

STUDENT STATION BOOK

Station Book: Correct It!

Conventions Stations

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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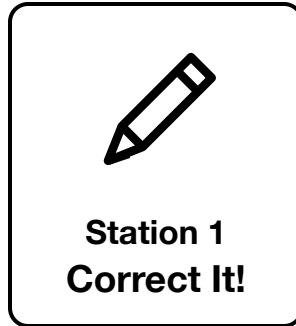
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Conventions Stations

Station 1: Correct It! • Grade 3



PREPARE and Clusters 1 to 8. Pull the section for your current cluster; the other three books hold the matching stations.

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Each cluster section has 8 pages: setup guide, sign, task and Remember cards, text card, Check and Improve card, Help/Stretch/Reset cards, student response page, and teacher answer and observation guide.

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 3, PREPARE
Module connection	Module 4: Choose, Justify, Draft, Revise, and Share
Station area	Conventions

Exact TEKS practiced (TEA wording)

3.11D(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 3 Editing Standards Sweep Teaching Deck, PREPARE, SHEET 4 of 36, Spelling High-Frequency Words (deck label (11)(D)(xxxii); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 4 lessons on revising and editing, 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 3 PREPARE Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 4, "The Recess Question," paragraphs [99] to [105].

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

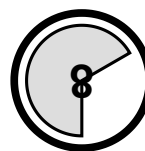
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

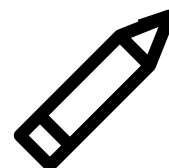
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



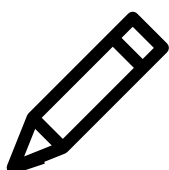
Correct It!



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 the spelling of high-frequency words in my sentences.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the word in each sentence that is spelled wrong.
3. On your response page, write each 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 word you read and write often

Spelling

The letters in the right order

Spell high-frequency words the way you see them in books.

Tricky order	becuase	the letters are out of order
Right order	because	say be-cause, then write it

Practice Text: Station 1**Practice draft: contains errors****The Recess Question**

- (1) The students shared there ideas about recess.
- (2) Max raised his hand becuase he had a question.
- (3) Lily wanted enogh time for a short movement break.
- (4) Beth thought about the choices before she voted.

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 Recess Question, paragraph [104]):

"She thought about all the things they needed to learn during the school day."

The high-frequency words thought, about, all, they, and school are all spelled correctly.

The Recess Question

- [99] Beth looked at the three choices.
- [100] At first, she had been certain that longer recess was the only good answer.
- [101] Now she was not so sure.
- [102] She thought about running and jumping.
- [103] She thought about Lily's smile.
- [104] She thought about all the things they needed to learn during the school day.
- [105] Then Beth made her choice.

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)	The students shared their ideas about recess.	Their shows who owns the ideas. The word is t-h-e-i-r.
(2)	Max raised his hand because he had a question.	Because is spelled b-e-c-a-u-s-e.
(3)	Lily wanted enough time for a short movement break.	Enough is spelled e-n-o-u-g-h. The gh is silent.
(4)	Beth thought about the choices before she voted.	Already correct: thought, about, and before are spelled right.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I wrote the whole word with the right letters.
- ☐ 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: Cover the word. Say it slowly. Write it from memory. Check each letter. Start with sentence (2).

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the class vote. Use because and enough. Check each letter.

✂ 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 the spelling of high-frequency words in my sentences.

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) The students shared their ideas about recess. (2) Max raised his hand because he had a question. (3) Lily wanted enough time for a short movement break. Sentence (4) is correct and should not be changed.

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

Acceptable explanations

- I changed becuase to because because I checked each letter.
- I changed enogh to enough because enough ends in u-g-h.

Common misunderstandings to watch

- Fixing sentence (4) even though it is already correct. Ask the student to check each word instead.
- Changing there to they're. They're means they are; this sentence needs their.
- Spelling enough as enuff because it sounds that way. English spelling does not always match the sound.

Observation notes

Look for	Notes
Names the word that is wrong	
Writes the whole word with the right letters in order	
Leaves the correct sentence alone	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 3, Cluster 1
Module connection	Module 1: Shaping the Prompt
Station area	Conventions

Exact TEKS practiced (TEA wording)

3.11D(i)	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement
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Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, Cluster 1, SHEET 5 of 36, Subject-Verb Agreement (deck label (11)(D)(i); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 1, Day 5 editing check, and the Editing Standards Sweep Teaching Deck sheet named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 3 Cluster 1 Teacher Guide (B&W), Module 1; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 1, "The Pilgrims Chose Plymouth," paragraph [2].

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

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

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

Preparation

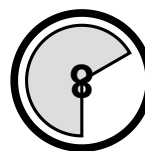
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- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

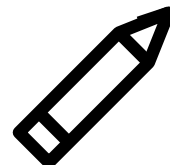
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



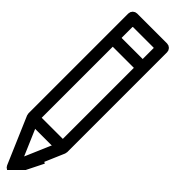
Correct It!



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 the subject and the verb agree.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the subject (SUN) and the verb (RAINDROP) in each sentence.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**SUN**

Subject: who or what the sentence is about

RAINDROP

Verb: the action

The SUN and the RAINDROP must agree.

One subject	The harbor keeps ...	verb often ends in -s
More than one	The Pilgrims explore ...	no -s

Practice Text: Station 1**Practice draft: contains errors****A Good Place to Settle**

- (1) The Pilgrims explores the land near Plymouth.
- (2) Tall trees grow in the nearby forests.
- (3) The harbor keep the ship safe.
- (4) Each family need a shelter before winter.

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 Pilgrims Chose Plymouth, paragraph [2]):

"The Pilgrims explored the land and found an area called Plymouth."

Pilgrims (plural subject) matches the verbs explored and found.

The Pilgrims Chose Plymouth

[2] The Pilgrims explored the land and found an area called Plymouth. Nearby were forests filled with tall trees that could be used to build homes and ships. There was also fresh water and land where crops could be planted. The harbor made it possible for their ship to anchor safely.

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)	The Pilgrims explore the land near Plymouth.	Pilgrims is more than one, so the verb has no -s.
(2)	Tall trees grow in the nearby forests.	Already correct: trees (more than one) matches grow.
(3)	The harbor keeps the ship safe.	Harbor is one thing, so the verb ends in -s.
(4)	Each family needs a shelter before winter.	Each family is one family, so the verb ends in -s.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if the subject is one or more than one.

Help Card: Station 1

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

Same goal, more support: Work on sentence (1) first. Point to the SUN, then the RAINDROP. Say: One subject or more than one?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about Plymouth: one with a subject that is one thing and one with a subject that is more than one. Underline each verb.

✂ cut

Reset Directions: Station 1

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so the subject and the verb agree.

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

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) The Pilgrims explore the land near Plymouth. (3) The harbor keeps the ship safe. (4) Each family needs a shelter before winter. Sentence (2) is correct and should not be changed.

Convention: Subject-Verb Agreement (Editing deck SHEET 5 of 36).

Acceptable explanations

- I changed keep to keeps because the harbor is one thing.
- I changed need to needs because each family means one family.

Common misunderstandings to watch

- Changing sentence (2) because trees ends in -s. Plural nouns often end in -s; plural verbs do not.
- Fixing (1) by changing the tense (explored). That makes a correct sentence, but ask the student to name the agreement rule.
- Reading Each family as plural because families are many.

Observation notes

Look for	Notes
Finds the subject before judging the verb	
Leaves the correct sentence alone	
Explanation names one or more than one	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 3, Cluster 2
Module connection	Module 2: Writing the Thesis (central idea) (The Trunk of the Tree)
Station area	Conventions

Exact TEKS practiced (TEA wording)

3.11D(iii)	edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns
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Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, Cluster 2, SHEET 10 of 36, Singular Nouns (deck label (11)(D)(vi); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 2, plus the Editing Standards Sweep Teaching Deck sheet on singular nouns (sheet 10 of 36, label (11)(D)(vi)). The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 3 Cluster 2 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 2, "Laura Ingalls Wilder," paragraphs [9], [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

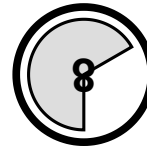
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- This station needs no work from any other station.

Expected student product

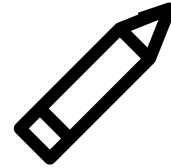
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



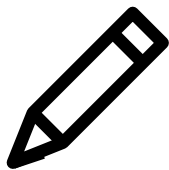
Correct It!



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 use singular nouns correctly when I edit a draft.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the noun that does not match its number word.
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**SINGULAR NOUN**

One person, place, or thing: a home, the girl

PLURAL NOUN

More than one: homes, girls

Words like a, an, one, each, and every point to a singular noun.

One	a home, the girl	use the singular noun
More than one	homes, girls	use the plural noun

Practice Text: Station 1**Practice draft: contains errors****Laura's Prairie Home**

- (1) Laura helped her family build a homes on the prairie.
- (2) The Little House books tell about a young girls on the prairie.
- (3) Her stories share a special moments from her life.
- (4) Laura wrote about the life of a young girl on the prairie.

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 (Laura Ingalls Wilder, paragraph [9]):

"Today, Laura Ingalls Wilder is remembered as an important author."

Author is one person, so the singular noun author is used correctly with the word an.

Laura Ingalls Wilder

[9] Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive. Even many years after they were written, her stories help people understand what life was like on the American frontier.

[2] When Laura was growing up, there were not many towns on the prairie. Families had to work hard to build homes and take care of their farms. Many people grew their own food and made things they needed at home. Laura helped her family with chores and learned many skills that were important for frontier life.

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)	Laura helped her family build a home on the prairie.	Home is one home, so the singular noun home is used, not homes. The word a points to one.
(2)	The Little House books tell about a young girl on the prairie.	Girl is one girl, so the singular noun girl is used, not girls. The word a points to one.
(3)	Her stories share a special moment from her life.	Moment is one moment, so the singular noun moment is used, not moments. The word a points to one.
(4)	Laura wrote about the life of a young girl on the prairie.	Already correct: life and girl each mean one thing, so both singular nouns are right.

My explanation checklist:

- ☐ I named the noun I changed.
- ☐ I told if the noun means one or more than one.
- ☐ 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. Point to the noun and the little word before it. Say: One, or more than one?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about Laura. Use one singular noun and one 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 use singular nouns correctly when I edit a draft.

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) Laura helped her family build a home on the prairie. (2) The Little House books tell about a young girl on the prairie. (3) Her stories share a special moment from her life. Sentence (4) is correct and should not be changed.

Convention: Singular Nouns (Editing deck SHEET 10 of 36).

Acceptable explanations

- I changed homes to home because a points to one home.
- I changed girls to girl because a points to one girl.

Common misunderstandings to watch

- Changing the verb instead of the noun. This station practices naming and fixing singular nouns.
- Fixing sentence (4) by changing life to lives. Life is one life, so it is correct.
- Making the noun plural when the word a, an, or each points to one.

Observation notes

Look for	Notes
Finds the noun before judging the sentence	
Leaves the correct sentence alone	
Explanation names one or more than one	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 3, Cluster 3
Module connection	Module 3: Magnifying Reasons for WHY Prompts
Station area	Conventions

Exact TEKS practiced (TEA wording)

3.11D(iii)	edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns
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Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, Cluster 3, SHEET 15 of 36, Common Nouns (deck label (11)(D)(viii); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 3, Day 5 editing check, and the Editing Standards Sweep Teaching Deck sheet named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 3 Cluster 3 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 3, "The Lunchroom Discoveries," paragraph [12].

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

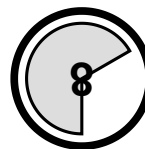
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- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

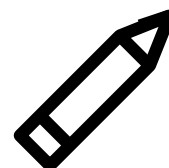
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



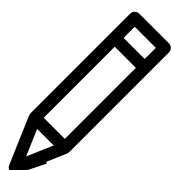
Correct It!



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 use small letters for common nouns.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find each common noun. Ask if it needs a capital letter.
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**Common Noun**

A word for any person, place, or thing

Proper Noun

A special name like Louis Pasteur

Common nouns use small letters. Proper nouns use a capital letter.

Common noun	town, laws, milk	small letter
Proper noun	Louis Pasteur, Alex	capital letter

Practice Text: Station 1

Practice draft: contains errors

Why We Need Laws

- (1) Long ago people argued over Land and things.
- (2) The town made fair rules that all people would obey.
- (3) The laws helped Neighbors share food in a fair way.
- (4) Leaders worked to bring Order to the town each year.

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 Lunchroom Discoveries, paragraph [12]):

"ALEX: A long time ago, people got sick because germs in milk and food were not destroyed."

Milk, food, and germs are common nouns with small letters.

The Lunchroom Discoveries

[12] ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.

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)	Long ago people argued over land and things.	Land is a common noun, so it uses a small l.
(2)	The town made fair rules that all people would obey.	Already correct: town, rules, and people use small letters.
(3)	The laws helped neighbors share food in a fair way.	Neighbors is a common noun, so it uses a small n.
(4)	Leaders worked to bring order to the town each year.	Order is a common noun, so it uses a small o.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I said why it is a common noun.

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 Land. Ask: special name or any thing?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about rules at home. Include one proper noun. Underline each common 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 use small letters for common nouns.

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) Long ago people argued over land and things. (3) The laws helped neighbors share food in a fair way. (4) Leaders worked to bring order to the town each year. Sentence (2) is correct and should not be changed.

Convention: Common Nouns (Editing deck SHEET 15 of 36).

Acceptable explanations

- I changed Land to land because land is a common noun.
- I changed Neighbors to neighbors because neighbors is not a special name.

Common misunderstandings to watch

- Changing sentence (2) because town has a capital T. First words use capitals.
- Thinking Land is a special place. Land here means any land.
- Leaving Order with a capital O. Order is a common noun here.

Observation notes

Look for	Notes
Finds each common noun before deciding	
Leaves the correct sentence alone	
Explanation names the common noun	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 3, Cluster 4
Module connection	Module 4: The Yellow Sentence (Evidentiary Transition)
Station area	Conventions

Exact TEKS practiced (TEA wording)

3.11D(xi)	edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
------------------	---

Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, Cluster 4, SHEET 20 of 36, High-Frequency Word Spelling (deck label (11)(D)(xxxii); 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 named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 3 Cluster 4 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 4, "Benjamin Franklin and Electricity," paragraphs [12], [16].

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

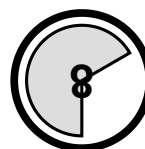
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

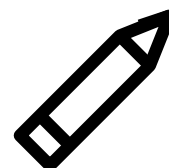
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



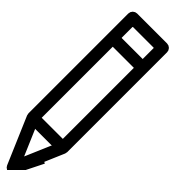
Correct It!



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 spelling in sentences by finding the high-frequency word spelled wrong.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the high-frequency word spelled wrong in each sentence.
3. On your response page, write each wrong sentence the correct way.
4. Tell why each fixed word is spelled the right way.

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 word I read and write often

Check it

Every letter in the right order

Spell high-frequency words the same way every time.

because	b-e-c-a-u-s-e	the u comes before se
their	t-h-e-i-r	the i comes before r
people	p-e-o-p-l-e	the e comes before o

Practice Text: Station 1**Practice draft: contains errors****Franklin and the Lightning Rod**

- (1) Franklin wanted to help peple stay safe during storms.
- (2) He studied lightning becuase he wanted to understand it.
- (3) Families put lightning rods on thier buildings.
- (4) The lightning rod helped keep buildings safe.

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 (Benjamin Franklin and Electricity, paragraph [12]):

"He knew that people needed a solution because storms often caused serious damage."

People is spelled p-e-o-p-l-e and because is spelled b-e-c-a-u-s-e, both high-frequency words spelled correctly.

Benjamin Franklin and Electricity

[12] Franklin began thinking about ways to protect homes and other structures from lightning strikes. He knew that people needed a solution because storms often caused serious damage. Families could lose their homes, farmers could lose their barns, and communities could lose important buildings. Franklin believed science could help solve the problem.

[16] The invention also gave people peace of mind. Before the lightning rod, storms often caused fear and uncertainty. Families worried about losing their homes. Farmers worried about protecting animals and crops. Community leaders worried about schools, churches, and public buildings. The lightning rod helped reduce those concerns by providing a safer way to handle lightning strikes.

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)	Franklin wanted to help people stay safe during storms.	People is spelled p-e-o-p-l-e. The e comes before the o.
(2)	He studied lightning because he wanted to understand it.	Because is spelled b-e-c-a-u-s-e. The u comes before the se.
(3)	Families put lightning rods on their buildings.	Their is spelled t-h-e-i-r. The i comes before the r.
(4)	The lightning rod helped keep buildings safe.	Already correct: every word matches its high-frequency spelling.

My explanation checklist:

- ☐ I named the word I fixed.
- ☐ I spelled the new word the right 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 each word slowly. Tap each letter as you spell people.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about Franklin. Use because and their. Check each spelling.

✂ 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 spelling in sentences by finding the high-frequency word spelled wrong.

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) Franklin wanted to help people stay safe during storms. (2) He studied lightning because he wanted to understand it. (3) Families put lightning rods on their buildings. Sentence (4) is correct and should not be changed.

Convention: High-Frequency Word Spelling (Editing deck SHEET 20 of 36).

Acceptable explanations

- I changed peple to people. People is spelled p-e-o-p-l-e.
- I changed thier to their. Their is spelled t-h-e-i-r.

Common misunderstandings to watch

- Thinking thier is correct because it sounds like there. Read the letters in order.
- Changing a word that is already correct. Sentence (4) has no spelling mistakes.
- Fixing (1) by changing the whole sentence. Ask the student to name the one word that is wrong.

Observation notes

Look for	Notes
Finds the one wrong word in each of the 3 sentences	
Leaves the correct sentence alone	
Explanation names the right spelling	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 3, Cluster 5
Module connection	Module 1: Paired Passage Responses: Connecting Two Texts
Station area	Conventions

Exact TEKS practiced (TEA wording)

3.11D(i)	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement
-----------------	---

Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, Cluster 5, SHEET 21 of 36, Subject-Verb Agreement (deck label (11)(D)(i); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 1, Day 5 editing check, and the Editing Standards Sweep Teaching Deck sheet labeled (11)(D)(i). The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 3 Cluster 5 Teacher Guide (B&W), Module 1; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 1, "Henry Ford: Visionary of Travel," paragraph [3].

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

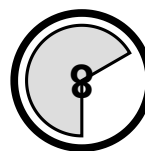
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

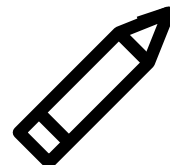
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



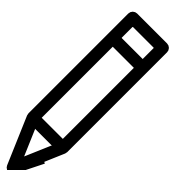
Correct It!



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 the subject and the verb agree.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the subject (SUN) and the verb (RAINDROP) in each sentence.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**SUN**

Subject: who or what the sentence is about

RAINDROP

Verb: the action

The SUN and the RAINDROP must agree.

One subject	The store sells ...	verb often ends in -s
More than one	Many families need ...	no -s

Practice Text: Station 1**Practice draft: contains errors****Two Men Who Helped Families**

- (1) Henry Ford and Sam Walton wants to help everyday families.
- (2) Sam Walton's store sell many different products.
- (3) Many families needs products at lower prices.
- (4) The two men helped people in different ways.

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 (Henry Ford: Visionary of Travel, paragraph [3]):

"Many families who had never owned a car before were finally able to buy one."

Families (more than one) matches the verb were.

Henry Ford: Visionary of Travel

[3] In 1903, Henry Ford started the Ford Motor Company. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars. Many families who had never owned a car before were finally able to buy one.

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)	Henry Ford and Sam Walton want to help everyday families.	Henry Ford and Sam Walton are two people, so the verb has no -s.
(2)	Sam Walton's store sells many different products.	Store is one thing, so the verb ends in -s.
(3)	Many families need products at lower prices.	Families is more than one, so the verb has no -s.
(4)	The two men helped people in different ways.	Already correct: two men (more than one) matches helped.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if the subject is one or more than one.

Help Card: Station 1

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

Same goal, more support: Work on sentence (1) first. Point to the SUN, then the RAINDROP. Two subjects joined by and act like more than one.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the two men: one with a subject that is one person and one with a subject that is more than one. Underline each verb.

✂ cut

Reset Directions: Station 1

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so the subject and the verb agree.

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

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) Henry Ford and Sam Walton want to help everyday families. (2) Sam Walton's store sells many different products. (3) Many families need products at lower prices. Sentence (4) is correct and should not be changed.

Convention: Subject-Verb Agreement (Editing deck SHEET 21 of 36).

Acceptable explanations

- I changed wants to want because Henry Ford and Sam Walton are two people.
- I changed sell to sells because the store is one thing.

Common misunderstandings to watch

- Changing sentence (4) because men ends in -s. Changing a correct sentence adds a new error.
- Fixing (2) by adding a helping verb (did open). That makes a correct sentence, but ask the student to name the agreement rule.
- Reading Many families as one thing because the group acts together.

Observation notes

Look for	Notes
Finds the subject before judging the verb	
Leaves the correct sentence alone	
Explanation names one or more than one	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 3, Cluster 6
Module connection	Module 2: Supporting Claims with Reasons Through the Magnifying Process
Station area	Conventions

Exact TEKS practiced (TEA wording)

3.11D(iii)	edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns
-------------------	---

Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, Cluster 6, SHEET 26 of 36, Singular Nouns (deck label (11)(D)(vi); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 2 editing check, and the Editing Standards Sweep Teaching Deck sheet named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 3 Cluster 6 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 2, "Crash," 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

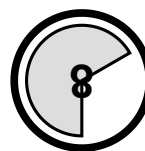
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

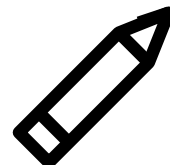
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



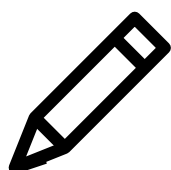
Correct It!



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 to use singular nouns correctly.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the noun in each sentence. Ask one 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**Singular Noun**

Names one person, place, or thing

The Words a, One

Tell the reader to use a singular noun

Use a singular noun after a, one, that, and this.

a marker	a means one thing	not markers
one elbow	one means one thing	not elbows

Practice Text: Station 1**Practice draft: contains errors****Amina Reaches for a Marker**

- (1) Amina reached for a green markers on the table.
- (2) The small glass jar fell to the floor and broke.
- (3) She bumped the table with one elbows by mistake.
- (4) Mrs. Ramirez helped put the plant in a new containers.

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 (Crash, paragraph [1]):

"On the table near the window sat a small glass jar with a young plant growing inside."
jar and plant and table name one thing each.

Crash

[1] Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside.

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)	Amina reached for a green marker on the table.	a means one, so use marker, not markers.
(2)	The small glass jar fell to the floor and broke.	Already correct: jar and floor name one thing each.
(3)	She bumped the table with one elbow by mistake.	one means a single thing, so use elbow, not elbows.
(4)	Mrs. Ramirez helped put the plant in a new container.	a new means one, so use container, not containers.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told 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 a, then markers. Say: One or more than one?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about Amina. Use one singular noun in each. 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 to use singular nouns 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) Amina reached for a green marker on the table. (3) She bumped the table with one elbow by mistake. (4) Mrs. Ramirez helped put the plant in a new container. Sentence (2) is correct and should not be changed.

Convention: Singular Nouns (Editing deck SHEET 26 of 36).

Acceptable explanations

- I changed markers to marker because a means one.
- I changed containers to container because a new means one thing.

Common misunderstandings to watch

- Changing sentence (2) because jar has no s. It is already correct.
- Fixing markers by changing green. Ask the student to find the noun after a.
- Reading one elbows as correct because elbows sounds right with one.

Observation notes

Look for	Notes
Finds the noun before judging one or more than one	
Leaves the correct sentence alone	
Explanation names one or more than one	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 3, Cluster 7
Module connection	Module 3: The Moment That Stays: Artistic Language and Sound
Station area	Conventions

Exact TEKS practiced (TEA wording)

3.11D(iii)	edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns
-------------------	---

Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, Cluster 7, SHEET 31 of 36, Common Nouns (deck label (11)(D)(viii); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 3, Day 5 editing check, and the Editing Standards Sweep Teaching Deck sheet named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 3 Cluster 7 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 3, "A Dream Can Grow," paragraph [26].

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

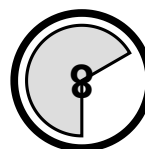
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

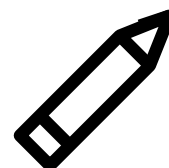
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



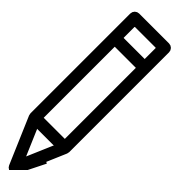
Correct It!



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 common nouns so they use lowercase letters.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find each common noun. Ask if it names any person, place, or thing.
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**Common Noun**

Names any person, place, or thing

Proper Noun

Names a special person, place, or thing

A common noun starts with a lowercase letter.

Common noun	dream, hope, voice	starts with lowercase
Proper noun	Mama, Grandpa	starts with uppercase

Practice Text: Station 1

Practice draft: contains errors

A Dream That Stays

- (1) The Dream grew as hope moved through the crowd.
- (2) The poet uses repetition to make the idea stay.
- (3) Mama heard the Voice and listened with care.
- (4) Grandpa told the story about Service in winter.

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 (A Dream Can Grow, paragraph [26]):

"The dream became what I could see."

dream is a common noun, so it starts with lowercase d.

A Dream Can Grow

[26] The dream became what I could see.

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)	The dream grew as hope moved through the crowd.	Dream is a common noun, so it starts with lowercase d.
(2)	The poet uses repetition to make the idea stay.	Already correct: poet and repetition are common nouns in lowercase.
(3)	Mama heard the voice and listened with care.	Voice is a common noun, so it starts with lowercase v.
(4)	Grandpa told the story about service in winter.	Service is a common noun, so it starts with lowercase s.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I said the word is a common noun.

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 Dream. Ask: any person, place, or thing?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about hope and service. Use dream and voice as common nouns.

✂ 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 common nouns so they use lowercase letters.

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) The dream grew as hope moved through the crowd. (3) Mama heard the voice and listened with care. (4) Grandpa told the story about service in winter. Sentence (2) is correct and should not be changed.

Convention: Common Nouns (Editing deck SHEET 31 of 36).

Acceptable explanations

- I changed Dream to dream because dream is a common noun.
- I changed Voice to voice because voice is a common noun.

Common misunderstandings to watch

- Changing sentence (2) because poet starts with lowercase p. The sentence starts with The, so poet stays lowercase.
- Fixing (1) by changing grew to grows. That makes a new verb, but ask the student to name the noun rule.
- Reading Mama and Grandpa as common nouns. They name special people, so they stay uppercase.

Observation notes

Look for	Notes
Finds the common noun before fixing the letter	
Leaves the correct sentence alone	
Explanation names the common noun rule	

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 3, Cluster 8
Module connection	Module 4: TRANSFER: One Paper, One Proof, One Community
Station area	Conventions

Exact TEKS practiced (TEA wording)

3.11D(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 3 Editing Standards Sweep Teaching Deck, Cluster 8, SHEET 36 of 36, High-Frequency Word Spelling (deck label (11)(D)(xxxii); 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 for High-Frequency Word Spelling. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 3 Cluster 8 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 4, "Questions for Young Researchers," 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

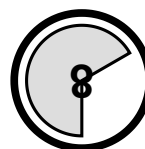
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

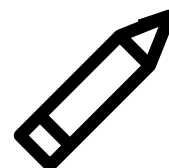
Three corrected sentences and one short explanation of a correction.

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 fix the spelling of high-frequency words in my draft.

1. Read the practice draft about a community proof.
2. Find the 3 sentences with a misspelled word.
3. On your response page, write each sentence correctly.
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

SAY IT

Say the word slowly, sound by sound

CHECK IT

Look for the tricky part in the middle

Some high-frequency words do not sound the way they look. Learn them by sight.

together	to-geth-er	the middle is -geth-
people	peo-ple	it starts with peo-
because	be-cause	be plus cause

Practice Text: Station 1

Practice draft: contains errors

One Paper, One Proof

- (1) People in a community can solve problems together.
- (2) A good place needs pepole who care about it.
- (3) Researchers write down what they find becuase it helps others.
- (4) One clear paper can share a whole year of learning.

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 (Questions for Young Researchers, paragraph [1]):

"Big Idea: People strengthen communities when they use their ideas, talents, and actions to help solve problems and meet needs."

High-frequency words like people, their, when, use, and solve are all spelled correctly.

Questions for Young Researchers

[1] When you study someone who helped a community, ask: What did the person notice? What problem or need existed? What action did the person take? How did that action help others? Big Idea: People strengthen communities when they use their ideas, talents, and actions to help solve problems and meet needs.

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)	People in a community can solve problems together.	Together was misspelled. The high-frequency word together has -geth- in the middle.
(2)	A good place needs people who care about it.	People was misspelled. The high-frequency word people is spelled p-e-o-p-l-e.
(3)	Researchers write down what they find because it helps others.	Because was misspelled. The high-frequency word because is spelled b-e-c-a-u-s-e.
(4)	One clear paper can share a whole year of learning.	Already correct: every word is spelled right.

My explanation checklist:

- ☐ I named the word I fixed.
- ☐ I spelled the whole word correctly.
- ☐ 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 slowly. Write the sounds, then check the tricky middle.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about your own community proof. Use together, people, and because 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 the spelling of high-frequency words in my draft.

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 community can solve problems together. (2) A good place needs people who care about it. (3) Researchers write down what they find because it helps others. Sentence (4) is correct and should not be changed.

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

Acceptable explanations

- I changed togather to together because together has -geth- in the middle.
- I changed pepole to people because people is spelled p-e-o-p-l-e.

Common misunderstandings to watch

- Fixing the correct sentence. Ask the student to read each word and check it letter by letter.
- Changing a word that is already spelled right just because it sounds odd.
- Spelling people as peopel. Point out the -ple ending.

Observation notes

Look for	Notes
Reads the word slowly before fixing it	
Leaves the correct sentence alone	
Explanation names the word and the fix	