

TEACHER GUIDE

Station Rotation Day

Cluster 6

4th Grade



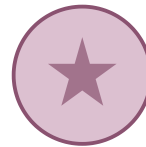
Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

Grade 4 • Cluster 6



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 6.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 2: Magnify One Claim into Three Strong Reasons	4.11D(iii)
2. Prove It!	Responding with Evidence	Module 2: Magnify One Claim into Three Strong Reasons	4.7B, 4.7C
3. Shape It!	Writing Process	Module 3: Finishing the Argumentative Paper with CREATURES	4.11C
4. Create It!	Writing Genres	Module 4: Beginning and Ending an Argumentative Letter	4.12C

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Student Response Page	34
Teacher Answer and Observation Guide	35
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 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

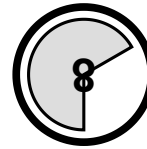
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

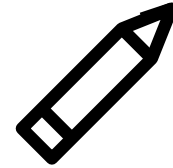
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



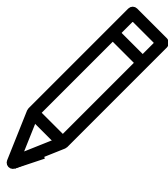
Correct It!



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 2, Prove It!

Cluster	Grade 4, Cluster 6
Module connection	Module 2: Magnify One Claim into Three Strong Reasons
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 Magnifying Process for growing one claim into strong reasons.

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, "A Day That Changed," 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

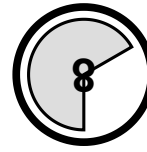
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- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

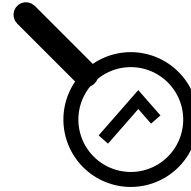
A three-sentence response (thesis (central idea), evidence, explanation).

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 question and prove my answer with a strong quote from the text.

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one quote from the passage that proves it.
4. Explain in your own words how the quote proves it.

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 Magnifying Process (one claim, three reasons)**

1. Brainstorm	List many ideas that could support your claim.
2. Group	Put ideas that are alike into groups.
3. Narrow	Pick the best idea from each group.
4. Final three	Choose three reasons that are strong and different.

Each reason must be different and provable with evidence from the text.

Passage Card: Station 2

My question: Should careful weather observations matter more than quick assumptions? Explain.

A Day That Changed

[2] By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this.

[3] But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. "What happened to the sunshine?" he asked.

[4] Soon, light rain began to fall, and teachers quickly moved everyone inside. Some students were disappointed, but Ms. Rios saw it as a chance to explain.

From Cluster 6, Module 2, "A Day That Changed," 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 reason.
- ☐ Sentence 2 copies a quote from the passage in quotation marks.
- ☐ The quote connects to the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Careful weather observations should matter more than quick assumptions because the weather can change fast and fool us. The passage states, "Jayden misjudged the weather and assumed the day would continue like this." This shows that a quick guess was wrong, so watching the sky closely matters more.

Improve: Does your explanation use your own words? Add one word that tells why the quote 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. "It was warm, with a light breeze, and the sky stayed clear."

B. "Jayden misjudged the weather and assumed the day would continue like this."

C. "The temperature dropped, and the air felt cooler against his skin."

Frame: Careful observations should matter more because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that summarizes the excerpt and keeps the events in order.

✂ 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 question and prove my answer with a strong quote from the text.

Question: Should careful weather observations matter more than quick assumptions? Explain.

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

Should careful weather observations matter more than quick assumptions? Explain.

Acceptable response

Careful weather observations should matter more than quick assumptions because the weather can change fast and fool us. The passage states, "Jayden misjudged the weather and assumed the day would continue like this." This shows that a quick guess was wrong, so watching the sky closely matters more.

Evidence choices on the Help card

Choice	Why
A. "It was warm, with a light breeze, and the sky stayed clear."	Weak. True but does not answer the question. It tells about the weather, not whether careful observations matter more than quick guesses.
B. "Jayden misjudged the weather and assumed the day would continue like this."	Strong. Strong. Shows that a quick assumption about the weather can be wrong.
C. "The temperature dropped, and the air felt cooler against his skin."	Strong. Strong. Shows Jayden noticing a weather change by observing with his senses.

Common misunderstandings to watch

- Retelling the passage instead of answering the question.
- Copying evidence without quotation marks or a signal marker.
- Choosing a quote that is true but does not answer the question.

Observation notes

Look for	Notes
Thesis (central idea) answers the question	
Evidence is a strong quote that answers the question	
Explanation is in my own words	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, Cluster 6
Module connection	Module 3: Finishing the Argumentative Paper with CREATURES
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: combining two short sentences.

Prerequisite instruction

Module 3 weather and climate reading, and the CREATURES framework work in this cluster.

Where it lives

Grade 4 Cluster 6 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 3, "A Day That Changed," paragraphs [5], [7].

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

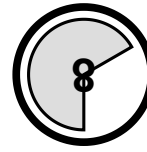
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

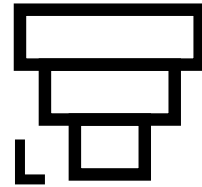
One combined sentence plus one sentence explaining the revision choice.

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

8 MINUTES



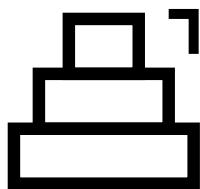
Shape It!



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 combining two short sentences into one clear sentence.

1. Read the practice draft about weather and climate.
2. Sentences 2 and 3 are short and choppy.
3. Combine them into one clear sentence.
4. Tell why your combined sentence is clearer.

Required: one combined sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Revise by COMBINING

Correct It! asks: Is it written correctly? Shape It! asks: How can the idea be clearer?

Two short, choppy sentences can join into one clear sentence with and, but, or because.

Choppy	Weather changes quickly. Climate stays the same.
Combined	Weather changes quickly, but climate stays the same.

CREATURES: combining keeps the Claim and Reasons clear for the reader.

Practice Text: Station 3**Practice draft: needs one improvement****Weather or Climate?**

- (1) Jayden learned about weather and climate at school.
- (2) Weather can change in just a few hours.
- (3) Climate describes the usual weather over a long time.
- (4) Now Jayden watches the sky more carefully.

Sentences 2 and 3 are short and choppy. Combine them into one clear sentence.

A Day That Changed

[5] "This is weather," she said. "Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours."

[7] "Climate," Ms. Rios continued, "describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers."

From Cluster 6, Module 3, "A Day That Changed," paragraphs [5], [7].

Check and Improve: Station 3

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

- ☐ My combined sentence joins both short ideas.
- ☐ My sentence uses and, but, or because.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my change makes it clearer.

Acceptable example

Weather can change in just a few hours, but climate describes the usual weather over a long time.

Reason: Now the reader sees how weather and climate differ in one clear sentence.

Improve: Read your whole draft in your head. Does each sentence stay on the topic of weather and climate?

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: Weather can change in a few hours, but _____. Look only at the first paragraph on the card first.

✂ cut

Stretch Card: Station 3 (optional)

Combine two other short ideas in the draft, or add a third detail to your combined sentence. 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 combining two short sentences into one clear sentence.

Revise. Combine the two short sentences into one sentence.

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: combining two short sentences. One move only. This is not an editing task.

Acceptable revisions

- Weather can change in just a few hours, but climate describes the usual weather over a long time.
- Weather can change in just a few hours, while climate describes the usual weather over a long time.
- Weather can change in a few hours, but climate is the usual weather over a long time.
- Any combined sentence is acceptable if it joins both ideas with and, but, or while and keeps both meanings.

Common misunderstandings to watch

- Rewriting the whole draft or only fixing spelling.
- Combining the sentences with and when the ideas need but.
- Writing two separate sentences that do not join the ideas.

Observation notes

Look for	Notes
Sentence joins both short ideas	
Uses and, but, or because correctly	
Reason names clarity for the reader	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, Cluster 6
Module connection	Module 4: Beginning and Ending an Argumentative Letter
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

4.12C	compose argumentative texts, including opinion essays, using genre characteristics and craft
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Prerequisite instruction

Module 4 work with a clear thesis (central idea) and this cluster's argumentative passages, using The Argumentative Letter Structure.

Where it lives

Grade 4 Cluster 6 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 4, "“A Day That Changed”, " paragraphs [2], [3], [20].

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

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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

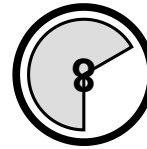
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A short opinion card: a beginning claim, two supporting reasons with evidence, and an ending.

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 opinion card with a clear claim and support for my reader.

1. Read the job box and the small model.
2. Read the fact card about weather and climate.
3. Write a beginning claim, two supports, and an ending.
4. Use your own words and check your work.

Required: a beginning claim, two supports, and an ending.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An opinion card has:

Beginning	one sentence that states my claim (a thesis (central idea))
Support	two reasons with evidence from the text
Ending	one sentence that restates my claim

My letter grows from the passage, the prompt, and my reader.

Job Box, Model, and Source Card: Station 4

Topic: Whether students should observe the weather carefully before making plans

Purpose: to persuade **Audience:** a classmate

Small model (different topic)

Beginning (claim): I think our class should start a small garden behind the school.

Support 1: A garden would give us fresh vegetables to taste and share.

Support 2: Gardening would help us learn how plants grow from seeds.

Ending: For these reasons, our class should start a small garden.

“A Day That Changed”

[2] By mid-morning, students were outside running races and playing games. The weather felt just right. It was warm, with a light breeze, and the sky stayed clear. Jayden misjudged the weather and assumed the day would continue like this.

[3] But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. “What happened to the sunshine?” he asked.

[20] “People use climate information to make choices,” Ms. Rios explained. “Farmers think about climate when they decide which crops to grow. Families think about climate when they pack for trips. Builders may think about climate when they choose materials for homes.”

From Cluster 6, Module 4, “A Day That Changed,” paragraphs [2], [3], [20].

Check and Improve: Station 4

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

- ☐ My beginning states my claim.
- ☐ I have two supports with evidence from the text.
- ☐ My ending restates my claim.
- ☐ My supports are in my own words, not copied.

Acceptable example**Check the Weather First**

Students should observe the weather carefully before they make plans. One morning at school, Jayden thought the warm, clear weather would last all day. Then the wind grew stronger and gray clouds moved in before lunch. People use climate information to make choices, such as what to pack for a trip. So students should check the weather before they plan their day.

Improve: Does each support help your reader agree with your claim? 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: I think _____. One reason is _____. Another reason is _____. For these reasons, _____.

✂ cut

Stretch Card: Station 4 (optional)

Underline your claim and your ending. Mark one support that would convince your reader the most.

✂ 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 opinion card with a clear claim and support for my reader.

Beginning (claim)

Support 1 (evidence)

Support 2 (evidence)

Ending

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 argumentative text with a clear claim and genre characteristics (beginning, support, ending). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Students should observe the weather carefully before making plans.
- It is smart to check the weather before planning outdoor events.
- Watching the weather helps students plan their day.

Details to accept

- One morning the weather changed from warm and clear to windy and cool before lunch.
- People use climate information to make choices, like packing for trips or choosing crops.
- The sky can change quickly, so a sunny morning may not last all day.

Common misunderstandings to watch

- A claim with no reasons or evidence.
- Copying whole sentences from the fact card.
- A support that does not connect to the claim.

Observation notes

Look for	Notes
Clear claim	
Two supports with evidence	
Own words	
Clear ending	

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

Response Booklet, Page 2



Station 2: Prove It!

Name _____

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

Question: Should careful weather observations matter more than quick assumptions? Explain.

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 combining two short sentences into one clear sentence.

Revise. Combine the two short sentences into one sentence.

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 opinion card with a clear claim and support for my reader.

Beginning (claim)

Support 1 (evidence)

Support 2 (evidence)

Ending

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! 4.11C	St. 4: Create It! 4.12C	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	