

STUDENT MATERIALS

Print All Four Stations

Cluster 8

4th Grade



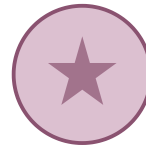
Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 4 • Cluster 8



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 8.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 4: SYNTHESIS: What Shapes Our World?	4.11D(xi)
2. Prove It!	Responding with Evidence	Module 2: Ideas and Choices: How Do People Turn Possibility Into Change?	4.7B, 4.7C
3. Shape It!	Writing Process	Module 3: LEGACY AND EVIDENCE: What Lasts, and How Do We Know?	4.11E
4. Create It!	Writing Genres	Module 4: SYNTHESIS: What Shapes Our World?	4.12B, 4.13C

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Print All Four Stations: Grade 4, Cluster 8

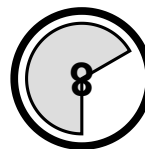
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

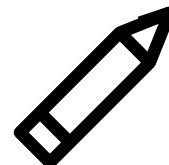
Station 1: Correct It!	Conventions	4.11D(xi)
Station 2: Prove It!	Responding with Evidence	4.7B, 4.7C
Station 3: Shape It!	Writing Process	4.11E
Station 4: Create It!	Writing Genres	4.12B, 4.13C

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

8 MINUTES



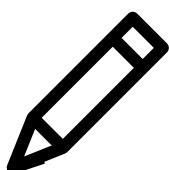
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

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

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

 Station 1: CORRECT IT! Task Card

My goal: I can fix sentences so high-frequency words are spelled correctly.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the misspelled high-frequency word in each wrong 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

SIGHT WORD

A word you read and write quickly,
without sounding it out

SPELLING PATTERN

A letter team or rule that helps you spell
the word right

Check each high-frequency word, and fix the ones that are spelled wrong.

whole word	people, through	learn the exact letters
letter ending	important	ends in -ant, not -ent

Practice Text: Station 1

Practice draft: contains errors

Five Forces That Shape a Society

- (1) Peple in a society are shaped by five forces.
- (2) Resources are important because they create opportunities.
- (3) Ideas can spread through trade and travel.
- (4) Places, people, and ideas often work together to shape a society.

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 Change Atlas: Five Forces That Shape a Society, paragraph [2]):

"Sometimes people become connected through trade and travel."

The high-frequency words people, through, and sometimes are all spelled correctly.

The Change Atlas: Five Forces That Shape a Society

[1] Welcome to The Change Atlas!

[2] Why do societies change? Sometimes where people live makes a difference. Sometimes resources create opportunities. Sometimes people become connected through trade and travel. Sometimes a powerful idea changes the way people think. And sometimes individual people help change a community or culture. Explore the five forces below.

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)	Peoples in a society are shaped by five forces.	The high-frequency word Peoples is spelled p-e-o-p-l-e.
(2)	Resources are important because they create opportunities.	The high-frequency word important ends in -ant, not -ent.
(3)	Ideas can spread through trade and travel.	The high-frequency word through is spelled t-h-r-o-u-g-h.
(4)	Places, people, and ideas often work together to shape a society.	Already correct: every high-frequency word here is spelled right.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I spelled the new word correctly.
- ☐ I told why the word is spelled that way.

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. Say the word slowly. Write the letters you hear, then check the vowel team.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the five forces. Use at least two high-frequency words and spell them correctly. Underline each one.

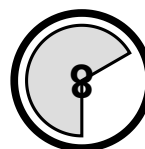
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Reset Directions: Station 1

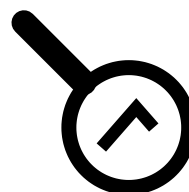
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

The Three-Sentence Response (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 HOW = tell the way something happens.

Passage Card: Station 2

My question: Explain how ordinary citizens can help shape a society.

What Shapes a Society? Ideas, Choices, and Culture

[32] Societies are not shaped only by kings, presidents, generals, wealthy merchants, or famous artists. Ordinary citizens participate too.

[33] Dr. Martin Luther King Jr. became one of the most influential leaders of the civil rights movement. Through speeches, writing, marches, and nonviolent protest, he called attention to racial injustice and encouraged Americans to work toward equality.

[34] His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work. President John F. Kennedy also challenged Americans to think about citizenship and service.

From Cluster 8, Module 2, "What Shapes a Society? Ideas, Choices, and Culture," paragraphs [32] to [34].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers HOW with a way or method.
- ☐ 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

Ordinary citizens can help shape a society by joining together and doing the work, like marching, organizing, voting, and volunteering. The passage states, "His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work." This shows that big changes happen when many regular people take part, so each person's actions add up to shape society.

Improve: Does your explanation use your own words? Add one word that tells how the detail shapes a society.

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. "Dr. Martin Luther King Jr. became one of the most influential leaders of the civil rights movement."

B. "Ordinary citizens participate too."

C. "His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work."

Frame: Ordinary citizens can help shape a society by _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Societies are shaped by famous leaders, but they are also shaped by ordinary citizens who march, organize, listen, vote, volunteer, and keep the work going.

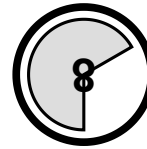
✂ cut

Reset Directions: Station 2

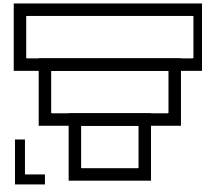
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



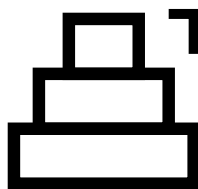
Shape It!



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 publish a short draft for a real audience by changing one sentence.

1. Read the practice draft. Sentence 4 is written only for the writer.
2. Read the exhibit card. It is written for museum visitors.
3. Rewrite sentence 4 so it speaks to the exhibit audience.
4. Tell why your change fits the audience.

Required: one revised sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Publish for a REAL audience

Correct It! asks: Is it written correctly? Shape It! asks: Who will read this, and does it fit them?

A published sentence speaks to the reader, not only to the writer.

Writer only	I learned that the Magna Carta still matters.
Published	The Magna Carta still shapes ideas about law today.

The change must help the reader, not just fix a mistake.

Practice Text: Station 3**Practice draft: needs one improvement****What the Magna Carta Left Behind**

- (1) In 1215, the Magna Carta was created in England.
- (2) It placed some limits on the king's power.
- (3) The document helped people ask how much power a ruler should have.
- (4) I learned that the Magna Carta still shapes ideas about law today.

Sentence 4 is written for the writer, not for the exhibit audience. How can it speak to visitors?

The Evidence Room: What Did They Leave Behind?, Part 4

[21] The Magna Carta was created after conflict between King John and powerful barons. The document placed some limits on the king's power and strengthened the idea that rulers should also be subject to law. It did not create equal rights for everyone.

[22] What This Evidence May Show:

[23] The document provides evidence that people were questioning how much power a ruler should have.

From Cluster 8, Module 3, "The Evidence Room: What Did They Leave Behind?, Part 4," paragraphs [21] to [23].

Check and Improve: Station 3

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

- ☐ My new sentence speaks to the exhibit audience.
- ☐ My sentence still tells about the Magna Carta.
- ☐ My sentence uses correct capitals and end marks.
- ☐ I wrote one reason my change fits the audience.

Acceptable example

Even today, the Magna Carta shapes how people think about law and fair rules.

Reason: The sentence now speaks to the exhibit audience, not only to the writer.

Improve: Read your whole draft in your head. Does sentence 4 sound like it was written for a reader or only for you?

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: The Magna Carta still _____ today. Look only at the museum caption on the card first.

✂ cut

Stretch Card: Station 3 (optional)

Add a short title for the exhibit label, or rewrite another sentence so it addresses visitors. Explain the choice.

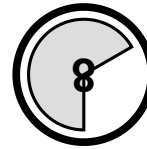
✂ cut

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 information card with a clear central idea and two facts from a source.

1. Read the job box and the small model.
2. Read the source card paragraphs.
3. Write a title and a central idea sentence.
4. Add two facts and name the paragraph each came from.

Required: a title, a central idea sentence, two facts, and the paragraph each fact came from.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words
Where I found it	the paragraph number for each fact

Facts come from the source card. Words come from me. I name the paragraph each fact came from.

Job Box, Model, and Source Card: Station 4

Topic: How a valuable resource changed the kingdom of Mali

Purpose: to inform **Audience:** my classmates at the research share table

Small model (different topic)

Title: Trade Ties the Caddo Together

Central idea: Trade helped Caddo communities share more than objects.

Fact: People could trade pottery, tools, food, and materials.

Fact: They could also exchange skills, stories, and traditions.

Where I found it: Paragraph 2

The Change Atlas

[16] Trade routes crossed the Sahara Desert and connected the kingdom of Mali with distant communities. Mali was known for its gold. Other regions had valuable supplies of salt. Because no place had everything people wanted or needed, merchants traveled long distances to trade.

[18] Resource Chart: Gold, used for wealth, trade, coins, and decoration. Salt, needed by people and useful for preserving food. Books, carried knowledge and learning. Cloth and tools, useful in everyday life.

[20] Change Clue: Mali's location near valuable resources and major trade routes helped the kingdom become wealthy. Cities such as Timbuktu also became important centers of trade and learning.

From Cluster 8, Module 4, "The Change Atlas," paragraphs [16], [18], [20].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea sentence tells how a resource changed Mali.
- ☐ I have two facts that support my central idea.
- ☐ I named the paragraph each fact came from.
- ☐ My facts are in my own words, not copied.

Acceptable example**Mali's Gold and Salt**

Mali became a rich kingdom because of its valuable resources. Trade routes crossed the Sahara Desert and connected Mali with other communities (paragraph [16]). Gold from Mali and salt from other regions made merchants travel long distances to trade (paragraphs [16] and [18]).

Improve: Does each fact prove your central idea? Change or remove one that does not.

Help Card: Station 4

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

Same goal, more support: Use this frame: Mali changed because _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Write one more sentence that tells how the resource left a legacy. Name the paragraph it came from.

✂ 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 fix sentences so high-frequency words are spelled 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: Explain how ordinary citizens can help shape a society.

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 publish a short draft for a real audience by changing one sentence.

Revise. Write sentence 4 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 information card with a clear central idea and two facts from a source.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Where each fact came from

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! 4.11E	St. 4: Create It! 4.12B, 4.13C	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	
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