

TEACHER GUIDE

Station Rotation Day

Cluster 5

4th Grade



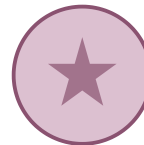
Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

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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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 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.

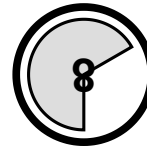
Preparation

- 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.

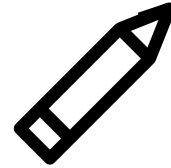
Expected student product

Three corrected sentences and one short explanation of a correction.

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



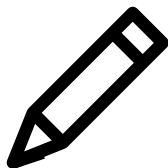
Correct It!



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 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 2, Prove It!

Cluster	Grade 4, Cluster 5
Module connection	Module 2: HOW Ideas Connect and Differ
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 Get S.E.T. Introduction Pattern.

Where it lives

Grade 4 Cluster 5 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 2, "Voices That Shaped Texas," 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

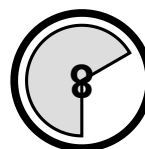
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

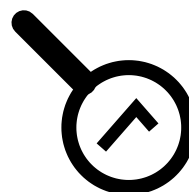
A three-sentence response (thesis (central idea), evidence, explanation) that shows how ideas shape a community.

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 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.

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

Teacher Answer and Observation Guide: Station 2

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

Question

Explain how Lydia Mendoza's music shaped Texas culture.

Acceptable response

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.

Evidence choices on the Help card

Choice	Why
A. "She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life."	Weak. True but does not answer HOW her music shaped culture. It only describes her family and songs.
B. "People felt connected to her music because it sounded like their own experiences."	Strong. Strong. It shows her shared ideas brought people together.
C. "She helped show that songs in Spanish had an important place in Texas culture."	Strong. Strong. It shows one person's ideas shaped a whole culture.

Common misunderstandings to watch

- Retelling the passage instead of answering the question.
- 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 the question	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, Cluster 5
Module connection	Module 3: The RRR Conclusion Paragraph
Station area	Writing Process

Exact TEKS practiced (TEA wording)

4.11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
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The one writing move: rearranging ideas into a helpful order.

Prerequisite instruction

Module 3 RRR conclusion work and the revision work in this cluster.

Where it lives

Grade 4 Cluster 5 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 3, "Looking Back to Move Forward," paragraphs [28], [14].

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

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

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

Preparation

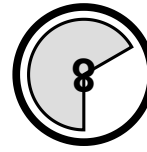
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- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

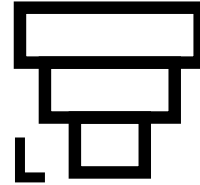
A reordered conclusion plus one sentence explaining the order choice.

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

8 MINUTES



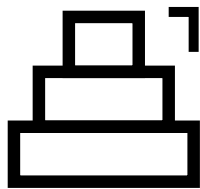
Shape It!



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 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.

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

Teacher Answer and Observation Guide: Station 3

The revision move

4.11C: rearranging ideas into a helpful order. One move only. This is not an editing task.

Acceptable revisions

- 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.
- Order 2, 3, 1 with the same sentences is correct.
- Small word changes are fine if RRR order stays and meaning stays.
- A card detail is fine in the middle if the student keeps RRR order.

Common misunderstandings to watch

- Rewriting all sentences instead of moving them in order.
- Putting the reflect sentence first or in the middle.
- Adding a detail that does not connect to shaping communities.

Observation notes

Look for	Notes
Order follows RRR	
Reference names both passages	
Reason names order for the reader	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, Cluster 5
Module connection	Module 4: Seeing the Structure Through Color
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 ECR structure work with a clear thesis (central idea), and this cluster's paired passages.

Where it lives

Grade 4 Cluster 5 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 4, "Voices That Shaped Texas (Part 1)," paragraphs [1], [1], [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

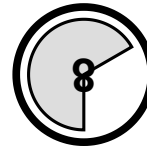
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card: one central idea sentence and two supporting 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 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 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 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

- Texas musicians shared their cultures with others through song.
- Texas musicians helped people feel seen and connected through their music.
- Different Texas musicians added their voices and made Texas culture stronger.

Details to accept

- Lydia Mendoza sang in Spanish about everyday life and hard work.
- Mendoza gave Mexican American families a voice and helped them feel respected.
- Chelo Silva helped people connect because they shared the feelings in her songs.
- Different groups added their own voices to Texas culture.

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 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	