

STUDENT MATERIALS

Print All Four Stations

Cluster 2

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 3 • Cluster 2



Station 1
Correct It!



Station 2
Prove It!



Station 3
Shape It!



Station 4
Create It!

Four independent eight-minute stations. Same simple routine. Content from Cluster 2.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 2: Writing the Thesis (central idea) (The Trunk of the Tree)	3.11D(iii)
2. Prove It!	Responding with Evidence	Module 2: Writing the Thesis (central idea) (The Trunk of the Tree)	3.7B, 3.7C
3. Shape It!	Writing Process	Module 3: Reason/Way (The First Branch of the Tree)	3.11B(i)
4. Create It!	Writing Genres	Module 4: Evidence (The Second Branch of the Tree)	3.12B

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Print All Four Stations: Grade 3, Cluster 2

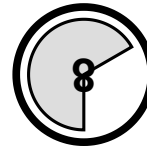
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

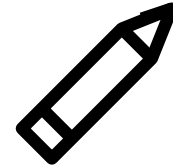
Station 1: Correct It!	Conventions	3.11D(iii)
Station 2: Prove It!	Responding with Evidence	3.7B, 3.7C
Station 3: Shape It!	Writing Process	3.11B(i)
Station 4: Create It!	Writing Genres	3.12B

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

8 MINUTES



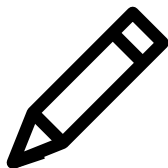
Correct It!



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.

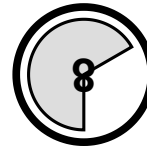
✂ cut

Reset Directions: Station 1

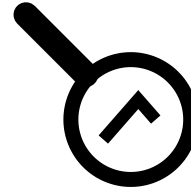
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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.

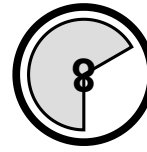
✂ cut

Reset Directions: Station 2

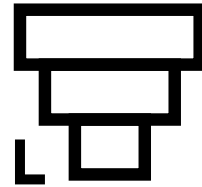
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



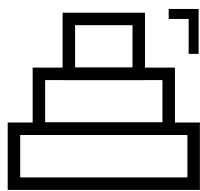
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

My goal: I can shape a draft with an introduction and a conclusion.

1. Read the practice draft. Sentence 1 is a detail, not an introduction.
2. Read the passage card. Find the thesis (central idea) about history.
3. Rewrite sentence 1 as an introduction that states the thesis (central idea).
4. Tell why your introduction helps the reader follow the reasons.

Required: one new introduction sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Shape with Introduction and Conclusion

Shape It! asks: How is the idea organized?

An introduction states the thesis (central idea). A conclusion restates it.

Detail	Laura wrote about building homes and growing food.
Introduction	Laura Ingalls Wilder's stories help readers understand history.

A basket is a category. The name of the category becomes the reason.

Practice Text: Station 3**Practice draft: needs one improvement****Why Laura's Stories Matter**

- (1) Laura wrote about building homes and growing food.
- (2) She wrote about school lessons and daily chores.
- (3) She wrote about cold winters and long journeys.
- (4) These details help readers understand history.

The draft starts right in with a detail. It needs an introduction sentence that states the thesis (central idea) before sentence 1.

Laura Ingalls Wilder

[10] As Laura grew older, she became interested in writing about her experiences. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.

[11] Laura believed that ordinary people could tell important stories. She wrote about everyday events that helped readers understand the past. Her books described family dinners, school lessons, holiday celebrations, and daily chores. These details helped readers imagine what life was like on the frontier.

From Cluster 2, Module 3, "Laura Ingalls Wilder," paragraphs [10], [11].

Check and Improve: Station 3

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

- ☐ My first sentence states the thesis (central idea).
- ☐ My details come from the passage card.
- ☐ My last sentence concludes the reasons.
- ☐ I wrote one reason my introduction helps.

Acceptable example

Laura Ingalls Wilder's stories help readers understand history.

Reason: Now the draft opens with the thesis (central idea), the details follow, and sentence 4 closes it.

Improve: Read your whole draft in your head. Does the first sentence state the thesis (central idea)?

Help Card: Station 3

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

Same goal, more support: Use this frame: Laura Ingalls Wilder's stories help readers understand _____. Look at the card.

✂ cut

Stretch Card: Station 3 (optional)

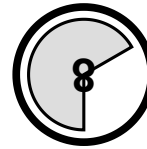
Add a stronger conclusion that restates the thesis (central idea). Explain the choice.

✂ cut

Reset Directions: Station 3

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

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



Create It!



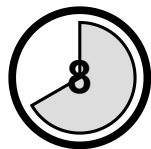
STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea and facts that prove it.

1. Read the job box and the small model.
2. Read the three fact card paragraphs.
3. Write a title and one central idea sentence.
4. Add two facts from the text in your own words.

Required: a title, a central idea sentence, and two facts.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How Laura Ingalls Wilder's books help readers picture the past

Purpose: to inform **Audience:** families at our class history night

Small model (different topic)

Title: Our Photo Album Tells a Story

Central idea: A family photo album can tell the story of a family.

Fact: Each photo shows a moment that really happened.

Fact: The pictures help us remember people and places from long ago.

Laura Ingalls Wilder

[21] Teachers often used Laura's books to help students learn about American history. The stories provided details about daily life that were not always included in textbooks. Students could better understand what it was like to travel by wagon, attend a one-room school, or live without modern technology.

[23] Laura's storytelling was special because she helped readers picture the past. People could imagine the wide prairie, the small cabins, the fields of crops, and the busy days filled with chores. Her descriptions helped bring history to life.

From Cluster 2, Module 4, "Laura Ingalls Wilder," paragraphs [21], [23].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea sentence tells how her books help readers.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example**Laura's Books Bring History to Life**

The Little House books help readers picture life long ago. Laura wrote about wide prairies, small cabins, and busy days full of chores. Her stories give details about daily life that textbooks often leave out.

Improve: Does each fact prove your central idea? Use Relevant or Irrelevant? and change or remove one that does not.

Help Card: Station 4

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

Same goal, more support: Use this frame: Laura's books help readers by _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Draw a small labeled sketch for your card. Each label must name a fact from your writing.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can 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

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

My goal: I can shape a draft with an introduction and a conclusion.

Revise. Write your new introduction sentence.

Why is it clearer now?

Stretch (optional):

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea and facts that prove it.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Stretch (optional):

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

Teacher Tracking Page

I = worked independently. S = used support (Help card, frame, or adult). Finished, checked, and mastered are different observations. Copy a second page for larger classes.

Student	St. 1: Correct It! 3.11D(iii)	St. 2: Prove It! 3.7B, 3.7C	St. 3: Shape It! 3.11B(i)	St. 4: Create It! 3.12B	One point to revisit
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
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	I S	I S	I S	I S	
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	I S	I S	I S	I S	