

TEACHER GUIDE

Station Rotation Day

Cluster 3

4th Grade



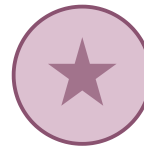
Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

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

Contents

How Station Rotation Day Works	3
Station 1: Correct It! (Conventions, 4.11D(iii), Module 3)	4
Teacher Setup Guide	4
Station Sign	5
Task Card and Remember Card	6
Passage or Practice Text Card	7
Check and Improve Card	8
Help, Stretch, and Reset Cards	9
Student Response Page	10
Teacher Answer and Observation Guide	11
Station 2: Prove It! (Responding with Evidence, 4.7B, 4.7C, Module 2)	12
Teacher Setup Guide	12
Station Sign	13
Task Card and Remember Card	14
Passage or Practice Text Card	15
Check and Improve Card	16
Help, Stretch, and Reset Cards	17
Student Response Page	18
Teacher Answer and Observation Guide	19
Station 3: Shape It! (Writing Process, 4.11C, Module 3)	20
Teacher Setup Guide	20
Station Sign	21
Task Card and Remember Card	22
Passage or Practice Text Card	23
Check and Improve Card	24
Help, Stretch, and Reset Cards	25
Student Response Page	26
Teacher Answer and Observation Guide	27
Station 4: Create It! (Writing Genres, 4.12B, Module 4)	28
Teacher Setup Guide	28
Station Sign	29
Task Card and Remember Card	30
Passage or Practice Text Card	31
Check and Improve Card	32
Help, Stretch, and Reset Cards	33
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 3
Module connection	Module 3: Magnifying Many Ideas into Three Strong Reasons
Station area	Conventions

Exact TEKS practiced (TEA wording)

4.11D(iii)	edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns
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Standards deck: Grade 4 Editing Standards Sweep Teaching Deck, Cluster 3, SHEET 15 of 36, Common and Proper Nouns (deck label (11)(D)(ix); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 3, 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 3 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 3, "Making It Happen (Part 1)," paragraph [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

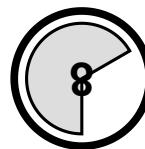
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

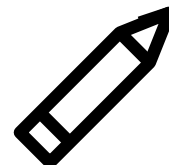
Three corrected sentences and one short explanation of a correction.

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 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.

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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) Aaliyah and Mateo walked home talking about new ideas. (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. Sentence (2) is correct and should not be changed.

Convention: Common and Proper Nouns (Editing deck SHEET 15 of 36).

Acceptable explanations

- I changed mateo to Mateo because it is the name of a person.
- I changed Town to town because it is a general place, not a name.

Common misunderstandings to watch

- Capitalizing every noun because some nouns have capitals. Explain that only proper nouns take a capital letter.
- Changing businesses in (2) because it looks like a name. Check whether the noun names one exact thing.
- Lowercasing Mr. in (4) because it seems like a common word. A title before a name stays capitalized.

Observation notes

Look for	Notes
Finds the noun before judging the capital letter	
Leaves the correct sentence alone	
Explanation names common or proper	

Teacher Setup Guide: Station 2, Prove It!

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

Exact TEKS practiced (TEA wording)

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

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

Prerequisite instruction

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

Where it lives

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

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

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

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

Preparation

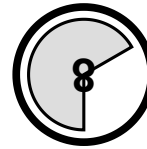
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

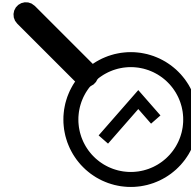
A three-sentence answer: thesis (central idea), evidence, explanation.

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

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

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

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

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

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

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

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

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

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

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

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

Check and Improve: Station 2

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

Checklist

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

Acceptable example

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

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

Help Card: Station 2

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

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

- A. "I had an idea, but I didn't have all the money I needed."
- B. "So I got a loan from a bank."
- C. "And now, banks help people start businesses."

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

✂ cut

Stretch Card: Station 2 (optional)

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

✂ cut

Reset Directions: Station 2

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

Response Booklet, Page 2



Station 2: Prove It!

Name _____

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

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

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 2

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

Question

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

Acceptable response

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

Evidence choices on the Help card

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

Common misunderstandings to watch

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

Observation notes

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

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, Cluster 3
Module connection	Module 3: Magnifying Many Ideas into Three Strong Reasons
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: deleting an idea that does not belong.

Prerequisite instruction

Module 3 work on decisions with CSI Evidence HABIT and The Magnifying Process.

Where it lives

Grade 4 Cluster 3 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 3, "A Lone Star Choice," paragraphs [2], [4].

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

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

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

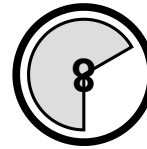
Preparation

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

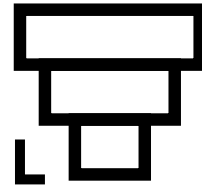
Expected student product

A deleted sentence number plus one sentence explaining the choice.

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



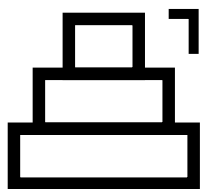
Shape It!



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.

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

Teacher Answer and Observation Guide: Station 3

The revision move

4.11C: deleting an idea that does not belong. One move only. This is not an editing task.

Acceptable revisions

- Delete sentence 3 about pizza. The draft stays on decisions shaping Texas.
- Delete sentence 3.
- Delete sentence 3 because it is about pizza, not Texas decisions.
- Any answer is acceptable if the student removes sentence 3 and keeps focus on decisions.

Common misunderstandings to watch

- Deleting an on topic sentence instead of the off topic one.
- Rewriting the whole draft or only fixing spelling.
- Adding a new detail instead of deleting the extra idea.

Observation notes

Look for	Notes
Off topic sentence is removed	
Kept sentences stay on decisions	
Reason names focus for the reader	

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.

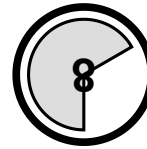
Preparation

- 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	

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	