

TEACHER GUIDE

Station Rotation Day

Prepare

4th Grade



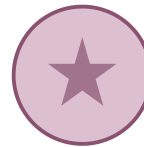
Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

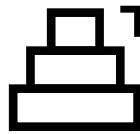
Grade 4 • PREPARE



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

Contents

How Station Rotation Day Works	3
Station 1: Correct It! (Conventions, 4.11D(xi), Module 4)	4
Teacher Setup Guide	4
Station Sign	5
Task Card and Remember Card	6
Passage or Practice Text Card	7
Check and Improve Card	8
Help, Stretch, and Reset Cards	9
Student Response Page	10
Teacher Answer and Observation Guide	11
Station 2: Prove It! (Responding with Evidence, 4.7B, 4.7C, Module 2)	12
Teacher Setup Guide	12
Station Sign	13
Task Card and Remember Card	14
Passage or Practice Text Card	15
Check and Improve Card	16
Help, Stretch, and Reset Cards	17
Student Response Page	18
Teacher Answer and Observation Guide	19
Station 3: Shape It! (Writing Process, 4.11A, Module 3)	20
Teacher Setup Guide	20
Station Sign	21
Task Card and Remember Card	22
Passage or Practice Text Card	23
Check and Improve Card	24
Help, Stretch, and Reset Cards	25
Student Response Page	26
Teacher Answer and Observation Guide	27
Station 4: Create It! (Writing Genres, 4.12A, Module 4)	28
Teacher Setup Guide	28
Station Sign	29
Task Card and Remember Card	30
Passage or Practice Text Card	31
Check and Improve Card	32
Help, Stretch, and Reset Cards	33
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, PREPARE
Module connection	Module 4: Independent Genre Decision and Transfer
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, PREPARE, SHEET 4 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 4 of 36, Spelling High-Frequency Words. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 4 PREPARE Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 4, "Serve," paragraphs [39], [40], [70], [71], [72], [73], [74].

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

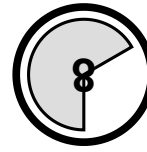
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

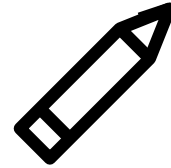
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



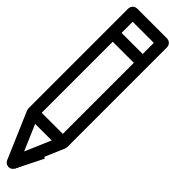
Correct It!



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 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.

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) Grandpa told me that people can serve their country. (3) I understood his story because he explained it clearly. (4) He said that every citizen can help others. Sentence (2) is correct and should not be changed.

Convention: Spelling High-Frequency Words (Editing deck SHEET 4 of 36).

Acceptable explanations

- I changed peple to people because people is spelled p-e-o-p-l-e.
- I changed evry to every because every is spelled e-v-e-r-y.

Common misunderstandings to watch

- Fixing sentence (2) when it is already correct. All its words are spelled right.
- Changing a word that is already spelled correctly, such as serve or country.
- Spelling people as peeple or poeple. Check each letter in order.

Observation notes

Look for	Notes
Finds the misspelled high-frequency word in each wrong sentence	
Writes the correct spelling letter by letter	
Leaves the correct sentence alone	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 4, PREPARE
Module connection	Module 2: The Same Idea, Many Jobs: Purpose and Audience Change the Writing
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.

Where it lives

Grade 4 PREPARE Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 2, "Serve," paragraphs [28] to [30].

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

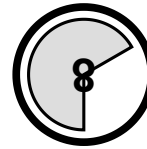
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

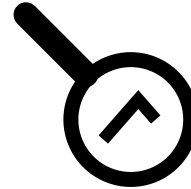
An answer with three sentences: thesis (central idea), evidence, and explanation.

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**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.

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

Teacher Answer and Observation Guide: Station 2

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

Question

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

Acceptable response

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.

Evidence choices on the Help card

Choice	Why
A. "I looked at him for a moment."	Weak. True but does not answer WHY. It tells what the student did, not what service means.
B. "Sometimes service is helping one person."	Strong. Strong. It answers WHY service can be small.
C. "Sometimes it is helping people far from home."	Strong. Strong. It gives another clear example of service.

Common misunderstandings to watch

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

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, PREPARE
Module connection	Module 3: Choose the Route and the Planning HABIT
Station area	Writing Process

Exact TEKS practiced (TEA wording)

4.11A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
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The one writing move: plan for a named audience and purpose.

Prerequisite instruction

Module 3 work with the planning HABIT and the Name the Writing Job framework.

Where it lives

Grade 4 PREPARE Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 3, "Serve," paragraphs [28], [73], [93].

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

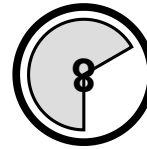
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- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

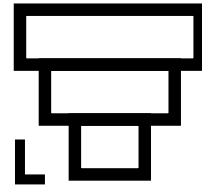
A revised plan sentence that names an audience and a purpose, plus one sentence explaining the choice.

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

8 MINUTES



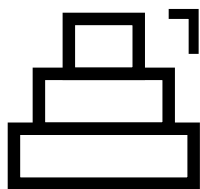
Shape It!



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 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.

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

Teacher Answer and Observation Guide: Station 3

The revision move

4.11A: plan for a named audience and purpose. One move only. This is not an editing task.

Acceptable revisions

- I will write about ways to serve others for my classmates so they choose one way to help this week.
- I will write about ways to serve others for younger students so they learn how to help.
- I will write about ways to serve others for my family so we can pick one way to help our neighborhood.
- A plan that names a different audience is acceptable if the student also names a clear purpose for that audience.

Common misunderstandings to watch

- Naming a topic only, such as service, without naming an audience or a purpose.
- Rewriting the whole draft or only fixing spelling.
- Choosing an audience that does not fit the purpose.

Observation notes

Look for	Notes
Plan names a specific audience	
Plan names a clear purpose	
Reason connects the audience and the purpose to the writing job	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 4, PREPARE
Module connection	Module 4: Independent Genre Decision and Transfer
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

4.12A	compose literary texts such as personal narratives and poetry using genre characteristics and craft
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Prerequisite instruction

Module 4 work with Name the Writing Job and a clear thesis (central idea), plus this cluster's narrative passages.

Where it lives

Grade 4 PREPARE Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 4, "Dream," paragraphs [146] to [160].

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.

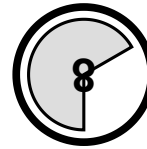
Preparation

- 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 narrative moment: one true experience with a choice, thoughts and feelings, and a closing reflection in the student's own words.

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 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 Answer and Observation Guide: Station 4

What this station is (and is not)

A brief personal narrative that shows one true moment, a choice, and a reflection using genre characteristics (title, setting, event, thoughts and feelings). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- The narrator chose to invite a new classmate to sit at lunch.
- The narrator decided to help someone feel welcome.
- A small choice can make a person feel included.

Details to accept

- The new student named James stood alone with his tray.
- The narrator raised a hand and waved at James.
- The narrator called out, "You can sit here!"
- James's nervous expression disappeared and he smiled.
- The narrator compared the choice to a pebble making circles in water.

Common misunderstandings to watch

- A list of facts with no story or choice.
- Events with no thoughts or feelings.
- Copying whole sentences from the mentor text.
- No closing reflection.

Observation notes

Look for	Notes
One clear moment	
A choice the narrator made	
Thoughts and feelings	
A closing reflection	

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	
	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	