

STUDENT STATION BOOK

Station Book: Correct It!

Conventions Stations

4th Grade



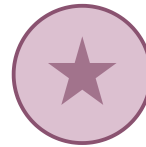
Correct It!



Prove It!



Shape It!



Create It!

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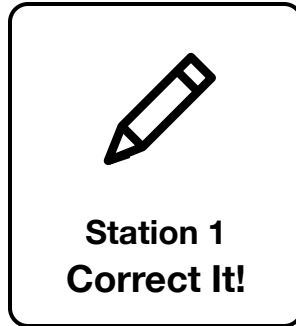
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Conventions Stations

Station 1: Correct It! • Grade 4



PREPARE and Clusters 1 to 8. Pull the section for your current cluster; the other three books hold the matching stations.

Contents

How Station Rotation Day Works	3
PREPARE: Module 4, 4.11D(xi)	4
Cluster 1: Module 1, 4.11D(i)	12
Cluster 2: Module 2, 4.11D(iii)	20
Cluster 3: Module 3, 4.11D(iii)	28
Cluster 4: Module 4, 4.11D(xi)	36
Cluster 5: Module 1, 4.11D(i)	44
Cluster 6: Module 2, 4.11D(iii)	52
Cluster 7: Module 3, 4.11D(iii)	60
Cluster 8: Module 4, 4.11D(xi)	68

Each cluster section has 8 pages: setup guide, sign, task and Remember cards, text card, Check and Improve card, Help/Stretch/Reset cards, student response page, and teacher answer and observation guide.

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, PREPARE
Module connection	Module 4: Independent Genre Decision and Transfer
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, PREPARE, SHEET 4 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 editing check, and the Editing Standards Sweep Teaching Deck, sheet 4 of 36, Spelling High-Frequency Words. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 4 PREPARE Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 4, "Serve," paragraphs [39], [40], [70], [71], [72], [73], [74].

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

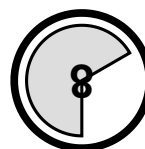
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

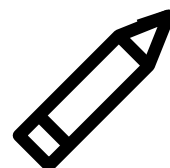
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



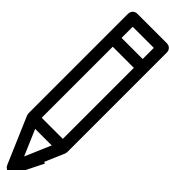
Correct It!



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 fix sentences so high-frequency words are spelled correctly.

1. Read the practice draft on the text card. It has 3 spelling 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**High-frequency word**

A common word I read and write often

Check it

Every letter in the right order

Check each high-frequency word letter by letter.

people	p-e-o-p-l-e	e before o
because	b-e-c-a-u-s-e	say be-cause
every	e-v-e-r-y	do not skip the e

Practice Text: Station 1**Practice draft: contains errors****Grandpa's Story About Service**

- (1) Grandpa told me that peple can serve their country.
- (2) He remembered the cold day of the inauguration.
- (3) I understood his story becuase he explained it clearly.
- (4) He said that evry citizen can help others.

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 (Serve, paragraph [39]):

"Then Grandpa told me about January 20, 1961, the day John F. Kennedy delivered his inaugural address in Washington, D.C."

High-frequency words such as then, about, and the are spelled correctly.

Serve

[39] Then Grandpa told me about January 20, 1961, the day John F. Kennedy delivered his inaugural address in Washington, D.C.

[40] "It was extremely cold," Grandpa said. "There had been heavy snow, and the city had worked hard to prepare for the ceremony. I remember pulling my coat tightly around me because the winter air felt sharp against my face."

[70] "Did they go to other countries?"

[71] "Yes," Grandpa said. "And that was important. The idea was not that Americans knew everything or had all the answers. The goal was cooperation. Volunteers were supposed to learn from the communities they served while also sharing their own skills."

[72] I thought about that.

[73] "So they were helping, but they were learning too?"

[74] "Exactly," Grandpa said. "Good service is not about acting as if you are better than someone else. It is about working together."

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)	Grandpa told me that people can serve their country.	The high-frequency word people is spelled p-e-o-p-l-e.
(2)	He remembered the cold day of the inauguration.	Already correct: every word here is spelled right, including remembered.
(3)	I understood his story because he explained it clearly.	The high-frequency word because is spelled b-e-c-a-u-s-e.
(4)	He said that every citizen can help others.	The high-frequency word every is spelled e-v-e-r-y.

My explanation checklist:

- ☐ I named the word I fixed.
- ☐ I spelled the high-frequency word letter by letter.
- ☐ I left the correct sentence alone.

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 people slowly. Count the sounds and check the letters p-e-o-p-l-e.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about service. Use the high-frequency words because and every, and spell them correctly.

✂ 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 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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) Grandpa told me that people can serve their country. (3) I understood his story because he explained it clearly. (4) He said that every citizen can help others. Sentence (2) is correct and should not be changed.

Convention: Spelling High-Frequency Words (Editing deck SHEET 4 of 36).

Acceptable explanations

- I changed peple to people because people is spelled p-e-o-p-l-e.
- I changed evry to every because every is spelled e-v-e-r-y.

Common misunderstandings to watch

- Fixing sentence (2) when it is already correct. All its words are spelled right.
- Changing a word that is already spelled correctly, such as serve or country.
- Spelling people as peeple or poeple. Check each letter in order.

Observation notes

Look for	Notes
Finds the misspelled high-frequency word in each wrong sentence	
Writes the correct spelling letter by letter	
Leaves the correct sentence alone	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 4, Cluster 1
Module connection	Module 1: Level Up Your Thinking
Station area	Conventions

Exact TEKS practiced (TEA wording)

4.11D(i)	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
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Standards deck: Grade 4 Editing Standards Sweep Teaching Deck, Cluster 1, SHEET 5 of 36, Subject-Verb Agreement (deck label (11)(D)(i); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 1, 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 1 Teacher Guide (B&W), Module 1; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 1, "A Promise Written Long Ago," paragraph [6].

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

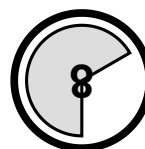
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- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

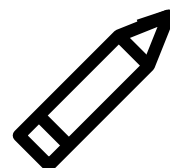
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



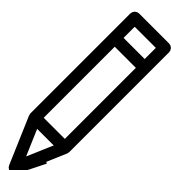
Correct It!



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 fix sentences so the subject and the verb agree.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the SUN (subject) and the RAINDROP (verb) 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**SUN**

Subject: who or what the sentence is about

RAINDROP

Verb: the action

The SUN and the RAINDROP must agree.

One subject	The Magna Carta ...	verb often ends in -s
More than one	The barons ...	no -s

Practice Text: Station 1

Practice draft: contains errors

A Promise for Everyone

- (1) The barons wants the king to follow rules.
- (2) King John ruled England in 1215.
- (3) The Magna Carta limit the king's power.
- (4) Leaders in the United States uses similar ideas.

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 (A Promise Written Long Ago, paragraph [6]):

"Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly."

The Magna Carta is one thing, so the verb reminds ends in -s.

A Promise Written Long Ago

[6] Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly.

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 barons want the king to follow rules.	Barons is more than one, so the verb has no -s.
(2)	King John ruled England in 1215.	Already correct: King John is one person, so ruled matches.
(3)	The Magna Carta limits the king's power.	The Magna Carta is one thing, so the verb ends in -s.
(4)	Leaders in the United States use similar ideas.	Leaders is more than one, so the verb has no -s.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if the subject is one or more than one.

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 the SUN, then the RAINDROP. Say: One subject or more than one?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the Magna Carta: one with a subject that is one thing and one with a subject that is more than one. Underline each verb.

✂ 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 fix sentences so the subject and the verb agree.

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 barons want the king to follow rules. (3) The Magna Carta limits the king's power. (4) Leaders in the United States use similar ideas. Sentence (2) is correct and should not be changed.

Convention: Subject-Verb Agreement (Editing deck SHEET 5 of 36).

Acceptable explanations

- I changed wants to want because the barons are more than one.
- I changed limit to limits because the Magna Carta is one thing.

Common misunderstandings to watch

- Changing the correct sentence (2). King John is one person, so ruled matches.
- Fixing (3) by changing the tense (limited). That makes a correct sentence, but ask the student to name the agreement rule.
- Reading barons as one thing because the sentence talks about the king.

Observation notes

Look for	Notes
Finds the subject before judging the verb	
Leaves the correct sentence alone	
Explanation names one or more than one	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 4, Cluster 2
Module connection	Module 2: Writing Thesis (Central Idea) Statements
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 2, SHEET 10 of 36, Singular and Plural Nouns (deck label (11)(D)(vii); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 2 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 2 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 2, "The Energy We Use Everyday," paragraph [3].

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.

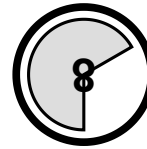
Preparation

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- 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.

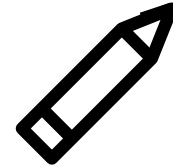
Expected student product

Three corrected sentences and one short explanation of a correction.

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



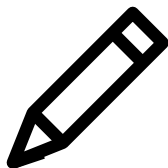
Correct It!



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 fix singular and plural nouns.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the naming word in each sentence. One or more than one?
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**SINGULAR**

Names one person, place, or thing

PLURAL

Names more than one

One thing takes singular. More than one takes plural.

One	panel	one thing
More than one	panels	more than one thing

Practice Text: Station 1**Practice draft: contains errors****Energy for Our Town**

- (1) Many resource give us energy each day.
- (2) Solar panel collect energy from sunlight.
- (3) Farmers grow plants for food and fuel.
- (4) Wind turbine use moving air to make power.

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 Energy We Use Everyday, paragraph [3]):

"Solar panels collect energy from sunlight and turn it into electricity."

panels is plural for more than one.

The Energy We Use Everyday

[3] People use renewable resources in many ways. Solar panels collect energy from sunlight and turn it into electricity. Wind turbines use moving air to generate power. Water flowing through dams can also be used to produce electricity. Farmers grow plants that can be used for food, fuel, and other products. Because these resources can be replaced naturally, many people believe they are important for the future.

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)	Many resources give us energy each day.	resources is more than one, so use plural.
(2)	Solar panels collect energy from sunlight.	panels is more than one, so use plural.
(3)	Farmers grow plants for food and fuel.	Already correct: farmers and plants name more than one.
(4)	Wind turbines use moving air to make power.	turbines is more than one, so use plural.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if the naming word is one or more than one.

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 the naming word. Ask the student: one or more than one?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about energy: one with one thing and one with more than one thing. Underline each naming word.

✂ 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 fix singular and plural nouns.

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) Many resources give us energy each day. (2) Solar panels collect energy from sunlight. (4) Wind turbines use moving air to make power. Sentence (3) is correct and should not be changed.

Convention: Singular and Plural Nouns (Editing deck SHEET 10 of 36).

Acceptable explanations

- I changed resource to resources because there are many.
- I changed panel to panels because it names more than one.

Common misunderstandings to watch

- Changing sentence (3) because plants ends in s. Plural nouns often end in s.
- Fixing (1) by changing give to gives. Ask the student to find the naming word first.
- Reading Many resource as correct because give looks right.

Observation notes

Look for	Notes
Finds the naming word before fixing	
Leaves the correct sentence alone	
Explanation names one or more than one	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 4, Cluster 3
Module connection	Module 3: Magnifying Many Ideas into Three Strong Reasons
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 3, SHEET 15 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 3 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 3, "Making It Happen (Part 1)," paragraph [1].

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
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Response Booklet	1 per student (whole class)

Also needed: pencils, one station tub, a timer.

Preparation

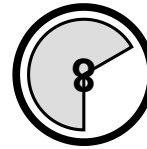
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Expected student product

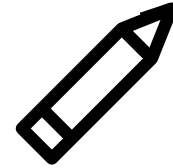
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1 Read • 2 to 6 Do • 7 Check • 8 Reset

8 MINUTES



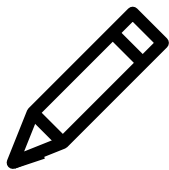
Correct It!



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 common and proper noun mistakes in sentences.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Check each noun: is it a common or a proper noun?
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.
Lowercase.

Proper noun

One exact person, place, or thing. Capital letter.

Proper nouns name one exact person, place, or thing and start with a capital letter.

Common noun	a town, a store, a teacher	lowercase
Proper noun	Mateo, Texas, Mrs. Chen	capital letter

Practice Text: Station 1

Practice draft: contains errors

Support Helps Ideas Grow

- (1) Aaliyah and mateo walked home talking about new ideas.
- (2) Their teacher, Mrs. Chen, said that support helps people start businesses.
- (3) Mateo's uncle started a lawn care business in their Town.
- (4) Mr. patel got a loan from a bank to open his store.

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 (Making It Happen (Part 1), paragraph [1]):

"Students are sitting at their desks while Mrs. Chen writes on the board."

Mrs. Chen is a proper noun, the name of one exact person, so it is capitalized. Desks and board are common nouns, so they stay lowercase.

Making It Happen (Part 1)

[1] NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

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)	Aaliyah and Mateo walked home talking about new ideas.	Mateo is a proper noun, the name of a person, so it starts with a capital letter.
(2)	Their teacher, Mrs. Chen, said that support helps people start businesses.	Already correct: Mrs. Chen is a proper noun and is capitalized. Teacher and support are common nouns.
(3)	Mateo's uncle started a lawn care business in their town.	Town is a common noun here, so it stays lowercase.
(4)	Mr. Patel got a loan from a bank to open his store.	Patel is part of a proper noun, the name of a person, so it starts with a capital letter.

My explanation checklist:

- ☐ I named the noun I changed.
- ☐ I told if the noun 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. Ask: Is this noun a name? If it names one exact person, it needs a capital letter.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the passage: one with a common noun and one with a proper noun. Circle each 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 fix common and proper noun mistakes in sentences.

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) Aaliyah and Mateo walked home talking about new ideas. (3) Mateo's uncle started a lawn care business in their town. (4) Mr. Patel got a loan from a bank to open his store. Sentence (2) is correct and should not be changed.

Convention: Common and Proper Nouns (Editing deck SHEET 15 of 36).

Acceptable explanations

- I changed mateo to Mateo because it is the name of a person.
- I changed Town to town because it is a general place, not a name.

Common misunderstandings to watch

- Capitalizing every noun because some nouns have capitals. Explain that only proper nouns take a capital letter.
- Changing businesses in (2) because it looks like a name. Check whether the noun names one exact thing.
- Lowercasing Mr. in (4) because it seems like a common word. A title before a name stays capitalized.

Observation notes

Look for	Notes
Finds the noun before judging the capital letter	
Leaves the correct sentence alone	
Explanation names common or proper	

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
------------------	---

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

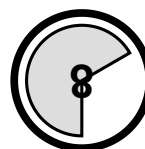
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

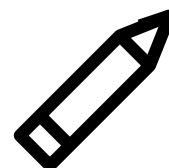
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



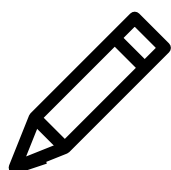
Correct It!



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 becaus 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 1, Correct It!

Cluster	Grade 4, Cluster 5
Module connection	Module 1: Building the Evidence Bridge
Station area	Conventions

Exact TEKS practiced (TEA wording)

4.11D(i)	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
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Standards deck: Grade 4 Editing Standards Sweep Teaching Deck, Cluster 5, SHEET 21 of 36, Subject-Verb Agreement (deck label (11)(D)(i); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 1, 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 5 Teacher Guide (B&W), Module 1; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 1, "Voices That Shaped Texas," paragraph [2].

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

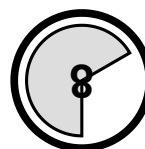
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

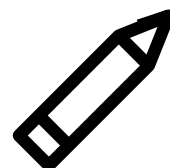
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



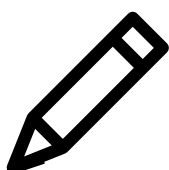
Correct It!



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 fix sentences so the subject and the verb agree.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the subject (SUN) and the verb (RAINDROP) 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**SUN**

Subject: who or what the sentence is about

RAINDROP

Verb: the action

The SUN and the RAINDROP must agree.

One subject	Lydia sings ...	verb often ends in -s
More than one	Artists sing ...	no -s

Practice Text: Station 1**Practice draft: contains errors****Voices That Help Texas**

- (1) Lydia Mendoza sing songs about everyday life.
- (2) People feels connected to her music.
- (3) Her music helps Texas listeners.
- (4) Chelo Silva and Lydia Mendoza inspires many singers.

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 (Voices That Shaped Texas, paragraph [2]):

"Her romantic songs, called boleros, became favorites of Tejano listeners across Texas."

Music (one thing) matches helped.

Voices That Shaped Texas

[2] Lydia Mendoza was one of those artists. She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life. People felt connected to her music because it sounded like their own experiences. Around the same time, Chelo Silva became known for her powerful voice and emotional songs. Her romantic songs, called boleros, became favorites of Tejano listeners across Texas.

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)	Lydia Mendoza sings songs about everyday life.	Mendoza is one person, so the verb ends in -s.
(2)	People feel connected to her music.	People means more than one, so the verb has no -s.
(3)	Her music helps Texas listeners.	Already correct: music (one thing) matches helps.
(4)	Chelo Silva and Lydia Mendoza inspire many singers.	Two singers means more than one, so the verb has no -s.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if the subject is one or more than one.

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 the SUN, then the RAINDROP. Say: One subject or more than one?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about Texas music: one with a subject that is one thing and one with a subject that is more than one. Underline each verb.

✂ 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 fix sentences so the subject and the verb agree.

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) Lydia Mendoza sings songs about everyday life. (2) People feel connected to her music. (4) Chelo Silva and Lydia Mendoza inspire many singers. Sentence (3) is correct and should not be changed.

Convention: Subject-Verb Agreement (Editing deck SHEET 21 of 36).

Acceptable explanations

- I changed sing to sings because Lydia Mendoza is one person.
- I changed feels to feel because people means more than one.

Common misunderstandings to watch

- Changing sentence (3) because helps ends in -s. Ask the student to find the SUN first.
- Fixing (2) by changing the tense. That makes a correct sentence, but ask the student to name the agreement rule.
- Reading two names as one because they sing together.

Observation notes

Look for	Notes
Finds the subject before judging the verb	
Leaves the correct sentence alone	
Explanation names one or more than one	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 4, Cluster 6
Module connection	Module 2: Magnify One Claim into Three Strong Reasons
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 6, SHEET 26 of 36, Singular and Plural Nouns (deck label (11)(D)(vii); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 2, the editing check for Magnify One Claim into Three Strong Reasons, 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 6 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 2, "Understanding the Texas Regions," paragraph [1].

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

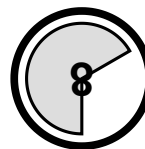
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

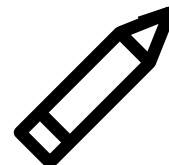
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



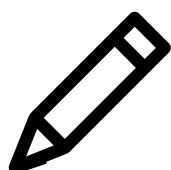
Correct It!



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 edit sentences so singular and plural nouns name the right number of things.

1. Read the practice draft on the text card. It has 3 errors.
2. Find the noun that names one thing or more than one.
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**ONE SUN**

Singular noun: names one thing

MANY SUNS

Plural noun: names more than one

Noun = SUN. One sun is singular; many suns are plural. Add s or es to make most nouns plural.

Singular noun	one region, one river	names one thing
Plural noun	two regions, many rivers	names more than one, often ends in -s

Practice Text: Station 1**Practice draft: contains errors****The Four Regions of Texas**

- (1) Texas is a very large state with many diverse region.
- (2) The Coastal Plains region has many river and thick forests.
- (3) The Great Plains is a regions with wide, open spaces.
- (4) The Mountains and Basins region has tall mountains and dry deserts.

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 (Understanding the Texas Regions, paragraph [1]):

"Each region has its own landforms, climate, vegetation, and economic activities."

Region is a singular noun, and landforms and activities are plural nouns.

Understanding the Texas Regions

[1] Texas is a very large state, and its land varies from one area to another. Some parts have forests and rivers, while others have dry deserts or wide, open plains. These areas are called regions. Each region has its own landforms, climate, vegetation, and economic activities. These differences help explain how people live and work across Texas.

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)	Texas is a very large state with many diverse regions.	Region names one thing, but many diverse means more than one, so the noun becomes regions.
(2)	The Coastal Plains region has many rivers and thick forests.	River names one thing, but many means more than one, so the noun becomes rivers.
(3)	The Great Plains is a region with wide, open spaces.	Regions names more than one, but a names one, so the noun becomes region.
(4)	The Mountains and Basins region has tall mountains and dry deserts.	Already correct: mountains and deserts name more than one, and they match the sentence.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if the noun names one or more than one.

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 the noun. Ask: Does it name one thing or more than one thing?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about Texas regions: one with a singular noun and one with a plural noun. Underline each 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 edit sentences so singular and plural nouns name the right number of things.

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) Texas is a very large state with many diverse regions. (2) The Coastal Plains region has many rivers and thick forests. (3) The Great Plains is a region with wide, open spaces. Sentence (4) is correct and should not be changed.

Convention: Singular and Plural Nouns (Editing deck SHEET 26 of 36).

Acceptable explanations

- I changed region to regions because Texas has more than one region.
- I changed regions to region because the Plains is one region.

Common misunderstandings to watch

- Changing sentence (2) by fixing the verb instead of the noun. The noun river must become rivers.
- Fixing (1) by adding a different word, such as very. Ask the student to name the exact noun that does not match.
- Thinking a plural noun always ends in -s, then leaving region alone in a sentence that needs regions.

Observation notes

Look for	Notes
Names the exact noun that changed	
Leaves the correct sentence alone	
Says one thing or more than one thing	

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

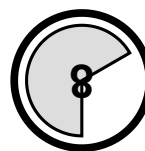
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

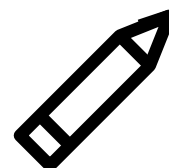
Three corrected sentences and one short explanation of a correction.

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.

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 1, Correct It!

Cluster	Grade 4, Cluster 8
Module connection	Module 4: SYNTHESIS: What Shapes Our World?
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 8, SHEET 36 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 editing check, and the Editing Standards Sweep Teaching Deck sheet 36 of 36, Spelling High-Frequency Words. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 4 Cluster 8 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 4, "The Change Atlas: Five Forces That Shape a Society," paragraphs [1], [2].

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

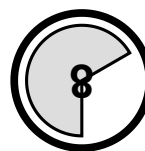
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

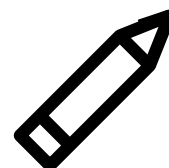
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



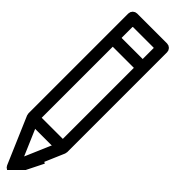
Correct It!



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 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.

✂ 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 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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) People in a society are shaped by five forces. (2) Resources are important because they create opportunities. (3) Ideas can spread through trade and travel. Sentence (4) is correct and should not be changed.

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

Acceptable explanations

- I changed Peple to People because the vowels go o then e.
- I changed importent to important because important ends in -ant.

Common misunderstandings to watch

- Changing sentence (4) because the sentence is long. A long sentence can still be correct when every word is spelled right.
- Fixing (1) by writing peoples. The word needed is people, spelled p-e-o-p-l-e.
- Reading importent as an accepted spelling. The correct ending is -ant.

Observation notes

Look for	Notes
Finds the misspelled word in each wrong sentence	
Leaves the correct sentence alone	
Spells each fixed word correctly	