

TEACHER GUIDE

Station Rotation Day

Cluster 7

4th Grade



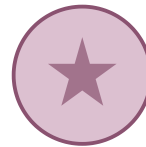
Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

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

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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 7
Module connection	Module 3: Connections Create Change
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 7, SHEET 31 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 7 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 3, "The Roads Between Us," paragraph [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.

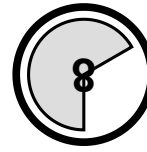
Preparation

- 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.

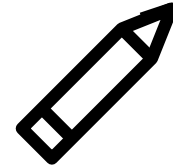
Expected student product

Three corrected sentences and one short explanation of a correction.

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



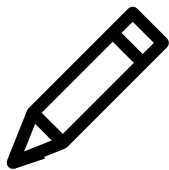
Correct It!



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.

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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) The Caddo traded food and pottery with neighbors. (3) The roads helped Mali's cities grow and change. (4) A merchant arrived in Timbuktu to trade and learn. Sentence (2) is correct and should not be changed.

Convention: Common and Proper Nouns (Editing deck SHEET 31 of 36).

Acceptable explanations

- I changed caddo to Caddo because Caddo is a proper noun.
- I changed Merchant to merchant because merchant is a common noun.

Common misunderstandings to watch

- Changing sentence (2) even though it is correct. Tell the student to leave it alone.
- Changing Timbuktu to lower case. Tell the student it is a proper noun.
- Changing roads to upper case. Tell the student it is a common noun.

Observation notes

Look for	Notes
Finds nouns before judging capitals	
Leaves the correct sentence alone	
Explanation names common or proper	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 4, Cluster 7
Module connection	Module 2: People Carry More Than Things
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 WHO prompts, and three sentence work (thesis (central idea), evidence, explanation).

Where it lives

Grade 4 Cluster 7 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 2, "The Roads Between Us," paragraphs [9] to [12].

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

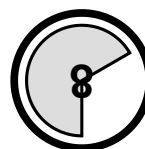
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- This station needs no work from any other station.

Expected student product

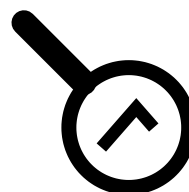
A three-sentence answer (thesis (central idea), evidence, explanation).

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 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.

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

Teacher Answer and Observation Guide: Station 2

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

Question

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

Acceptable response

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.

Evidence choices on the Help card

Choice	Why
A. "The goods they carried had a part,"	Weak. True but does not answer WHO carries ideas. It tells about goods, not ideas.
B. "A story, skill, or different view."	Strong. Strong. Shows what ideas visitors carry.
C. "But so did knowledge, mind, and heart."	Strong. Strong. Names the knowledge that travels with people.

Common misunderstandings to watch

- Retelling the passage instead of answering WHO.
- Copying evidence without quotation marks.
- An explanation that repeats the quote word for word.

Observation notes

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

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, Cluster 7
Module connection	Module 3: Connections Create Change
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: word choice: replacing a plain word with a precise one.

Prerequisite instruction

Module 3 reading with evidence selection, and the recursive revision work earlier in this cluster.

Where it lives

Grade 4 Cluster 7 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 3, "The Roads Between Us," paragraphs [9], [13], [14].

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

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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

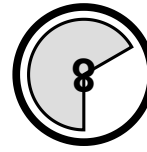
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Expected student product

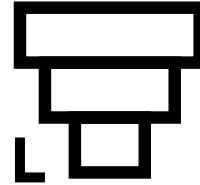
One revised sentence with a precise word, plus one sentence telling why the word is better.

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

8 MINUTES



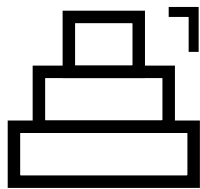
Shape It!



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.

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

Teacher Answer and Observation Guide: Station 3

The revision move

4.11C: word choice: replacing a plain word with a precise one. One move only. This is not an editing task.

Acceptable revisions

- Their canoes carried goods to other communities.
- Their canoes carried goods to other communities.
- Their canoes carried pottery to other communities.
- Food is acceptable if the student ties it to what the canoes carried.

Common misunderstandings to watch

- Replacing things with another plain word, such as stuff.
- Rewriting the whole draft or only fixing spelling.
- Choosing a word that does not fit what canoes carried, such as dreams.

Observation notes

Look for	Notes
New word is specific and from the text	
New word fits what the canoes carried	
Reason names why the word is more precise	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, Cluster 7
Module connection	Module 4: What Will We Carry Forward?
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

4.12A	compose literary texts such as personal narratives and poetry using genre characteristics and craft
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Prerequisite instruction

Module 4 TRAILS and LEAVES Frameworks work with a clear thesis (central idea), and this cluster's road and legacy passages.

Where it lives

Grade 4 Cluster 7 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 4, "The Roads Between Us," paragraphs [9], [10].

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

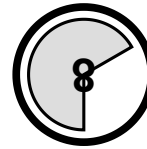
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- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled narrative moment: 4 to 6 lines about one small moment with action and closing thought.

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 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 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 Answer and Observation Guide: Station 4

What this station is (and is not)

A brief literary text with genre characteristics (one moment, action, details, closing thought). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- A student listens and carries knowledge home.
- A road spreads an idea someone made.
- Listening and retelling carries learning forward.

Details to accept

- A scholar shared thoughts and a merchant brought news.
- A student listened, read, learned, and returned with knowledge.
- Roads connect what people say and trade.
- A pathway for goods can spread an idea.

Common misunderstandings to watch

- Writing about many days with no one moment.
- Copying whole sentences from the idea card.
- An ending with no thought or learning.

Observation notes

Look for	Notes
One moment	
Clear action	
Closing thought	

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	
	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	