

TEACHER GUIDE

Station Rotation Day

Cluster 8

4th Grade



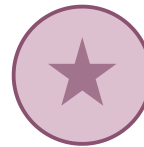
Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

Grade 4 • Cluster 8

**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 8.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 4: SYNTHESIS: What Shapes Our World?	4.11D(xi)
2. Prove It!	Responding with Evidence	Module 2: Ideas and Choices: How Do People Turn Possibility Into Change?	4.7B, 4.7C
3. Shape It!	Writing Process	Module 3: LEGACY AND EVIDENCE: What Lasts, and How Do We Know?	4.11E
4. Create It!	Writing Genres	Module 4: SYNTHESIS: What Shapes Our World?	4.12B, 4.13C

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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 8
Module connection	Module 4: SYNTHESIS: What Shapes Our World?
Station area	Conventions

Exact TEKS practiced (TEA wording)

4.11D(xi)	edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
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Standards deck: Grade 4 Editing Standards Sweep Teaching Deck, Cluster 8, SHEET 36 of 36, Spelling High-Frequency Words (deck label (11)(D)(xxxv); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

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

Where it lives

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

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

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

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

Preparation

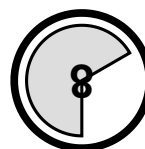
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

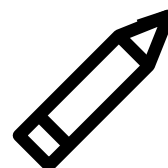
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



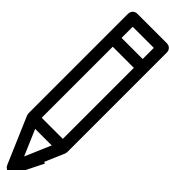
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

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

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

**Station 1: CORRECT IT! Task Card**

My goal: I can fix sentences so high-frequency words are spelled correctly.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the misspelled high-frequency word in each wrong sentence.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**SIGHT WORD**

A word you read and write quickly,
without sounding it out

SPELLING PATTERN

A letter team or rule that helps you spell
the word right

Check each high-frequency word, and fix the ones that are spelled wrong.

whole word	people, through	learn the exact letters
letter ending	important	ends in -ant, not -ent

Practice Text: Station 1

Practice draft: contains errors

Five Forces That Shape a Society

- (1) Peple in a society are shaped by five forces.
- (2) Resources are important because they create opportunities.
- (3) Ideas can spread through trade and travel.
- (4) Places, people, and ideas often work together to shape a society.

This practice draft uses ideas from the real passage. Three sentences have a mistake. One sentence is already correct.

Model sentence from the real passage (The Change Atlas: Five Forces That Shape a Society, paragraph [2]):

"Sometimes people become connected through trade and travel."

The high-frequency words people, through, and sometimes are all spelled correctly.

The Change Atlas: Five Forces That Shape a Society

[1] Welcome to The Change Atlas!

[2] Why do societies change? Sometimes where people live makes a difference. Sometimes resources create opportunities. Sometimes people become connected through trade and travel. Sometimes a powerful idea changes the way people think. And sometimes individual people help change a community or culture. Explore the five forces below.

Check and Improve: Station 1

Try first. Then check. Keep your first try readable and fix with a new line.

Sentence	Correct sentence	Why
(1)	Peoples in a society are shaped by five forces.	The high-frequency word Peoples is spelled p-e-o-p-l-e.
(2)	Resources are important because they create opportunities.	The high-frequency word important ends in -ant, not -ent.
(3)	Ideas can spread through trade and travel.	The high-frequency word through is spelled t-h-r-o-u-g-h.
(4)	Places, people, and ideas often work together to shape a society.	Already correct: every high-frequency word here is spelled right.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I spelled the new word correctly.
- ☐ I told why the word is spelled that way.

Help Card: Station 1

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Work on sentence (1) first. Say the word slowly. Write the letters you hear, then check the vowel team.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the five forces. Use at least two high-frequency words and spell them correctly. Underline each one.

✂ cut

Reset Directions: Station 1

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so high-frequency words are spelled correctly.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 1

Answer key

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

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

Acceptable explanations

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

Common misunderstandings to watch

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

Observation notes

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

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 4, Cluster 8
Module connection	Module 2: Ideas and Choices: How Do People Turn Possibility Into Change?
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 HOW prompts, and the Evidence Decision Path.

Where it lives

Grade 4 Cluster 8 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 2, "What Shapes a Society? Ideas, Choices, and Culture," paragraphs [32] to [34].

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

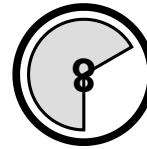
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

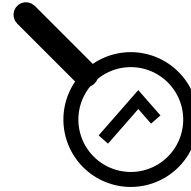
A three-sentence response (thesis (central idea), evidence, explanation).

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 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).

Clue word HOW = tell the way something happens.

Passage Card: Station 2

My question: Explain how ordinary citizens can help shape a society.

What Shapes a Society? Ideas, Choices, and Culture

[32] Societies are not shaped only by kings, presidents, generals, wealthy merchants, or famous artists. Ordinary citizens participate too.

[33] Dr. Martin Luther King Jr. became one of the most influential leaders of the civil rights movement. Through speeches, writing, marches, and nonviolent protest, he called attention to racial injustice and encouraged Americans to work toward equality.

[34] His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work. President John F. Kennedy also challenged Americans to think about citizenship and service.

From Cluster 8, Module 2, "What Shapes a Society? Ideas, Choices, and Culture," paragraphs [32] to [34].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers HOW with a way or method.
- ☐ 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

Ordinary citizens can help shape a society by joining together and doing the work, like marching, organizing, voting, and volunteering. The passage states, "His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work." This shows that big changes happen when many regular people take part, so each person's actions add up to shape society.

Improve: Does your explanation use your own words? Add one word that tells how the detail shapes a society.

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. "Dr. Martin Luther King Jr. became one of the most influential leaders of the civil rights movement."

B. "Ordinary citizens participate too."

C. "His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work."

Frame: Ordinary citizens can help shape a society by _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Societies are shaped by famous leaders, but they are also shaped by ordinary citizens who march, organize, listen, vote, volunteer, and keep the work going.

✂ 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 detail from the text.

Question: Explain how ordinary citizens can help shape a society.

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 ordinary citizens can help shape a society.

Acceptable response

Ordinary citizens can help shape a society by joining together and doing the work, like marching, organizing, voting, and volunteering. The passage states, "His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work." This shows that big changes happen when many regular people take part, so each person's actions add up to shape society.

Evidence choices on the Help card

Choice	Why
A. "Dr. Martin Luther King Jr. became one of the most influential leaders of the civil rights movement."	Weak. True but does not answer HOW. It names one leader, not how ordinary citizens help.
B. "Ordinary citizens participate too."	Strong. Strong. States that regular people take part in shaping a society.
C. "His influence depended not only on his own voice but also on the participation of thousands of people who marched, organized, listened, voted, volunteered, and continued the work."	Strong. Strong. Names the actions citizens took to help change society.

Common misunderstandings to watch

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

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, Cluster 8
Module connection	Module 3: LEGACY AND EVIDENCE: What Lasts, and How Do We Know?
Station area	Writing Process

Exact TEKS practiced (TEA wording)

4.11E	publish written work for appropriate audiences.
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The one writing move: publishing for a real audience.

Prerequisite instruction

The Evidence Decision Path with Power, Limit, and Corroboration, plus the recursive revision work in this cluster.

Where it lives

Grade 4 Cluster 8 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 3, "The Evidence Room: What Did They Leave Behind?, Part 4," paragraphs [21] to [23].

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

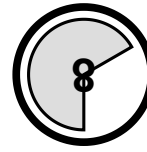
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- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

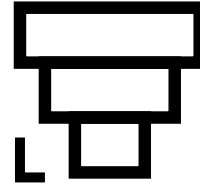
A revised sentence plus one sentence naming the audience and why the change fits.

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

8 MINUTES



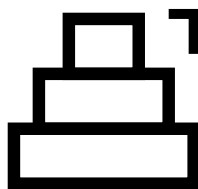
Shape It!



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 publish a short draft for a real audience by changing one sentence.

1. Read the practice draft. Sentence 4 is written only for the writer.
2. Read the exhibit card. It is written for museum visitors.
3. Rewrite sentence 4 so it speaks to the exhibit audience.
4. Tell why your change fits the audience.

Required: one revised sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Publish for a REAL audience

Correct It! asks: Is it written correctly? Shape It! asks: Who will read this, and does it fit them?

A published sentence speaks to the reader, not only to the writer.

Writer only	I learned that the Magna Carta still matters.
Published	The Magna Carta still shapes ideas about law today.

The change must help the reader, not just fix a mistake.

Practice Text: Station 3**Practice draft: needs one improvement****What the Magna Carta Left Behind**

- (1) In 1215, the Magna Carta was created in England.
- (2) It placed some limits on the king's power.
- (3) The document helped people ask how much power a ruler should have.
- (4) I learned that the Magna Carta still shapes ideas about law today.

Sentence 4 is written for the writer, not for the exhibit audience. How can it speak to visitors?

The Evidence Room: What Did They Leave Behind?, Part 4

[21] The Magna Carta was created after conflict between King John and powerful barons. The document placed some limits on the king's power and strengthened the idea that rulers should also be subject to law. It did not create equal rights for everyone.

[22] What This Evidence May Show:

[23] The document provides evidence that people were questioning how much power a ruler should have.

From Cluster 8, Module 3, "The Evidence Room: What Did They Leave Behind?, Part 4," paragraphs [21] to [23].

Check and Improve: Station 3

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

- ☐ My new sentence speaks to the exhibit audience.
- ☐ My sentence still tells about the Magna Carta.
- ☐ My sentence uses correct capitals and end marks.
- ☐ I wrote one reason my change fits the audience.

Acceptable example

Even today, the Magna Carta shapes how people think about law and fair rules.

Reason: The sentence now speaks to the exhibit audience, not only to the writer.

Improve: Read your whole draft in your head. Does sentence 4 sound like it was written for a reader or only for you?

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: The Magna Carta still _____ today. Look only at the museum caption on the card first.

✂ cut

Stretch Card: Station 3 (optional)

Add a short title for the exhibit label, or rewrite another sentence so it addresses visitors. 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 publish a short draft for a real audience by changing one sentence.

Revise. Write sentence 4 again with your one change.

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

4.11E: publishing for a real audience. One move only. This is not an editing task.

Acceptable revisions

- Even today, the Magna Carta shapes how people think about law and fair rules.
- The Magna Carta still affects laws and ideas about fairness today.
- Visitors can see how one old document still shapes rules about power.
- A sentence is acceptable if it drops the words I learned and speaks to the reader about the document.

Common misunderstandings to watch

- Fixing only spelling or capitals instead of the audience fit.
- Rewriting the whole draft or adding a new topic.
- Leaving I learned in the sentence, so it still speaks only to the writer.

Observation notes

Look for	Notes
Sentence speaks to the exhibit audience	
Meaning about the Magna Carta stays the same	
Reason names the audience and the change	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, Cluster 8
Module connection	Module 4: SYNTHESIS: What Shapes Our World?
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
4.13C	identify and gather relevant information from a variety of sources

Prerequisite instruction

Module 4 work with the Evidence Decision Path and a clear thesis (central idea), plus this cluster's source card paragraphs.

Where it lives

Grade 4 Cluster 8 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 4, "The Change Atlas," paragraphs [16], [18], [20].

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

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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

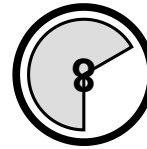
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card: one central idea sentence and two supporting facts in the student's own words, each with the paragraph it came from.

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 from a source.

1. Read the job box and the small model.
2. Read the source card paragraphs.
3. Write a title and a central idea sentence.
4. Add two facts and name the paragraph each came from.

Required: a title, a central idea sentence, two facts, and the paragraph each fact came from.

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
Where I found it	the paragraph number for each fact

Facts come from the source card. Words come from me. I name the paragraph each fact came from.

Job Box, Model, and Source Card: Station 4

Topic: How a valuable resource changed the kingdom of Mali

Purpose: to inform **Audience:** my classmates at the research share table

Small model (different topic)

Title: Trade Ties the Caddo Together

Central idea: Trade helped Caddo communities share more than objects.

Fact: People could trade pottery, tools, food, and materials.

Fact: They could also exchange skills, stories, and traditions.

Where I found it: Paragraph 2

The Change Atlas

[16] Trade routes crossed the Sahara Desert and connected the kingdom of Mali with distant communities. Mali was known for its gold. Other regions had valuable supplies of salt. Because no place had everything people wanted or needed, merchants traveled long distances to trade.

[18] Resource Chart: Gold, used for wealth, trade, coins, and decoration. Salt, needed by people and useful for preserving food. Books, carried knowledge and learning. Cloth and tools, useful in everyday life.

[20] Change Clue: Mali's location near valuable resources and major trade routes helped the kingdom become wealthy. Cities such as Timbuktu also became important centers of trade and learning.

From Cluster 8, Module 4, "The Change Atlas," paragraphs [16], [18], [20].

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 a resource changed Mali.
- ☐ I have two facts that support my central idea.
- ☐ I named the paragraph each fact came from.
- ☐ My facts are in my own words, not copied.

Acceptable example**Mali's Gold and Salt**

Mali became a rich kingdom because of its valuable resources. Trade routes crossed the Sahara Desert and connected Mali with other communities (paragraph [16]). Gold from Mali and salt from other regions made merchants travel long distances to trade (paragraphs [16] and [18]).

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: Mali changed because _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Write one more sentence that tells how the resource left a legacy. Name the paragraph it came from.

✂ 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 from a source.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Where each fact came from

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, and a named source). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Mali became wealthy because of its valuable resources.
- Mali's gold and its place on trade routes helped the kingdom grow rich.
- Valuable resources changed the kingdom of Mali.

Details to accept

- Trade routes crossed the Sahara Desert and connected Mali with other communities.
- Mali was known for its gold.
- Other regions had salt, which people needed and used to preserve food.
- Cities such as Timbuktu became centers of trade and learning.

Common misunderstandings to watch

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

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	
Named source paragraph	

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so high-frequency words are spelled correctly.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

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

Response Booklet, Page 2



Station 2: Prove It!

Name _____

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

Question: Explain how ordinary citizens can help shape a society.

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 publish a short draft for a real audience by changing one sentence.

Revise. Write sentence 4 again with your one change.

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 from a source.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Where each fact came from

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(xi)	St. 2: Prove It! 4.7B, 4.7C	St. 3: Shape It! 4.11E	St. 4: Create It! 4.12B, 4.13C	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	
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