

STUDENT STATION BOOK

Station Book: Prove It!

Responding with Evidence Stations

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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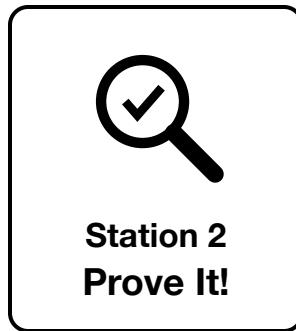
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Responding with Evidence Stations

Station 2: Prove 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 2, Prove It!

Cluster	Grade 3, PREPARE
Module connection	Module 2: Match the Writing Job to the Genre
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

3.7B	write a response to a literary or informational text that demonstrates an understanding of a text
3.7C	use text evidence to support an appropriate response

Prerequisite instruction

Module 2 work with Name the Writing Job and the three-sentence response (thesis (central idea), evidence, explanation).

Where it lives

Grade 3 PREPARE Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 2, "The Mystery of the Traveling Shell," paragraphs [37] to [44].

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

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

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

Preparation

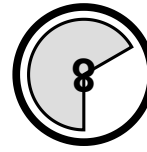
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

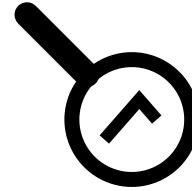
A three-sentence response (thesis (central idea), evidence, explanation).

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

**Station 2: PROVE IT! Task Card**

My goal: I can explain how purposeful craft makes a reader experience a story and prove it with a quote from the text.

1. Read the excerpt from the passage.
2. Write a thesis (central idea) that answers the question.
3. Copy one strong quote that proves your thesis (central idea).
4. Explain how the quote proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**The Three-Sentence Answer (thesis (central idea), evidence, explanation)**

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

Clue word HOW = tell the way it works.

Passage Card: Station 2

My question: How does the writer help readers picture the shell's journey?

The Mystery of the Traveling Shell

[37] For a moment, Emsy pictured the shell beginning its journey near the coast. Perhaps one person exchanged it with another community. Later, someone traded it again. Slowly, the shell might have traveled from one place to another until it eventually arrived at Poverty Point.

[38] No one could ask the original travelers exactly what had happened, but the artifacts could still communicate information.

[39] Emsy closed her notebook and looked once more at the quiet shell behind the glass.

[40] When she had first seen it, she thought it was simply a pretty object in the wrong place.

[41] Now she understood something different.

[42] Artifacts were clues. Maps were clues. Rivers were clues. Even distance could become evidence.

[43] And sometimes, Emsy realized, the smallest object could reveal an enormous story about how people traveled, traded, solved problems, and connected with one another long ago.

[44] Mystery solved.

From PREPARE, Module 2, "The Mystery of the Traveling Shell," paragraphs [37] to [44].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers HOW with a way the writer uses craft.
- ☐ Sentence 2 copies a strong quote from the passage in quotation marks.
- ☐ Test the detail: does the quote fit the question and support my thesis (central idea)?
- ☐ Sentence 3 explains in my own words.

Acceptable example

The writer helps readers picture the shell's journey by showing it through Emsy's imagination, one step at a time. The passage states, "For a moment, Emsy pictured the shell beginning its journey near the coast." This shows the writer putting the journey inside Emsy's mind, so readers can picture it too and feel the discovery come alive.

Improve: Does your explanation tell how the craft makes readers feel the moment? Add one word about what readers picture.

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. "Emsy closed her notebook and looked once more at the quiet shell behind the glass."
- B. "For a moment, Emsy pictured the shell beginning its journey near the coast."
- C. "Slowly, the shell might have traveled from one place to another until it eventually arrived at Poverty Point."

Frame: The writer helps readers picture the shell's journey by _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Add a second quote from a different paragraph and explain how both quotes show the writer's craft.

✂ 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 explain how purposeful craft makes a reader experience a story and prove it with a quote from the text.

Question: How does the writer help readers picture the shell's journey?

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

How does the writer help readers picture the shell's journey?

Acceptable response

The writer helps readers picture the shell's journey by showing it through Emsy's imagination, one step at a time. The passage states, "For a moment, Emsy pictured the shell beginning its journey near the coast." This shows the writer putting the journey inside Emsy's mind, so readers can picture it too and feel the discovery come alive.

Evidence choices on the Help card

Choice	Why
A. "Emsy closed her notebook and looked once more at the quiet shell behind the glass."	Weak. True but does not answer HOW. It tells what Emsy did at the end, not how the writer shows the journey.
B. "For a moment, Emsy pictured the shell beginning its journey near the coast."	Strong. Strong. The craft puts the journey inside Emsy's mind, so readers picture it too and feel the story happen.
C. "Slowly, the shell might have traveled from one place to another until it eventually arrived at Poverty Point."	Strong. Strong. The slow, step by step wording lets readers follow the long journey and experience the discovery.

Common misunderstandings to watch

- Retelling what Emsy did instead of answering HOW.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) tells how craft makes readers experience the story	
Evidence is a strong quote from the passage	
Explanation in own words	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 3, Cluster 1
Module connection	Module 2: Writing a Thesis (central idea)
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

3.7B	write a response to a literary or informational text that demonstrates an understanding of a text
3.7C	use text evidence to support an appropriate response

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and the SCR Ladder (thesis (central idea), evidence, explanation).

Where it lives

Grade 3 Cluster 1 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 2, "Life Along the Nile River," paragraphs [2] to [4].

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

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

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

Preparation

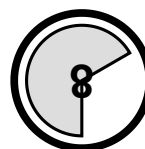
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

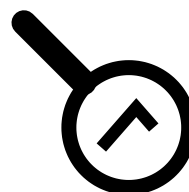
A three-sentence SCR (thesis (central idea), evidence, explanation).

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

**Station 2: PROVE IT! Task Card**

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

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**The SCR Ladder (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 did ancient Egyptians depend on the Nile River?**Life Along the Nile River**

[2] Running through the desert was the Nile River, a long river that flowed from south to north. Each year, the river would rise and spill over its banks. When the floodwaters went back down, they left behind dark, rich soil that was good for growing plants.

[3] The yearly floods were very important to the people of ancient Egypt. Without the Nile River, farmers would not have been able to grow enough food. The rich soil near the river helped crops grow well during the farming season.

[4] Farmers planted crops such as wheat and barley in the soil left by the floodwaters. They also grew vegetables and fruits near the riverbanks. The Nile provided water for drinking, cooking, and farming.

From Cluster 1, Module 2, "Life Along the Nile River," paragraphs [2] to [4].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers 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) (CSI).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Ancient Egyptians depended on the Nile River because it gave them the water they needed to live and grow food. The passage states, "The Nile provided water for drinking, cooking, and farming." This shows that people used the river for almost everything, so life in the dry desert depended on it.

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. "Running through the desert was the Nile River, a long river that flowed from south to north."

B. "Without the Nile River, farmers would not have been able to grow enough food."

C. "The Nile provided water for drinking, cooking, and farming."

Frame: Ancient Egyptians depended on the Nile River because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Add a second piece of evidence from a different paragraph and explain how both details work together.

✂ 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 did ancient Egyptians depend on the Nile River?

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 did ancient Egyptians depend on the Nile River?

Acceptable response

Ancient Egyptians depended on the Nile River because it gave them the water they needed to live and grow food. The passage states, "The Nile provided water for drinking, cooking, and farming." This shows that people used the river for almost everything, so life in the dry desert depended on it.

Evidence choices on the Help card

Choice	Why
A. "Running through the desert was the Nile River, a long river that flowed from south to north."	Weak. True but does not answer WHY. It describes where the river runs, not why people needed it.
B. "Without the Nile River, farmers would not have been able to grow enough food."	Strong. Strong. Connects to WHY: food depended on the river.
C. "The Nile provided water for drinking, cooking, and farming."	Strong. Strong. Names the river's uses.

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 2, Prove It!

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

Exact TEKS practiced (TEA wording)

3.7B	write a response to a literary or informational text that demonstrates an understanding of a text
3.7C	use text evidence to support an appropriate response

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and Relevant or Irrelevant?

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 [5] to [7].

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

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

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

Preparation

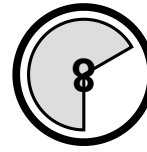
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- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

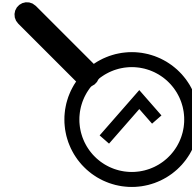
A three-sentence answer (thesis (central idea), evidence, explanation).

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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



Station 2: PROVE IT! Task Card

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

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2

Relevant or Irrelevant? (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: Explain why Laura Ingalls Wilder's stories help readers understand history.

Laura Ingalls Wilder

[5] Laura believed that everyday life could tell an important story. She wrote about simple moments that helped readers understand the past. Her books described family gatherings, school lessons, holiday celebrations, and daily chores. Through her writing, readers could learn about history while enjoying a story.

[6] Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.

[7] The Little House books became popular because they shared details about frontier life. Readers learned how families traveled, worked, and solved problems. The books showed how people depended on one another and worked together during difficult times.

From Cluster 2, Module 2, "Laura Ingalls Wilder," paragraphs [5] to [7].

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

Laura Ingalls Wilder's stories help readers understand history because she wrote about real daily life on the frontier. The passage states, "She wrote about simple moments that helped readers understand the past." This shows simple daily details teach history while readers enjoy a story.

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. "Many readers enjoyed learning about Laura, her sisters, and her parents."
- B. "She wrote about simple moments that helped readers understand the past."
- C. "Readers learned how families traveled, worked, and solved problems."

Frame: Laura Ingalls Wilder's stories help readers understand history because _____.
The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Add a second piece of evidence from a different paragraph and explain how both details work together.

✂ cut

Reset Directions: Station 2

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

Response Booklet, Page 2



Station 2: Prove It!

Name _____

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

Question: Explain why Laura Ingalls Wilder's stories help readers understand history.

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 2

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

Question

Explain why Laura Ingalls Wilder's stories help readers understand history.

Acceptable response

Laura Ingalls Wilder's stories help readers understand history because she wrote about real daily life on the frontier. The passage states, "She wrote about simple moments that helped readers understand the past." This shows simple daily details teach history while readers enjoy a story.

Evidence choices on the Help card

Choice	Why
A. "Many readers enjoyed learning about Laura, her sisters, and her parents."	Weak. True but does not answer WHY. It names her family, not why stories teach history.
B. "She wrote about simple moments that helped readers understand the past."	Strong. Strong. Connects to WHY: simple moments teach the past.
C. "Readers learned how families traveled, worked, and solved problems."	Strong. Strong. Names what readers learned about frontier life.

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 2, Prove It!

Cluster	Grade 3, Cluster 3
Module connection	Module 2: Advance Prompt Analysis
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

3.7B	write a response to a literary or informational text that demonstrates an understanding of a text
3.7C	use text evidence to support an appropriate response

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and the Say It step (thesis (central idea), evidence, explanation).

Where it lives

Grade 3 Cluster 3 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 2, "Why We Need Laws," paragraphs [7] to [10].

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

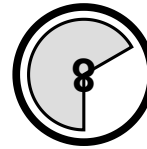
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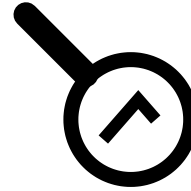
A three-sentence response (thesis (central idea), evidence, explanation).

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

**Station 2: PROVE IT! Task Card**

My goal: I can explain why communities gathered to write rules and prove it with a line from the poem.

1. Read the four poem lines about making rules.
2. Write a thesis (central idea) that answers WHY.
3. Copy one quote from the poem. Use quotation marks.
4. Explain how your quote 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**My Three-Sentence Response**

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. Use Say It to tell how the detail proves your thesis (central idea).

Passage Card: Station 2

My question: Why did communities gather to write rules?

Why We Need Laws

[7] Disagreements spread like storms across the town,

[8] And fairness often seemed to tumble down.

[9] So people gathered, searching for a way,

[10] To write fair rules that everyone would obey.

From Cluster 3, Module 2, "Why We Need Laws," paragraphs [7] to [10].

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 poem in quotation marks.
- ☐ The detail connects to the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Communities gathered to write rules because they wanted fair rules that everyone would obey. The passage states, "To write fair rules that everyone would obey." This shows the people wanted one fair set of rules, so everyone would be treated the same way.

Improve: Does your explanation use your own words? Add one word that tells why fair rules mattered to the town.

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. "Disagreements spread like storms across the town,"
- B. "So people gathered, searching for a way,"
- C. "To write fair rules that everyone would obey."

Frame: Communities gathered to write rules because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Add a second piece of evidence from another line and explain how both details work together.

✂ 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 explain why communities gathered to write rules and prove it with a line from the poem.

Question: Why did communities gather to write rules?

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 did communities gather to write rules?

Acceptable response

Communities gathered to write rules because they wanted fair rules that everyone would obey. The passage states, "To write fair rules that everyone would obey." This shows the people wanted one fair set of rules, so everyone would be treated the same way.

Evidence choices on the Help card

Choice	Why
A. "Disagreements spread like storms across the town,"	Weak. True but does not answer WHY. It shows a problem, not the reason people gathered to write rules.
B. "So people gathered, searching for a way,"	Strong. Strong. Shows people gathered and searched for a way to make things fair.
C. "To write fair rules that everyone would obey."	Strong. Strong. Names the reason they gathered: to write fair rules everyone would obey.

Common misunderstandings to watch

- Retelling the poem 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 2, Prove It!

Cluster	Grade 3, Cluster 4
Module connection	Module 2: Significance Sentences for HOW Prompts Using MICE
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

3.7B	write a response to a literary or informational text that demonstrates an understanding of a text
3.7C	use text evidence to support an appropriate response

Prerequisite instruction

Module 2 work with Listing versus Grouping and MICE (My Inference = Connections I have + Evidence I have found).

Where it lives

Grade 3 Cluster 4 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 2, "Benjamin Franklin and Electricity," paragraphs [2] to [4].

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

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

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

Preparation

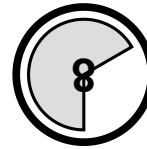
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

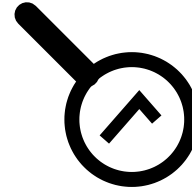
A three-sentence response with a thesis (central idea), evidence, and explanation.

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 HOW 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 HOW question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

 cut

Remember: Station 2

The Significance Sentence and MICE

1. Thesis (central idea)	Answers the exact HOW question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).
MICE	My Inference = Connections I have + Evidence I have found.

Clue word HOW = trace the steps of a process. A thesis (central idea) has three parts: the noun of importance, the verb of importance, and my own answer from the passage.

Passage Card: Station 2

My question: Explain how Benjamin Franklin's invention helps protect buildings from lightning.

Benjamin Franklin and Electricity

[2] One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses, barns, or churches, it could start fires that spread quickly. Entire buildings could be destroyed in just a short time. People worried whenever storms rolled into their communities because they did not know how to protect their homes. Many people had incorrect ideas about electricity and lightning.

[3] Franklin wanted to understand why lightning behaved the way it did. He spent time studying electricity and conducting experiments. He wondered if there was a way to guide lightning safely into the ground. Through his research, he learned that metal could conduct electricity. This knowledge helped him develop an invention that could protect buildings from lightning strikes.

[4] Franklin invented the lightning rod, a metal rod placed on top of a building. The rod connects to a wire that runs into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building. This simple invention helped solve a problem that many communities faced for years.

From Cluster 4, Module 2, "Benjamin Franklin and Electricity," paragraphs [2] to [4].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers HOW 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

Benjamin Franklin's invention helps protect buildings from lightning because it guides the lightning safely to the ground. The passage states, "When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building." This shows that the lightning rod gives the strike a safe path away from the building, so the building is not harmed.

Improve: Does your explanation use your own words? Add one word that tells how the pathway protects the building.

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. "Many people had incorrect ideas about electricity and lightning."
- B. "Through his research, he learned that metal could conduct electricity."
- C. "When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building."

Frame: Benjamin Franklin's invention helps protect buildings from lightning because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Add a second piece of evidence from a different paragraph and explain how both details work together.

✂ 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 HOW question and prove my answer with a detail from the text.

Question: Explain how Benjamin Franklin's invention helps protect buildings from lightning.

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 2

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

Question

Explain how Benjamin Franklin's invention helps protect buildings from lightning.

Acceptable response

Benjamin Franklin's invention helps protect buildings from lightning because it guides the lightning safely to the ground. The passage states, "When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building." This shows that the lightning rod gives the strike a safe path away from the building, so the building is not harmed.

Evidence choices on the Help card

Choice	Why
A. "Many people had incorrect ideas about electricity and lightning."	Weak. True but does not answer HOW. It tells what people believed, not how the invention protects buildings.
B. "Through his research, he learned that metal could conduct electricity."	Strong. Strong. It names the step that makes the invention work.
C. "When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building."	Strong. Strong. It traces the pathway that protects the building.

Common misunderstandings to watch

- Retelling the passage instead of answering HOW.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers HOW	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 3, Cluster 5
Module connection	Module 2: Paired Passage HOW Prompts: Similarities and Differences
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

3.7B	write a response to a literary or informational text that demonstrates an understanding of a text
3.7C	use text evidence to support an appropriate response

Prerequisite instruction

Module 2 paired-passage work with the HOW Prompt Lens, and practice using the thesis (central idea), evidence, explanation response.

Where it lives

Grade 3 Cluster 5 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 2, "Sam Walton: Visionary of Retail," paragraphs [5] to [8].

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

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

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

Preparation

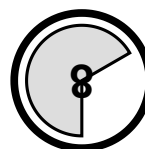
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

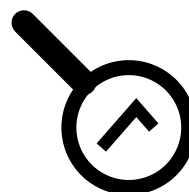
A three-sentence response: thesis (central idea), evidence, and explanation.

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 how Sam Walton helped families and prove it with a detail from the text.

1. Read the passage card about Sam Walton.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2

The Three-Sentence Response (thesis (central idea), evidence, explanation)

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

Clue word HOW = tell the way something was done.

Passage Card: Station 2

My question: How did Sam Walton help everyday families save money?

Sam Walton: Visionary of Retail

[5] Sam began to wonder if there was a better way. In 1962, Sam Walton decided to try his idea. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them.

[6] At first, running the store was not easy. Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve. He often walked through his store to see what was working well and what needed to change. Sam believed that learning never stopped, so he was always looking for better ways to help customers.

[7] One of Sam's goals was to keep prices low. He knew families wanted to save money whenever possible. Instead of focusing only on making large profits, Sam worked hard to make sure customers could find products at affordable prices. He believed that if people saved money, they would return to his store again and again.

[8] Slowly, people began to notice. Customers liked finding many items in one place at prices they could afford. Families could shop for clothing, household supplies, and other products without spending as much money. As more people visited the store, the business continued to grow.

From Cluster 5, Module 2, "Sam Walton: Visionary of Retail," paragraphs [5] to [8].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers HOW with a 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

Sam Walton helped everyday families save money by selling products at lower prices. The passage states, "His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them." This shows that Sam wanted families to spend less on the things they needed.

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. "Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve."

B. "His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them."

C. "One of Sam's goals was to keep prices low."

Frame: Sam Walton helped everyday families save money by _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Add a second piece of evidence from a different paragraph and explain how both details work together.

✂ 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 how Sam Walton helped families and prove it with a detail from the text.

Question: How did Sam Walton help everyday families save money?

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

How did Sam Walton help everyday families save money?

Acceptable response

Sam Walton helped everyday families save money by selling products at lower prices. The passage states, "His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them." This shows that Sam wanted families to spend less on the things they needed.

Evidence choices on the Help card

Choice	Why
A. "Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve."	Weak. True but does not answer HOW he helped families save money. It tells about his work habits.
B. "His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them."	Strong. Strong. Shows the way he helped families: lower prices.
C. "One of Sam's goals was to keep prices low."	Strong. Strong. Names keeping prices low, which helped families save.

Common misunderstandings to watch

- Retelling the passage instead of answering HOW.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers HOW	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 2, Prove It!

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

Exact TEKS practiced (TEA wording)

3.7B	write a response to a literary or informational text that demonstrates an understanding of a text
3.7C	use text evidence to support an appropriate response

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and evidence with explanation.

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," paragraphs [37] to [39].

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

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

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

Preparation

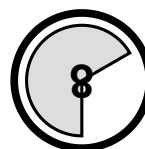
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

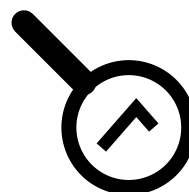
A three-sentence answer (thesis (central idea), evidence, explanation).

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

**Station 2: PROVE IT! Task Card**

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

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**How to 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: Explain if Amina should have told the truth about breaking the jar.

Crash

[37] The students listened carefully.

[38] Amina thought about everything that had happened. At first, she had felt scared and embarrassed. She worried about getting in trouble. However, telling the truth had helped solve the problem. Her classmates had worked together, the plant had been saved, and the classroom was back to normal.

[39] Amina felt proud. She had made a mistake, but her honesty helped make things right. As she packed up her supplies at the end of the day, she smiled. She knew she would remember this lesson for a long time.

From Cluster 6, Module 2, "Crash," paragraphs [37] to [39].

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

Amina should have told the truth about breaking the jar because it helped solve the problem. The passage states, "However, telling the truth had helped solve the problem." This shows telling the truth fixed the mess and helped the class work together again.

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. "The students listened carefully."
- B. "However, telling the truth had helped solve the problem."
- C. "She had made a mistake, but her honesty helped make things right."

Frame: Amina should have told the truth about breaking the jar because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Add a second piece of evidence from a different paragraph and explain how both details work together.

✂ cut

Reset Directions: Station 2

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

Response Booklet, Page 2



Station 2: Prove It!

Name _____

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

Question: Explain if Amina should have told the truth about breaking the jar.

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 2

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

Question

Explain if Amina should have told the truth about breaking the jar.

Acceptable response

Amina should have told the truth about breaking the jar because it helped solve the problem. The passage states, "However, telling the truth had helped solve the problem." This shows telling the truth fixed the mess and helped the class work together again.

Evidence choices on the Help card

Choice	Why
A. "The students listened carefully."	Weak. True but does not answer the question. It tells what students did, not if Amina was right.
B. "However, telling the truth had helped solve the problem."	Strong. Strong. Shows telling the truth fixed the mess.
C. "She had made a mistake, but her honesty helped make things right."	Strong. Strong. Shows honesty made the mistake right.

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 2, Prove It!

Cluster	Grade 3, Cluster 7
Module connection	Module 2: Whose Voice? Emotion, Experience, and the Speaker
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

3.7B	write a response to a literary or informational text that demonstrates an understanding of a text
3.7C	use text evidence to support an appropriate response

Prerequisite instruction

Module 2 voice and emotion work and the LEAVES Poetry Framework.

Where it lives

Grade 3 Cluster 7 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 2, "A Dream Can Grow," paragraphs [29] to [32].

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

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

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

Preparation

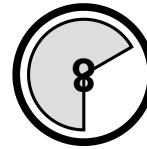
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

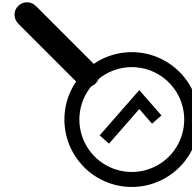
A three-sentence answer: thesis (central idea), evidence, explanation.

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

**Station 2: PROVE IT! Task Card**

My goal: I can answer a question about a poem's voice and prove my answer with a quote.

1. Read the four lines from the poem.
2. Write a thesis (central idea) that answers the question.
3. Copy one quote that proves your thesis (central idea).
4. Tell how the voice shapes the feeling.

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**Three Sentences for Proof**

1. Thesis (central idea)	Answers the question about the voice.
2. Evidence	A line from the poem: The poem states, "..."
3. Explanation	Tells how the voice shapes the feeling.

Clue words voice and emotion = name who speaks and the feeling.

Passage Card: Station 2

My question: Whose voice tells "A Dream Can Grow," and how does that voice shape the emotion?

A Dream Can Grow

[29] A dream grows stronger when we share,

[30] Through thoughtful words and acts of care.

[31] Dr. King spoke hope for us to see,

[32] And now that dream is part of me.

From Cluster 7, Module 2, "A Dream Can Grow," paragraphs [29] to [32].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers the question about voice.
- ☐ Sentence 2 copies a line from the poem in quotation marks.
- ☐ The detail connects to the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

The speaker is a student who feels the dream is part of them, and that voice shares a feeling of hope and pride. The passage states, "And now that dream is part of me." This shows the speaker counts Dr. King's dream as their own, so the voice shapes a proud and hopeful feeling.

Improve: Does your explanation use your own words? Add one word that names the feeling.

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. "A dream grows stronger when we share,"
- B. "Dr. King spoke hope for us to see,"
- C. "And now that dream is part of me."

Frame: The speaker is _____. The poem states, "_____." This shows the voice shapes a feeling of _____.

✂ cut

Stretch Card: Station 2 (optional)

Add a second quote from another line and tell how both lines shape the feeling.

✂ 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 about a poem's voice and prove my answer with a quote.

Question: Whose voice tells "A Dream Can Grow," and how does that voice shape the emotion?

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

Whose voice tells "A Dream Can Grow," and how does that voice shape the emotion?

Acceptable response

The speaker is a student who feels the dream is part of them, and that voice shares a feeling of hope and pride. The passage states, "And now that dream is part of me." This shows the speaker counts Dr. King's dream as their own, so the voice shapes a proud and hopeful feeling.

Evidence choices on the Help card

Choice	Why
A. "A dream grows stronger when we share,"	Weak. True but it tells what makes a dream grow. It does not tell whose voice tells the poem or the feeling it shapes.
B. "Dr. King spoke hope for us to see,"	Strong. Strong. It names the feeling, hope, and shows the voice that moved the speaker.
C. "And now that dream is part of me."	Strong. Strong. The word me shows the speaker's own voice and a personal feeling.

Common misunderstandings to watch

- Retelling the poem instead of answering the question.
- Copying a quote without quotation marks or a signal phrase.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers the question	
Evidence is a line from the poem	
Explanation in own words	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 3, Cluster 8
Module connection	Module 2: PROBLEM: From Question to Solution
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

3.7B	write a response to a literary or informational text that demonstrates an understanding of a text
3.7C	use text evidence to support an appropriate response

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and the NOTICE-QUESTION-ACT-IMPACT Chain.

Where it lives

Grade 3 Cluster 8 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 2, "People Make the Difference: How Ideas and Actions Change Communities," 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

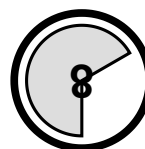
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

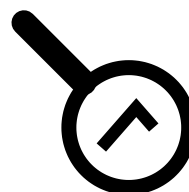
A three-sentence response (thesis (central idea), evidence, explanation).

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

**Station 2: PROVE IT! Task Card**

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

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**The Evidence Jobs Ladder (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 means give a reason.

Passage Card: Station 2

My question: Explain how Franklin's investigation of lightning led to a safer community.

People Make the Difference: How Ideas and Actions Change Communities

[2] Many improvements begin when somebody notices that something is not working well. Benjamin Franklin noticed a dangerous problem during thunderstorms. In the 1700s, lightning strikes could set wooden buildings on fire. Homes, barns, churches, and other structures could be badly damaged. Franklin studied electricity and asked questions about lightning. His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings. A metal rod and conductor could provide electricity from lightning with a safer path toward the ground. The invention did not stop storms. Instead, it helped people respond to one of the dangers storms could cause.

From Cluster 8, Module 2, "People Make the Difference: How Ideas and Actions Change Communities," paragraph [2].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers HOW with a 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

Franklin's study of lightning led to a safer community because his lightning rod helped protect buildings from fire. The passage states, "His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings." This shows his study led to a tool that kept buildings safer during storms.

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. "The invention did not stop storms."

B. "Franklin studied electricity and asked questions about lightning."

C. "His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings."

Frame: Franklin's study led to a safer community because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Add a second piece of evidence from a different paragraph and explain how both details work together.

✂ cut

Reset Directions: Station 2

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

Response Booklet, Page 2



Station 2: Prove It!

Name _____

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

Question: Explain how Franklin's investigation of lightning led to a safer community.

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 2

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

Question

Explain how Franklin's investigation of lightning led to a safer community.

Acceptable response

Franklin's study of lightning led to a safer community because his lightning rod helped protect buildings from fire. The passage states, "His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings." This shows his study led to a tool that kept buildings safer during storms.

Evidence choices on the Help card

Choice	Why
A. "The invention did not stop storms."	Weak. True but does not answer HOW. It tells what the rod could not do, not how it made the community safer.
B. "Franklin studied electricity and asked questions about lightning."	Strong. Strong. It tells what Franklin did to study the problem.
C. "His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings."	Strong. Strong. It names the solution that made buildings safer.

Common misunderstandings to watch

- Retelling the passage instead of answering HOW.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers HOW	
Evidence is relevant (not the weak choice)	
Explanation in own words	