

STUDENT MATERIALS

Print All Four Stations

Prepare

4th Grade



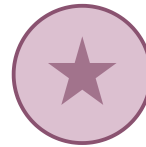
Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 4 • PREPARE



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 PREPARE.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 4: Independent Genre Decision and Transfer	4.11D(xi)
2. Prove It!	Responding with Evidence	Module 2: The Same Idea, Many Jobs: Purpose and Audience Change the Writing	4.7B, 4.7C
3. Shape It!	Writing Process	Module 3: Choose the Route and the Planning HABIT	4.11A
4. Create It!	Writing Genres	Module 4: Independent Genre Decision and Transfer	4.12A

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Print All Four Stations: Grade 4, PREPARE

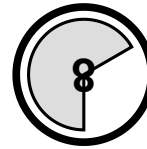
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

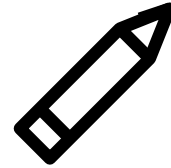
Station 1: Correct It!	Conventions	4.11D(xi)
Station 2: Prove It!	Responding with Evidence	4.7B, 4.7C
Station 3: Shape It!	Writing Process	4.11A
Station 4: Create It!	Writing Genres	4.12A

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

8 MINUTES



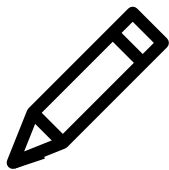
Correct It!



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 spelling 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**High-frequency word**

A common word I read and write often

Check it

Every letter in the right order

Check each high-frequency word letter by letter.

people	p-e-o-p-l-e	e before o
because	b-e-c-a-u-s-e	say be-cause
every	e-v-e-r-y	do not skip the e

Practice Text: Station 1**Practice draft: contains errors****Grandpa's Story About Service**

- (1) Grandpa told me that peple can serve their country.
- (2) He remembered the cold day of the inauguration.
- (3) I understood his story becuase he explained it clearly.
- (4) He said that evry citizen can help others.

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 (Serve, paragraph [39]):

"Then Grandpa told me about January 20, 1961, the day John F. Kennedy delivered his inaugural address in Washington, D.C."

High-frequency words such as then, about, and the are spelled correctly.

Serve

[39] Then Grandpa told me about January 20, 1961, the day John F. Kennedy delivered his inaugural address in Washington, D.C.

[40] "It was extremely cold," Grandpa said. "There had been heavy snow, and the city had worked hard to prepare for the ceremony. I remember pulling my coat tightly around me because the winter air felt sharp against my face."

[70] "Did they go to other countries?"

[71] "Yes," Grandpa said. "And that was important. The idea was not that Americans knew everything or had all the answers. The goal was cooperation. Volunteers were supposed to learn from the communities they served while also sharing their own skills."

[72] I thought about that.

[73] "So they were helping, but they were learning too?"

[74] "Exactly," Grandpa said. "Good service is not about acting as if you are better than someone else. It is about working together."

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)	Grandpa told me that people can serve their country.	The high-frequency word people is spelled p-e-o-p-l-e.
(2)	He remembered the cold day of the inauguration.	Already correct: every word here is spelled right, including remembered.
(3)	I understood his story because he explained it clearly.	The high-frequency word because is spelled b-e-c-a-u-s-e.
(4)	He said that every citizen can help others.	The high-frequency word every is spelled e-v-e-r-y.

My explanation checklist:

- ☐ I named the word I fixed.
- ☐ I spelled the high-frequency word letter by letter.
- ☐ I left the correct sentence alone.

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 people slowly. Count the sounds and check the letters p-e-o-p-l-e.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about service. Use the high-frequency words because and every, and spell them correctly.

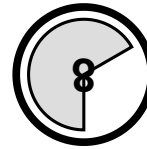
✂ cut

Reset Directions: Station 1

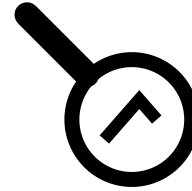
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

Prove It (exactly three sentences)

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

Clue word WHY = give a reason.

Passage Card: Station 2

My question: Why does Grandpa say service does not have to be something huge?

Serve

[28] I looked at him for a moment.

[29] “So service does not have to be something huge?”

[30] “Not at all,” Grandpa said. “Sometimes service is helping one person. Sometimes it is helping a neighborhood. Sometimes it is helping people far from home.”

From PREPARE, Module 2, "Serve," paragraphs [28] to [30].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers WHY with a reason.
- ☐ Sentence 2 copies a detail from the passage in quotation marks.
- ☐ The detail connects to the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Grandpa says service does not have to be huge because even small help counts as service. The passage states, "Sometimes service is helping one person." This shows helping one person counts, so big acts are not the only way to serve.

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. "I looked at him for a moment."
- B. "Sometimes service is helping one person."
- C. "Sometimes it is helping people far from home."

Frame: Grandpa says service does not have to be huge because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

The student asks if service must be huge, and Grandpa says helping one person, a neighborhood, and people far from home all count.

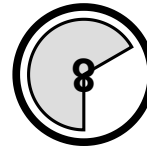
✂ cut

Reset Directions: Station 2

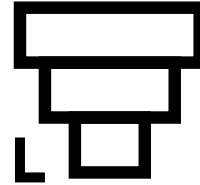
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



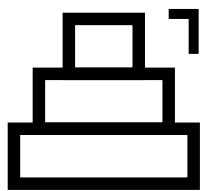
Shape It!



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 plan a draft by naming the audience and the purpose for my writing.

1. Read the practice draft. Sentence 1 does not name an audience or a purpose.
2. Read the passage cards. Find details about ways to serve.
3. Rewrite sentence 1 to name an audience and a purpose.
4. Tell why your plan fits the writing job.

Required: one revised planning sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Plan for a named audience and purpose

Shape It! asks: Who is my writing for, and what should it do?

A plan names the audience and the purpose before drafting.

Unclear plan	I will write about service.
Clear plan	I will write about service for my classmates so they choose one way to help.

Name the Writing Job: name the audience and the purpose.

Practice Text: Station 3**Practice draft: needs one improvement****My Plan for Service Writing**

- (1) I will write about ways to serve others.
- (2) I read a passage where Grandpa talks about service.
- (3) He says people can give their time, ideas, and encouragement.
- (4) I will list ways to serve before I start my draft.

Sentence 1 tells the topic. It does not name the audience or the purpose. Who will read it, and what should it do?

Serve

[28] “Sometimes,” Grandpa answered, “but service can mean much more than money. People can give their time, energy, ideas, talents, patience, and encouragement. They can volunteer. They can teach. They can listen. They can help solve problems. They can notice when someone needs assistance and decide to participate instead of walking away.”

[73] “There are many ways,” he said. “You can help a classmate who is having difficulty. You can welcome a new student. You can collect food for a community pantry. You can clean up litter at a park. You can help an elderly neighbor carry groceries. You can encourage someone who feels left out. You can listen when a friend needs someone to talk to.”

[93] A better world begins when we stop asking only what we can receive and start asking, What can I give?

From PREPARE, Module 3, “Serve,” paragraphs [28], [73], [93].

Check and Improve: Station 3

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

- ☐ My new sentence names who will read my writing.
- ☐ My new sentence names the purpose of my writing.
- ☐ My detail comes from the passage cards.
- ☐ I wrote one reason my plan fits the writing job.

Acceptable example

I will write about ways to serve others for my classmates so they choose one way to help this week.

Reason: Now the plan names the audience and the purpose. The reader and the job are clear.

Improve: Read your plan in your head. Does it name both the audience and the purpose?

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: I will write about _____ for _____ so that _____.

✂ cut

Stretch Card: Station 3 (optional)

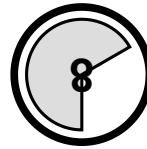
Name a planning strategy that fits your audience and purpose, and tell why it fits.

✂ cut

Reset Directions: Station 3

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

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



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can name the writing job and write a short narrative moment with a clear choice and a reflection.

1. Read the job box and the small model.
2. Read the narrative moment.
3. Write a title and your true story.
4. Show your choice, feelings, and a closing reflection.

Required: a title, one true moment, the choice I made, and a closing reflection.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A narrative moment has:

Title	names the moment
Beginning	who I am and where I am
Middle	what happened and the choice I made
End	my thoughts, feelings, and what I learned

A narrative moment tells a true story from my own life. The Writer Decision Chain is my roadmap for every writing decision: topic, purpose, audience, genre, and planning strategy.

Job Box, Model, and Source Card: Station 4

Topic: The moment I chose to invite a new classmate to sit with me

Purpose: to share a personal experience with readers **Audience:** my classmates during our author's chair share time

Small model (different topic)

Title: The Snack I Shared

Beginning: At lunch, my friend Maya stood alone near the fence. She did not have a snack.

Middle: My stomach was growling, and I wanted to keep all my crackers. Then I saw her face, and I walked over and sat beside her.

End: I felt glad when she smiled. One small choice can help someone feel welcome.

Dream

[146] I remembered the enormous crowd.

[147] I remembered Mama's words.

[148] I remembered the dream.

[149] At lunch, I saw James standing alone with his tray.

[150] For a second, I waited.

[151] Then I raised my hand and waved.

[152] "You can sit here!" I called.

[153] His nervous expression disappeared, and he smiled.

[154] It was a small thing.

[155] No one applauded.

[156] There were no microphones, speeches, or thousands of people watching.

[157] But somehow, it felt important.

[158] As James sat down, I thought again about the pebble and the circles spreading across the water.

[159] Perhaps that was how a dream moved forward.

[160] Not only through famous speeches or enormous gatherings, but also through ordinary people making thoughtful choices every day.

From PREPARE, Module 4, "Dream," paragraphs [146] to [160].

Check and Improve: Station 4

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

- ☐ My title names the moment.
- ☐ My story tells one true experience.
- ☐ I show the choice I made.
- ☐ I tell my thoughts and feelings.
- ☐ I end with a short reflection.

Acceptable example**The Seat I Shared**

At lunch, a new student named Sam stood alone with his tray. I wanted to sit with my friends, but I saw his worried face. I walked over and waved. "You can sit with us," I said. Sam smiled, and I felt glad I chose to help him feel welcome.

Improve: Does your story show the choice you made? Add one sentence that tells why you chose it.

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: One day, _____. I had to decide whether to _____. I chose to _____. Afterward, I felt _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one line of dialogue that shows what someone said, using quotation marks.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so 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: Why does Grandpa say service does not have to be something huge?

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 plan a draft by naming the audience and the purpose for my writing.

Revise. Write sentence 1 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 name the writing job and write a short narrative moment with a clear choice and a reflection.

Title

Beginning (who and where)

Middle (what happened and my choice)

End (thoughts, feelings, reflection)

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