

STUDENT MATERIALS

Print All Four Stations

Cluster 5

4th Grade



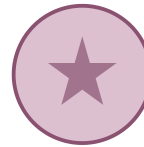
Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 4 • Cluster 5



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 5.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 1: Building the Evidence Bridge	4.11D(i)
2. Prove It!	Responding with Evidence	Module 2: HOW Ideas Connect and Differ	4.7B, 4.7C
3. Shape It!	Writing Process	Module 3: The RRR Conclusion Paragraph	4.11C
4. Create It!	Writing Genres	Module 4: Seeing the Structure Through Color	4.12B

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Print All Four Stations: Grade 4, Cluster 5

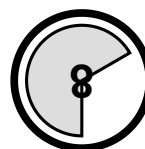
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

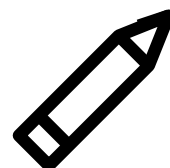
Station 1: Correct It!	Conventions	4.11D(i)
Station 2: Prove It!	Responding with Evidence	4.7B, 4.7C
Station 3: Shape It!	Writing Process	4.11C
Station 4: Create It!	Writing Genres	4.12B

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

8 MINUTES



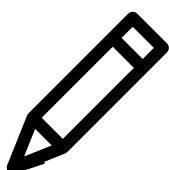
Correct It!



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)

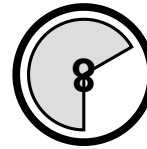
Write two new sentences about Texas music: one with a subject that is one thing and one with a subject that is more than one. Underline each verb.

✂ cut

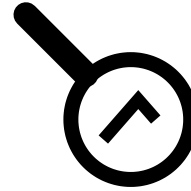
Reset Directions: Station 1

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.

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



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 explain how ideas shape a community and prove my answer with a detail from the text.

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**The Three-Sentence Response (exactly three sentences)**

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

Comparing two passages means naming a similarity or difference and proving it with balanced evidence from both texts.

Passage Card: Station 2

My question: Explain how Lydia Mendoza's music shaped Texas culture.

Voices That Shaped Texas

[2] Texas has always been a place where different groups of people have lived, worked, and shared ideas. Music became one way people could tell about their lives. Some songs told about joy, while others told about sadness, hard work, or hope. Over time, these sounds became part of what makes Texas culture special.

[3] 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. Her songs were often simple, but they were powerful because they told real stories. Many families heard her music and felt proud of their language, history, and traditions.

[4] Mendoza became known as an important voice in Texas music. She helped show that songs in Spanish had an important place in Texas culture. Her music reminded people that culture can be shared through words, sounds, and feelings.

From Cluster 5, Module 2, "Voices That Shaped Texas," 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 the question with a thesis (central idea).
- ☐ Sentence 2 copies a detail from the passage in quotation marks.
- ☐ The detail connects to the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Lydia Mendoza's music shaped Texas culture because people felt connected to her songs and proud of their traditions. The passage states, "People felt connected to her music because it sounded like their own experiences." This shows that sharing her stories helped a whole community feel proud of its language and traditions.

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. "She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life."

B. "People felt connected to her music because it sounded like their own experiences."

C. "She helped show that songs in Spanish had an important place in Texas culture."

Frame: Lydia Mendoza's music shaped Texas culture because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

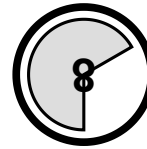
One sentence summary: Texas is a place where people share ideas, Lydia Mendoza sang songs in Spanish that felt like real life to her listeners, and her music showed that Spanish songs belong in Texas culture.

✂ cut

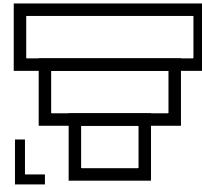
Reset Directions: Station 2

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.

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



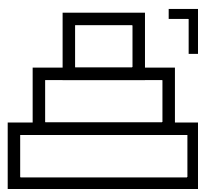
Shape It!



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 conclusion by rearranging ideas into RRR order.

1. Read the practice draft. Notice the order of ideas.
2. Read the passage card. Find what each text shows.
3. Rewrite the conclusion with ideas in RRR order.
4. Tell why the new order makes sense.

Required: one reordered conclusion and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Revise by REARRANGING

Correct It! asks: Is it written correctly? Shape It! asks: Is the order helpful?

A mixed order confuses the reader. RRR order helps the reader follow.

Mixed	Final thought first, then thesis (central idea).
RRR order	Start with thesis (central idea), then reference, then reflect.

RRR: restate, reference, reflect.

Practice Text: Station 3**Practice draft: needs one improvement****Ideas That Shape Communities**

- (1) Music and art still matter today because they help people learn and feel connected.
- (2) Both passages show that ideas can shape communities.
- (3) Raphael shared old ideas in art, and Texas singers shared culture in music.

Sentence 1 gives the final thought first. It belongs last in RRR order.

Looking Back to Move Forward

[28] Mrs. Lopez nodded. “Yes. Art can send a message. Raphael was not just painting people in a building. He was showing respect for knowledge, thinking, and discussion.”

[14] These artists also remind us that culture is not created by only one person or one group. Culture grows when people share their voices, stories, and traditions. It grows when music is passed from one generation to the next. It grows when people listen with respect. Texas culture became richer because artists from different backgrounds were brave enough to share their talents.

From Cluster 5, Module 3, "Looking Back to Move Forward," paragraphs [28], [14].

Check and Improve: Station 3

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

- ☐ My conclusion starts with thesis (central idea).
- ☐ My middle sentence references both passages.
- ☐ My last sentence shares a bigger idea.
- ☐ I wrote one reason my order helps.

Acceptable example

Both passages show that ideas can shape communities. Raphael shared old ideas in art, and Texas singers shared culture in music. Music and art still matter today because they help people learn and feel connected.

Reason: Now the reader follows restate, reference, then reflect.

Improve: Read your conclusion in order. Does it end with a bigger idea?

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 order: restate first, reference next, reflect last. Find sentence 2 first.

✂ cut

Stretch Card: Station 3 (optional)

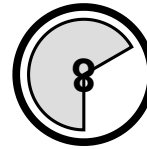
Add a detail from the card to the middle sentence, or explain the bigger idea more.
Explain the choice.

✂ cut

Reset Directions: Station 3

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

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



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea and two facts.

1. Read the job box and the small model.
2. Read the fact card about Texas musicians.
3. Write a title and a central idea sentence.
4. Add two facts in your own words that support it.

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

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 Texas musicians shared their cultures with others

Purpose: to inform **Audience:** readers of our class music wall

Small model (different topic)

Title: A Painting That Sends a Message

Central idea: Raphael's painting sends a message about learning.

Fact: It shows respect for knowledge, thinking, and discussion.

Fact: Art can send a message, not just show people in a building.

Voices That Shaped Texas (Part 1)

[1] For Mexican American families in Texas, Lydia Mendoza's music mattered in a special way. Many people did not always hear songs in Spanish on the radio. They did not always see their lives shown in books, plays, or public events. When Mendoza sang, she gave those families a voice. She helped people feel seen and respected. Her songs showed that Mexican American stories belonged in Texas culture.

[1] Chelo Silva's music helped bring people together because emotions are something people share. A listener did not have to have the exact same life as the singer to understand the feeling in the song. This is one reason music can be so powerful. It allows people to feel connected even when their backgrounds are different.

[1] Their work reminds us that different subgroups of people helped build Texas culture. Mexican American communities, African American communities, and many other groups added their own voices. These voices did not make Texas culture weaker or more divided. Instead, they made it stronger. They gave Texas more sounds, more stories, and more ways to understand the people who live here.

From Cluster 5, Module 4, "Voices That Shaped Texas (Part 1)," paragraphs [1], [1], [1].

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 Texas musicians shared their cultures.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example**Voices That Shaped Texas Music**

Texas musicians shared their cultures with others through song. Lydia Mendoza sang in Spanish about everyday life, and her music helped Mexican American families feel seen and respected. Chelo Silva brought people together because listeners could understand the feelings in her songs. Different groups added their own voices, and that made Texas culture stronger.

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: Texas musicians shared their cultures by _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one sentence telling why sharing cultures can help people connect. Use a fact from the card.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so 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

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can explain how ideas shape a community and prove my answer with a detail from the text.

Question: Explain how Lydia Mendoza's music shaped Texas culture.

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 conclusion by rearranging ideas into RRR order.

Revise. Write the sentence numbers in your new order.

Why is it clearer now?

Stretch (optional):

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea and two facts.

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(i)	St. 2: Prove It! 4.7B, 4.7C	St. 3: Shape It! 4.11C	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	