

TEACHER GUIDE

Station Rotation Day

Cluster 2

4th Grade



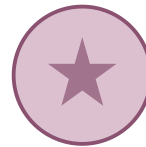
Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

Grade 4 • Cluster 2

**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 2.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 2: Writing Thesis (Central Idea) Statements	4.11D(iii)
2. Prove It!	Responding with Evidence	Module 2: Writing Thesis (Central Idea) Statements	4.7B, 4.7C
3. Shape It!	Writing Process	Module 3: Organizing Reasons and Ways	4.11B(i)
4. Create It!	Writing Genres	Module 4: Choosing Evidence	4.12B

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Student Response Booklet (4 pages, one per station)	36
Teacher Tracking Page	40

A separate "Print All Four Stations" packet holds only the table materials, the booklet, and the tracking page.

How Station Rotation Day Works

Teach and practice the routine first (PREPARE). Then run the rotation after the class has finished the instruction each station uses.

The 38-minute day

Minutes	What happens
2	Launch: review the four station names, the Help routine, and the timer signal.
8 + 1	Station round 1, then Transition 1: move clockwise to the next station.
8 + 1	Station round 2, then Transition 2
8 + 1	Station round 3, then Transition 3
8	Station round 4
1	Close: students turn in the Response Booklet.
38	2 launch + 32 at stations + 3 transitions + 1 close. This is about 13 minutes more than the usual 25-minute block.

Inside every 8-minute station

Minute	The student's job
Minute 1	Read: read the task card and look at the Remember card.
Minutes 2 to 6	Do: complete the required task on the Response Booklet page.
Minute 7	Check: open the Check and Improve card. Fix or improve one thing.
Minute 8	Reset: mark the completion strip and leave the station ready.

Rotation map (four groups)

Group	Round 1	Round 2	Round 3	Round 4
A	Station 1	Station 2	Station 3	Station 4
B	Station 2	Station 3	Station 4	Station 1
C	Station 3	Station 4	Station 1	Station 2
D	Station 4	Station 1	Station 2	Station 3

Rules that make independence possible

- **Every station is a starting point.** No station needs work from another station.
- **Individual materials.** Each student at the table has a task card, a text card, and the booklet page. Each student writes their own response.
- **One Help routine:** Reread the direction. Look at the example. Use the Remember card. Signal for help if you still need it.
- **Try first, then check.** Students open the Check and Improve card after they write. Leave the first try readable so you can see what changed.
- **Planning target, not a speed test.** A student who needs more time finishes during the next independent work time and is not marked unsuccessful because the timer sounded.
- **Finished, checked, and mastered are different.** The tracking page records the skill, independent or supported, and one point to revisit.
- **Prep happens before the day.** Cards are cut, text cards are printed, and each station tub is filled.

- - - - Dashed line = cut. ——— Solid line = fold. Pages marked "Practice draft: contains errors" are practice only. Real passages are printed exactly as they appear in the teacher guide.

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 4, Cluster 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

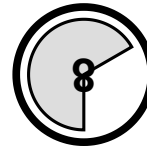
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

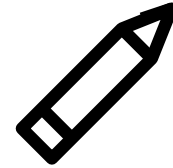
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



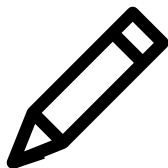
Correct It!



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 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 2, Prove It!

Cluster	Grade 4, Cluster 2
Module connection	Module 2: Writing Thesis (Central Idea) Statements
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

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

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

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and The Reason/Way Branch and the Magnifying Process.

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," paragraphs [2] to [4].

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

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

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

Preparation

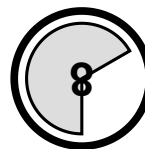
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

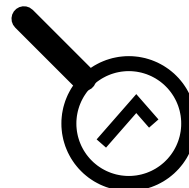
A three-sentence response that gives a thesis (central idea), evidence, and explanation.

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 WHY 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 Reason/Way Branch (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 WHY = give a reason.

Passage Card: Station 2

My question: Explain why renewable resources are important for the future.

The Energy We Use Everyday

[2] Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management.

[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.

[4] Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. However, they also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully.

From Cluster 2, Module 2, "The Energy We Use Everyday," paragraphs [2] to [4].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers WHY 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) (CSI).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Renewable resources are important for the future because they can be replaced and they cause less harm to the environment. The passage states, "They do not run out easily, and they often cause less damage to the environment." This shows that people can keep using these resources for a long time, so they help meet energy needs now and later.

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

B. "Because these resources can be replaced naturally, many people believe they are important for the future."

C. "They do not run out easily, and they often cause less damage to the environment."

Frame: Renewable resources are important for the future because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

In one sentence, summarize the excerpt: renewable resources can be replaced and used again, they power things like solar panels and wind turbines, and they do not run out easily but are not always available.

✂ 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 WHY question and prove my answer with a detail from the text.

Question: Explain why renewable resources are important for the future.

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

Explain why renewable resources are important for the future.

Acceptable response

Renewable resources are important for the future because they can be replaced and they cause less harm to the environment. The passage states, "They do not run out easily, and they often cause less damage to the environment." This shows that people can keep using these resources for a long time, so they help meet energy needs now and later.

Evidence choices on the Help card

Choice	Why
A. "Solar panels collect energy from sunlight and turn it into electricity."	Weak. True but does not answer WHY. It tells how a solar panel works, not why renewable resources matter for the future.
B. "Because these resources can be replaced naturally, many people believe they are important for the future."	Strong. Strong. It answers WHY: the resources can be replaced, so people see them as important for the future.
C. "They do not run out easily, and they often cause less damage to the environment."	Strong. Strong. Names two reasons: they last and they harm the environment less.

Common misunderstandings to watch

- Retelling the passage instead of answering WHY.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

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

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, Cluster 2
Module connection	Module 3: Organizing Reasons and Ways
Station area	Writing Process

Exact TEKS practiced (TEA wording)

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

Prerequisite instruction

Module 3 evidence selection with the CSI Evidence Check, and the Reason/Way Branch work in this cluster.

Where it lives

Grade 4 Cluster 2 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 3, "Columbus's Arrival," paragraphs [15], [16].

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

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

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

Preparation

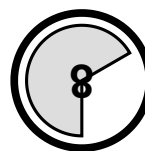
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

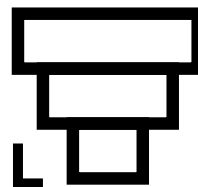
A revised sentence 3 with one transition added, plus one sentence explaining the choice.

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

8 MINUTES



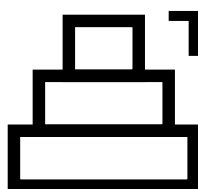
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

My goal: I can revise a draft by adding a transition that connects one reason to the next.

1. Read the practice draft. Sentence 3 starts a new reason.
2. Notice how sentence 3 begins with no transition.
3. Add a transition at the start of sentence 3.
4. Tell why the transition helps readers connect the reasons.

Required: one transition added to sentence 3 and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Shape It! by adding a TRANSITION

An introduction opens the paragraph, a transition links reasons, and a conclusion wraps up.

Reasons from different baskets need a transition so they connect.

No transition	New animals were brought to the Americas.
With a transition	In addition, new animals were brought to the Americas.

Transition: In addition shows this is another way, not a repeat.

Practice Text: Station 3**Practice draft: needs one improvement****How Columbus's Arrival Changed the Americas**

- (1) Columbus's arrival affected Native American communities in many ways.
- (2) Some groups lost control of their land.
- (3) New animals, such as horses and cattle, were brought to the Americas.
- (4) These changes shaped daily life for many people.

Sentence 3 starts a new reason with no transition. Readers may not see how it connects to sentence 2.

Columbus's Arrival

[15] The arrival of Europeans affected Native American communities in many ways. Some groups lost control of their land. Others experienced changes to their cultures and daily lives. Traditional customs sometimes changed as new ideas and practices spread throughout the region.

[16] In addition to cultural changes, new plants and animals were introduced to the Americas. Horses, cattle, and other animals became important in many areas. New crops and foods were also exchanged between Europe and the Americas. These changes affected farming, transportation, and trade.

From Cluster 2, Module 3, "Columbus's Arrival," paragraphs [15], [16].

Check and Improve: Station 3

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

- ☐ My sentence 3 now begins with a transition.
- ☐ My transition shows this is another reason, not a repeat.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason the transition helps readers.

Acceptable example

In addition, new animals, such as horses and cattle, were brought to the Americas.

Reason: The transition In addition shows this is another way Columbus's arrival affected people, so the reasons connect.

Improve: Read your whole draft. Does each sentence connect to the one before it?

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: In addition, _____. Look at the second paragraph on the card first.

✂ cut

Stretch Card: Station 3 (optional)

Add a closing sentence that wraps up the paragraph, or add a second transition. Explain the choice.

✂ cut

Reset Directions: Station 3

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

My goal: I can revise a draft by adding a transition that connects one reason to the next.

Revise. Write sentence 3 again with a transition.

Why is it clearer now?

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 3

The revision move

4.11B(i): organizing with purposeful structure: an introduction, a transition, and a conclusion. One move only. This is not an editing task.

Acceptable revisions

- In addition, new animals, such as horses and cattle, were brought to the Americas.
- Also, new animals, such as horses and cattle, were brought to the Americas.
- Another change was that new animals, such as horses and cattle, were brought to the Americas.
- A transition placed later is fine if it links the reasons: New animals, such as horses and cattle, were also brought to the Americas.

Common misunderstandings to watch

- Adding a new detail instead of a transition, such as another animal name.
- Rewriting the whole draft or only fixing spelling.
- Repeating the same idea in new words instead of linking reasons.

Observation notes

Look for	Notes
Transition is added at the start of sentence 3	
Transition signals another reason or way	
Reason names how the transition helps the reader	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, Cluster 2
Module connection	Module 4: Choosing Evidence
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

4.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
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Prerequisite instruction

Module 4 Choosing Evidence work with a clear thesis (central idea), and this cluster's informational passages.

Where it lives

Grade 4 Cluster 2 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 4, "The Energy We Use Everyday," paragraphs [25], [26].

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

Station sign (tent)	1
Task card + Remember card	6 (one per seat)
Passage or practice text card	6
Check and Improve card	6
Help / Stretch / Reset sheet	2
Response Booklet	1 per student (whole class)

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

Preparation

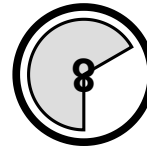
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card: one central idea sentence and two facts in the student's own words.

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 facts that prove it.

1. Read the job box and the small model.
2. Read the energy fact card.
3. Pick two facts that prove your central idea.
4. Write your card in your own words.

Required: a title, a central idea sentence, and two facts that prove it.

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

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How energy choices affect communities and the future

Purpose: to inform **Audience:** families at our class science night

Small model (different topic)

Title: Columbus Brought Change

Central idea: Columbus's arrival changed life in the Americas.

Fact: New plants and animals, such as horses and cattle, came to the Americas.

Fact: Some Native American groups lost control of their land.

The Energy We Use Everyday

[25] Understanding the advantages and disadvantages of renewable and nonrenewable resources helps people make informed decisions about energy use. Both types of resources play important roles in meeting society's needs. Renewable resources can be replenished naturally, while nonrenewable resources provide dependable energy supplies. Learning about these resources helps people understand how energy choices affect the environment, communities, and future generations.

[26] As technology continues to improve, people will likely discover new ways to produce and use energy. By carefully managing Earth's resources and making thoughtful decisions, communities can help ensure that energy remains available for many years to come. The choices people make today will influence how resources are used tomorrow, making energy conservation and responsible planning important goals for everyone.

From Cluster 2, Module 4, "The Energy We Use Everyday," paragraphs [25], [26].

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 energy choices affect communities.
- ☐ I have two facts that prove my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example

Choosing Energy for the Future

Energy choices affect communities and the future. Renewable resources can be replaced, so they can keep giving energy to communities. Learning about resources helps people make careful choices about the energy they use.

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: Energy choices affect communities because _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Draw a small labeled sketch for your card. Each label must name a fact from your writing.

✂ 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 information card with a clear central idea and facts that prove it.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

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 informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Energy choices affect communities and the future.
- Learning about energy helps people make careful choices.
- The choices people make today change how resources are used later.

Details to accept

- Renewable resources can be replenished naturally.
- Nonrenewable resources provide dependable energy supplies.
- Learning about resources helps people understand how energy choices affect communities.
- The choices people make today influence how resources are used tomorrow.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	

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

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can answer a WHY question and prove my answer with a detail from the text.

Question: Explain why renewable resources are important for the future.

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Response Booklet, Page 3



Station 3: Shape It!

Name _____

My goal: I can revise a draft by adding a transition that connects one reason to the next.

Revise. Write sentence 3 again with a transition.

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 facts that prove it.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

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! 4.11B(i)	St. 4: Create It! 4.12B	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	