one. Would laws and leaders stay the same? Or would statehood bring a different name? People shared opinions near and far, In towns, on ranches, and by the bar. The future seemed unclear to many, Though hopes and concerns were both plenty.

[4] People spoke respectfully. They knew the decision ahead Would shape the path their state would tread.

From Cluster 3, Module 3, "A Lone Star Choice," paragraphs [2], [4].

Check and Improve: Station 3

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

- ☐ I removed the off topic sentence.
- ☐ The other sentences stay on Texas decisions.
- ☐ My detail comes from the passage card.
- ☐ I wrote one reason my change helps focus.

Acceptable example

Delete sentence 3 about pizza. The draft stays on decisions shaping Texas.

Reason: Now every sentence belongs. The reader can focus on Texas decisions.

Improve: Read your draft again. Does every sentence stay on decisions shaping Texas?

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: I will delete sentence 3 because _____.
Look at the card first.

✂ cut

Stretch Card: Station 3 (optional)

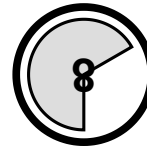
Combine two short on topic ideas into one clear sentence. Explain the choice.

✂ 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.

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 1



Station 1: Correct It!

Name _____

My goal: I can fix common and proper noun mistakes in sentences.

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 about the ways banks help and prove my answer with a detail from the drama.

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

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

My goal: I can revise a draft by deleting one idea that does not belong.

Revise. Write the number of the sentence you deleted.

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.

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! 4.11D(iii)	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	