

STUDENT MATERIALS

Print All Four Stations

Cluster 4

4th Grade



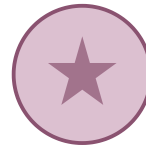
Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 4 • Cluster 4

**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 4.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 4: Ending, Significance, and the Full CREATURES ECR	4.11D(xi)
2. Prove It!	Responding with Evidence	Module 2: From Facts to a Coherent Case	4.7B, 4.7C
3. Shape It!	Writing Process	Module 3: Understanding Others and Rebuttal	4.11B(i)
4. Create It!	Writing Genres	Module 4: Ending, Significance, and the Full CREATURES ECR	4.12C

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Student Response Booklet (4 pages, one per station)	24
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Print All Four Stations: Grade 4, Cluster 4

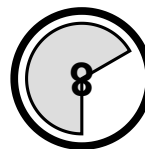
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

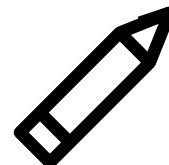
Station 1: Correct It!	Conventions	4.11D(xi)
Station 2: Prove It!	Responding with Evidence	4.7B, 4.7C
Station 3: Shape It!	Writing Process	4.11B(i)
Station 4: Create It!	Writing Genres	4.12C

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

8 MINUTES



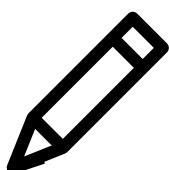
Correct It!



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 spell high frequency words correctly.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the misspelled high frequency word 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**High frequency word**

A word you see and use a lot

Correct spelling

Every letter in the right place

Spell high frequency words correctly.

because	Mali became wealthy because it controlled trade.	b e c a u s e
people	People wanted gold for coins.	p e o p l e
they	They knew the safest paths.	t h e y

Practice Text: Station 1**Practice draft: contains errors****Mali Grew Strong**

- (1) Mali became wealthy because it controlled important trade routes.
- (2) Merchants traveled together in groups called caravans for safety.
- (3) Peple wanted gold because it could be made into coins and jewelry.
- (4) Thay also understood the safest paths through the desert.

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 Wealth of Mansa Musa, paragraph [4]):
 "People wanted gold because it could be made into coins, jewelry, and decorations."
 because and People are spelled correctly.

The Wealth of Mansa Musa

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

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)	Mali became wealthy because it controlled important trade routes.	becaus should be because. It is a high frequency word.
(2)	Merchants traveled together in groups called caravans for safety.	Already correct: every word is spelled correctly.
(3)	People wanted gold because it could be made into coins and jewelry.	Peple should be People. It is a high frequency word.
(4)	They also understood the safest paths through the desert.	Thay should be They. It is a high frequency word.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I spelled the high frequency word correctly.

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 because. Ask the student: How do you spell because?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about Mali. Use because in one and people in the other. Check each spelling.

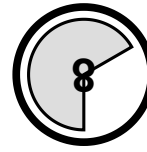
✂ cut

Reset Directions: Station 1

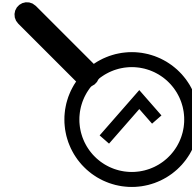
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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 Mali and prove my answer with a detail from the text.

1. Read the excerpt about Mali.
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**Build One Case (A + T Deep Focus)**

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 words help and more point to a comparison. Pick a side.

Passage Card: Station 2

My question: Did Mansa Musa help Mali more by protecting trade or by supporting learning?

The Wealth of Mansa Musa

[2] Trade was very important to the people of Mali. Merchants traveled long distances across the desert to exchange goods with people from many different places. These journeys could take weeks or even months. Traders used camels because they could carry heavy loads and travel through the hot, dry desert with little water. Along the trade routes, merchants traded not only gold and salt but also cloth, tools, spices, and other useful items. As trade increased, Mali became richer and more powerful.

[3] Mansa Musa made smart choices that helped his kingdom grow. He made sure traders could move safely, which brought more people and goods into Mali. Soldiers protected many of the trade routes, making travelers feel safe as they crossed the desert. Because people trusted that the roads were safe, more merchants chose to visit Mali. This helped the kingdom earn even more wealth through trade.

[4] As a result, cities like Timbuktu became busy and important places. People from many different regions visited the city to buy and sell goods. Timbuktu was also known for learning, where people studied subjects like math, science, and religion. Students and teachers gathered to share ideas and learn from one another. Many books were copied by hand so that knowledge could be passed from one generation to the next. This made Timbuktu one of the most respected centers of learning in Africa.

From Cluster 4, Module 2, "The Wealth of Mansa Musa," 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 the question with a side.
- ☐ Sentence 2 copies a detail from the passage in quotation marks.
- ☐ The detail answers the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Mansa Musa helped Mali more by protecting trade because safe roads brought more merchants and more wealth. The passage states, "Soldiers protected many of the trade routes, making travelers feel safe as they crossed the desert." This shows that when traders felt safe, more of them came to Mali, so the kingdom grew richer.

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. "Traders used camels because they could carry heavy loads and travel through the hot, dry desert with little water."

B. "Soldiers protected many of the trade routes, making travelers feel safe as they crossed the desert."

C. "Timbuktu was also known for learning, where people studied subjects like math, science, and religion."

Frame: Mansa Musa helped Mali more by _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

The excerpt explains that Mali grew rich from safe trade routes and also became a respected center of learning in Timbuktu.

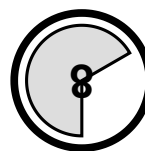
✂ cut

Reset Directions: Station 2

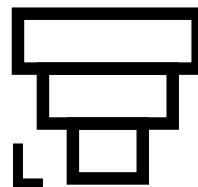
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



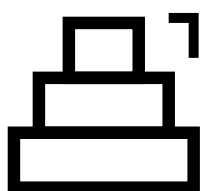
Shape It!



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 one transition that connects two ideas.

1. Read the practice draft. Sentence 3 needs a connection.
2. Read the passage cards to see both ideas.
3. Add a transition at the start of sentence 3.
4. Tell why the transition connects the two ideas.

Required: one revised sentence with a transition and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Connect ideas with transitions

Correct It! asks: Is it written correctly? Shape It! asks: How can the ideas connect?

A transition shows how one idea connects to the next idea.

Adds an idea	Mali protected trade. It also built schools.
Shows a contrast	Trade made Mali rich. However, learning made it strong.

Use only one transition. It should connect the two ideas in the draft.

Practice Text: Station 3**Practice draft: needs one improvement****How Mali Grew Strong**

- (1) Mansa Musa wanted his kingdom to grow strong.
- (2) He protected trade routes so merchants could travel safely.
- (3) He paid for schools and mosques.
- (4) These choices helped Mali become a famous kingdom.

Sentence 3 starts a new idea with no transition. Add a word that connects learning to the trade idea before it.

The Wealth of Mansa Musa

[4] Mansa Musa understood how important trade was to his kingdom. He made smart choices that helped merchants feel safe while traveling. Soldiers guarded many of the trade routes, and laws helped protect people and their goods. Because traders knew they could travel safely, more merchants visited Mali. Every new trade journey brought more people, more products, and more opportunities for the kingdom to grow stronger.

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

[11] Mansa Musa believed that wealth should also be used to improve his kingdom. He supported the building of mosques, schools, and other important buildings. Skilled workers and builders helped create places where people could gather, worship, and learn. These improvements made cities more beautiful and gave people more opportunities to study and work together.

From Cluster 4, Module 3, "The Wealth of Mansa Musa," paragraphs [4], [6], [11].

Check and Improve: Station 3

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

- ☐ My sentence has one transition.
- ☐ My transition connects learning to trade.
- ☐ My ideas come from the passage cards.
- ☐ I wrote one reason for my move.

Acceptable example

He also paid for schools and mosques.

Reason: The transition also shows that learning is another way Mansa Musa helped Mali, right after the idea about trade.

Improve: Read the whole draft in your head. Do the two ideas now connect smoothly?

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 at the start of sentence 3: _____, he paid for schools, libraries, and mosques. Try also or in addition.

✂ cut

Stretch Card: Station 3 (optional)

Add a transition to a different sentence, such as the conclusion, and explain the choice.

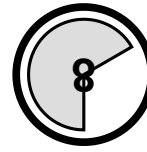
✂ cut

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 opinion card that argues one side and ends with a strong significance statement.

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An opinion card has:

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

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

Job Box, Model, and Source Card: Station 4

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

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

Small model (different topic)

Title: Climate Shapes Texas

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

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

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

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

The Wealth of Mansa Musa

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

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

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

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

Check and Improve: Station 4

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

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

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

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

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

Help Card: Station 4

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

Same goal, more support: Use this frame: I think _____ had the greater influence because _____. This matters because _____.

✂ cut

Stretch Card: Station 4 (optional)

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

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can spell high frequency words correctly.

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 Mali and prove my answer with a detail from the text.

Question: Did Mansa Musa help Mali more by protecting trade or by supporting learning?

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 transition that connects two ideas.

Revise. Write sentence 3 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 opinion card that argues one side and ends with a strong significance statement.

Title

Claim

Reason with evidence

Ending and significance

Stretch (optional):

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

Teacher 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(xi)	St. 2: Prove It! 4.7B, 4.7C	St. 3: Shape It! 4.11B(i)	St. 4: Create It! 4.12C	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	
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	I S	I S	I S	I S	
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	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	