

TEACHER GUIDE

Station Rotation Day

Cluster 4

4th Grade



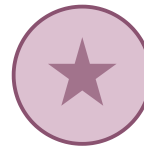
Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

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)	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 4
Module connection	Module 4: Ending, Significance, and the Full CREATURES ECR
Station area	Conventions

Exact TEKS practiced (TEA wording)

4.11D(xi)	edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
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Standards deck: Grade 4 Editing Standards Sweep Teaching Deck, Cluster 4, SHEET 20 of 36, Spelling High-Frequency Words (deck label (11)(D)(xxxv); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 4, 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 4 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 4, "The Wealth of Mansa Musa," paragraph [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

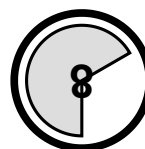
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

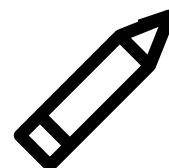
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



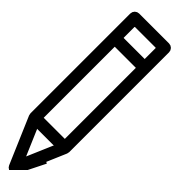
Correct It!



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 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.

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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) Mali became wealthy because it controlled important trade routes. (3) People wanted gold because it could be made into coins and jewelry. (4) They also understood the safest paths through the desert. Sentence (2) is correct and should not be changed.

Convention: Spelling High-Frequency Words (Editing deck SHEET 20 of 36).

Acceptable explanations

- I changed becaus to because because that is the correct spelling.
- I changed Peple to People because that is the correct spelling.

Common misunderstandings to watch

- Changing sentence (2) because caravans looks hard. It is spelled correctly. Leave it alone.
- Fixing Thay to they with a small t. Sentences must start with a capital letter.
- Asking the student to fix meaning. Ask the student to fix spelling only.

Observation notes

Look for	Notes
Finds the misspelled word in each sentence	
Leaves the correct sentence alone	
Explanation names the correct spelling	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 4, Cluster 4
Module connection	Module 2: From Facts to a Coherent Case
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

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

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

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and practice using the Three Tests to judge a detail.

Where it lives

Grade 4 Cluster 4 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 2, "The Wealth of Mansa Musa," paragraphs [2] to [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

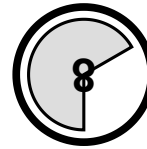
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

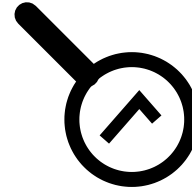
A three-sentence response: thesis (central idea), evidence, explanation.

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 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.

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

Teacher Answer and Observation Guide: Station 2

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

Question

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

Acceptable response

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.

Evidence choices on the Help card

Choice	Why
A. "Traders used camels because they could carry heavy loads and travel through the hot, dry desert with little water."	Weak. True but does not answer the question. It tells how traders traveled, not whether trade or learning helped Mali more.
B. "Soldiers protected many of the trade routes, making travelers feel safe as they crossed the desert."	Strong. Strong. Shows that protecting trade brought safety and more merchants to Mali.
C. "Timbuktu was also known for learning, where people studied subjects like math, science, and religion."	Strong. Strong. Shows that supporting learning made Timbuktu respected.

Common misunderstandings to watch

- Retelling the passage instead of choosing a side.
- 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) picks a side	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, Cluster 4
Module connection	Module 3: Understanding Others and Rebuttal
Station area	Writing Process

Exact TEKS practiced (TEA wording)

4.11B(i)	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion
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The one writing move: adding a transition that connects two ideas.

Prerequisite instruction

Module 3 work on the Mali topic, including the U + R Deep Focus, and the recursive revision work in this cluster.

Where it lives

Grade 4 Cluster 4 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 3, "The Wealth of Mansa Musa," paragraphs [4], [6], [11].

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

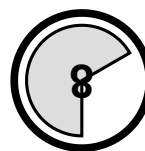
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

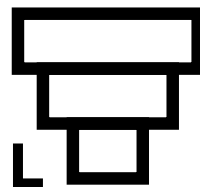
A revised sentence with a transition plus one sentence telling why it connects the ideas.

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

8 MINUTES



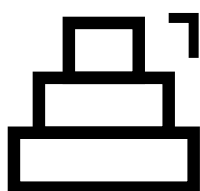
Shape It!



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.

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

Teacher Answer and Observation Guide: Station 3

The revision move

4.11B(i): adding a transition that connects two ideas. One move only. This is not an editing task.

Acceptable revisions

- He also paid for schools and mosques.
- In addition, he paid for schools and mosques.
- He also paid for schools and mosques.
- Any transition that shows addition is acceptable, such as also or in addition.

Common misunderstandings to watch

- Changing the whole draft instead of adding one transition.
- Adding a transition that does not connect the two ideas.
- Fixing only spelling or punctuation.

Observation notes

Look for	Notes
One transition added	
Transition connects trade and learning	
Reason names how the ideas connect	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, Cluster 4
Module connection	Module 4: Ending, Significance, and the Full CREATURES ECR
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

4.12C	compose argumentative texts, including opinion essays, using genre characteristics and craft
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Prerequisite instruction

Module 4 A + T Deep Focus and E + S Deep Focus work with a clear thesis (central idea), and the cluster's argumentative ECR practice.

Where it lives

Grade 4 Cluster 4 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 4, "The Wealth of Mansa Musa," paragraphs [4], [10], [22].

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.

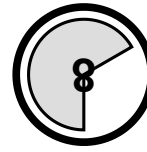
Preparation

- 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 opinion card: a claim that argues one side, one reason with evidence, and an ending that tells why it matters.

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 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 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 Answer and Observation Guide: Station 4

What this station is (and is not)

A short argumentative text that states a claim, gives a reason with evidence, and ends with the significance. It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Mali's trade routes created the more important legacy.
- Mali's schools and libraries created the more important legacy.
- Trade and learning both shaped Mali, but one mattered more.

Details to accept

- Merchants traded gold, salt, cloth, and other goods.
- Timbuktu became a great center of learning with respected teachers.
- Trade made Mali wealthier each year.
- Students traveled long distances to study with respected teachers.

Common misunderstandings to watch

- A list of facts with no claim.
- A claim with no reason or evidence.
- An ending that repeats the claim instead of telling why it matters.

Observation notes

Look for	Notes
Clear claim	
Reason with evidence	
Ending and significance	

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	
	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	