

STUDENT MATERIALS

Print All Four Stations

Cluster 7

4th Grade



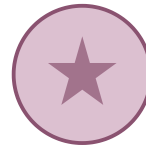
Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 4 • Cluster 7



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 7.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 3: Connections Create Change	4.11D(iii)
2. Prove It!	Responding with Evidence	Module 2: People Carry More Than Things	4.7B, 4.7C
3. Shape It!	Writing Process	Module 3: Connections Create Change	4.11C
4. Create It!	Writing Genres	Module 4: What Will We Carry Forward?	4.12A

Contents

Print List and Copy Counts	3
Station 1: Correct It! (4.11D(iii))	4
Station Sign	4
Task Card and Remember Card	5
Passage or Practice Text Card	6
Check and Improve Card	7
Help, Stretch, and Reset Cards	8
Station 2: Prove It! (4.7B, 4.7C)	9
Station Sign	9
Task Card and Remember Card	10
Passage or Practice Text Card	11
Check and Improve Card	12
Help, Stretch, and Reset Cards	13
Station 3: Shape It! (4.11C)	14
Station Sign	14
Task Card and Remember Card	15
Passage or Practice Text Card	16
Check and Improve Card	17
Help, Stretch, and Reset Cards	18
Station 4: Create It! (4.12A)	19
Station Sign	19
Task Card and Remember Card	20
Passage or Practice Text Card	21
Check and Improve Card	22
Help, Stretch, and Reset Cards	23
Student Response Booklet (4 pages, one per station)	24
Teacher Tracking Page	28

Print All Four Stations: Grade 4, Cluster 7

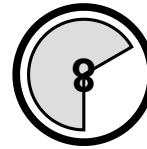
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

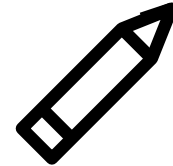
Station 1: Correct It!	Conventions	4.11D(iii)
Station 2: Prove It!	Responding with Evidence	4.7B, 4.7C
Station 3: Shape It!	Writing Process	4.11C
Station 4: Create It!	Writing Genres	4.12A

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

8 MINUTES



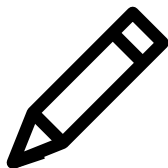
Correct It!



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 use common and proper nouns correctly.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the common and proper nouns 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**Common Noun**

A general person, place, or thing

Proper Noun

A special name

A proper noun starts with a capital. A common noun does not.

Common noun	roads and merchants travel far	starts with lower case
Proper noun	Caddo and Timbuktu are names	starts with a capital

Practice Text: Station 1

Practice draft: contains errors

Roads That Join Places

- (1) The caddo traded food and pottery with neighbors.
- (2) Caravans crossed the desert with salt and gold.
- (3) The roads helped mali's cities grow and change.
- (4) A Merchant arrived in Timbuktu to trade and learn.

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 Roads Between Us, paragraph [11]):

"The Caddo knew the rivers well;"

Caddo is a proper noun. It starts with a capital.

The Roads Between Us

[11] The Caddo knew the rivers well;

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)	The Caddo traded food and pottery with neighbors.	Caddo is a proper noun, so it needs a capital C.
(2)	Caravans crossed the desert with salt and gold.	Already correct: caravan and desert are common nouns.
(3)	The roads helped Mali's cities grow and change.	Mali's is a proper noun, so it needs a capital M.
(4)	A merchant arrived in Timbuktu to trade and learn.	Merchant is a common noun, so it needs a lower case m.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if it 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. Find each noun. Ask the student: Name or just a thing?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about trade roads. Use one proper noun in each. Underline each proper noun.

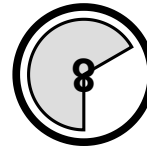
✂ cut

Reset Directions: Station 1

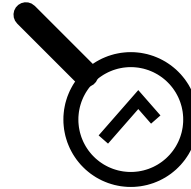
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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 and prove my answer with a detail from the text.

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2

How to Prove It (exactly three sentences)

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

Clue word WHO = name the carrier.

Passage Card: Station 2

My question: Who carries an idea, knowledge, or tradition from place to place?

The Roads Between Us

[9] Each visitor brought something new.

[10] A story, skill, or different view.

[11] The goods they carried had a part,

[12] But so did knowledge, mind, and heart.

From Cluster 7, Module 2, "The Roads Between Us," paragraphs [9] to [12].

Check and Improve: Station 2

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

Checklist

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

Acceptable example

Visitors carry ideas from place to place because they bring new stories, skills, and knowledge. The passage states, "But so did knowledge, mind, and heart." This shows visitors share knowledge as well as goods.

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. "The goods they carried had a part,"
- B. "A story, skill, or different view."
- C. "But so did knowledge, mind, and heart."

Frame: Visitors carry ideas from place to place because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Visitors brought new stories, skills, views, and knowledge along with goods.

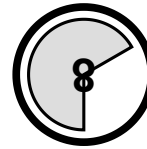
✂ cut

Reset Directions: Station 2

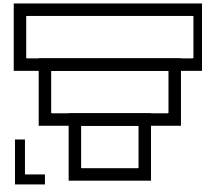
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



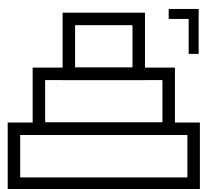
Shape It!



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 replacing a plain word with a precise one.

1. Read the practice draft. Sentence 2 has a plain word.
2. Read the passage card. Find a precise word for what canoes carried.
3. Replace the plain word in sentence 2 with the precise word.
4. Tell why your new word is more precise.

Required: one revised sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Revise by WORD CHOICE

Shape It! asks how one idea can be clearer and stronger.

A plain word names something in a general way. A precise word names it exactly.

Plain	things
Precise	goods

LEAVES E: a precise word gives the reader a clear image. TRAILS I: it keeps the idea clear.

Practice Text: Station 3

Practice draft: needs one improvement

Caddo Trade on the Rivers

- (1) The Caddo knew the rivers of Texas well.
- (2) Their canoes carried things to other communities.
- (3) People traded food and pottery there.
- (4) The meetings shared stories and customs too.

Sentence 2 uses the plain word things. Which precise word from the passage card names what the canoes carried?

The Roads Between Us

- [9] With useful goods and hopeful dreams.
- [13] Canoes could carry food for trade,
- [14] Or pottery carefully formed and made.

From Cluster 7, Module 3, "The Roads Between Us," paragraphs [9], [13], [14].

Check and Improve: Station 3

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

- ☐ My new word is precise, not plain.
- ☐ My precise word comes from the passage card.
- ☐ The sentence still makes sense with the others.
- ☐ I wrote one reason my new word is better.

Acceptable example

Their canoes carried goods to other communities.

Reason: Goods is a precise word. It shows the canoes carried items for trade, not just any things.

Improve: Read your whole draft in your head. Does every sentence stay on the topic of Caddo trade on the rivers?

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: Their canoes carried _____ to other communities. Look at the first line on the card for a precise word.

✂ cut

Stretch Card: Station 3 (optional)

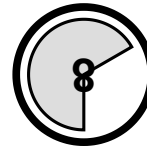
Find a second plain word in the draft and replace it with a precise word. Explain the choice.

✂ cut

Reset Directions: Station 3

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

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



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short narrative moment with clear action and craft.

1. Read the idea card and the small model.
2. Choose one small moment about carrying an idea forward.
3. Write 4 to 6 lines with one clear action.
4. End with what you thought or learned.

Required: a title, 4 to 6 lines, and a closing thought.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A narrative moment has:

One moment	one small time and place
Action	what I did or what happened
Senses	what I saw, heard, or felt
Closing	what I thought or learned

One moment. Clear action. My own words.

Job Box, Model, and Source Card: Station 4

Topic: Carrying an idea home after listening and learning on the road

Purpose: to share a small moment **Audience:** classmates at our reading wall

Small model (different topic)

Title: The Seed Jar

Moment: Last spring I sat with my grandma by the steps.

Action: She showed me how to press seeds into soft soil.

Closing: I felt proud to carry her skill forward.

The Roads Between Us

[9] A scholar came with thoughts to share; a merchant brought news from elsewhere. A student listened, read, and learned, then carried knowledge when returned.

[10] The roads became a woven thread, connecting things that people said. A pathway built for goods to trade could spread an idea someone made.

From Cluster 7, Module 4, "The Roads Between Us," paragraphs [9], [10].

Check and Improve: Station 4

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

- ☐ My title names my moment.
- ☐ I tell one small moment with clear action.
- ☐ I use one sense detail.
- ☐ I end with what I thought or learned.

Acceptable example

My Walk Home With News

I listened as the trader told a story about far markets. I walked home fast with his words in my mind. I told my sister the story at our door. I learned that roads can carry ideas, not just goods.

Improve: Does each line stay in the same moment? 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: At first _____. Then _____. I learned _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one more sense detail. It must show sound, smell, or touch.

✂ 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 use common and proper nouns 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 and prove my answer with a detail from the text.

Question: Who carries an idea, knowledge, or tradition from place to place?

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 replacing a plain word with a precise one.

Revise. Write sentence 2 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 narrative moment with clear action and craft.

Title

Moment lines

Closing thought

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! 4.12A	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	
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