

TEACHER GUIDE

Station Rotation Day

Cluster 2

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

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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Student Response Booklet (4 pages, one per station)	36
Teacher Tracking Page	40

A separate "Print All Four Stations" packet holds only the table materials, the booklet, and the tracking page.

How Station Rotation Day Works

Teach and practice the routine first (PREPARE). Then run the rotation after the class has finished the instruction each station uses.

The 38-minute day

Minutes	What happens
2	Launch: review the four station names, the Help routine, and the timer signal.
8 + 1	Station round 1, then Transition 1: move clockwise to the next station.
8 + 1	Station round 2, then Transition 2
8 + 1	Station round 3, then Transition 3
8	Station round 4
1	Close: students turn in the Response Booklet.
38	2 launch + 32 at stations + 3 transitions + 1 close. This is about 13 minutes more than the usual 25-minute block.

Inside every 8-minute station

Minute	The student's job
Minute 1	Read: read the task card and look at the Remember card.
Minutes 2 to 6	Do: complete the required task on the Response Booklet page.
Minute 7	Check: open the Check and Improve card. Fix or improve one thing.
Minute 8	Reset: mark the completion strip and leave the station ready.

Rotation map (four groups)

Group	Round 1	Round 2	Round 3	Round 4
A	Station 1	Station 2	Station 3	Station 4
B	Station 2	Station 3	Station 4	Station 1
C	Station 3	Station 4	Station 1	Station 2
D	Station 4	Station 1	Station 2	Station 3

Rules that make independence possible

- **Every station is a starting point.** No station needs work from another station.
- **Individual materials.** Each student at the table has a task card, a text card, and the booklet page. Each student writes their own response.
- **One Help routine:** Reread the direction. Look at the example. Use the Remember card. Signal for help if you still need it.
- **Try first, then check.** Students open the Check and Improve card after they write. Leave the first try readable so you can see what changed.
- **Planning target, not a speed test.** A student who needs more time finishes during the next independent work time and is not marked unsuccessful because the timer sounded.
- **Finished, checked, and mastered are different.** The tracking page records the skill, independent or supported, and one point to revisit.
- **Prep happens before the day.** Cards are cut, text cards are printed, and each station tub is filled.

- - - - Dashed line = cut. ——— Solid line = fold. Pages marked "Practice draft: contains errors" are practice only. Real passages are printed exactly as they appear in the teacher guide.

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 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

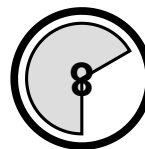
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

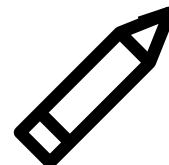
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



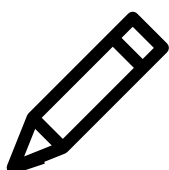
Correct It!



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 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 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

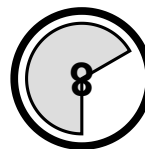
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

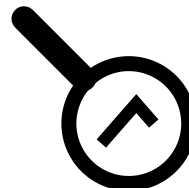
A three-sentence answer (thesis (central idea), evidence, explanation).

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

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 3, Shape It!

Cluster	Grade 3, Cluster 2
Module connection	Module 3: Reason/Way (The First Branch of the Tree)
Station area	Writing Process

Exact TEKS practiced (TEA wording)

3.11B(i)	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion
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The one writing move: organizing with purposeful structure: an introduction and a conclusion.

Prerequisite instruction

Module 3 work with Reason or Way? and Relevant or Irrelevant?, plus earlier work in this cluster.

Where it lives

Grade 3 Cluster 2 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 3, "Laura Ingalls Wilder," paragraphs [10], [11].

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

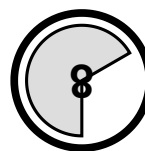
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

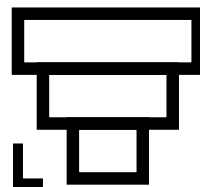
A new introduction sentence plus one sentence explaining the choice.

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

8 MINUTES



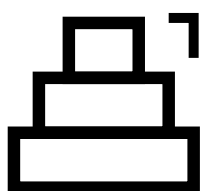
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

My goal: I can 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.

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

Teacher Answer and Observation Guide: Station 3

The revision move

3.11B(i): organizing with purposeful structure: an introduction and a conclusion. One move only. This is not an editing task.

Acceptable revisions

- Laura Ingalls Wilder's stories help readers understand history.
- Laura Ingalls Wilder helps readers understand history with true stories about frontier life.
- Laura Ingalls Wilder's books help readers understand the past through everyday details.
- The details in sentences 1 to 3 stay; the new introduction goes before them.

Common misunderstandings to watch

- Adding a new detail instead of a new introduction.
- Rewriting the whole draft or only fixing spelling.
- Adding an opinion (It was really good) instead of structure.

Observation notes

Look for	Notes
First sentence states the thesis (central idea)	
Details support the thesis (central idea)	
Reason names structure for the reader	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 3, Cluster 2
Module connection	Module 4: Evidence (The Second Branch of the Tree)
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

3.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
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Prerequisite instruction

Module 4 work with a clear thesis (central idea), and this cluster's informational passages.

Where it lives

Grade 3 Cluster 2 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 4, "Laura Ingalls Wilder," paragraphs [21], [23].

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

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

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

Preparation

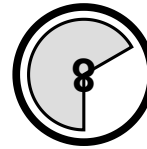
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card: one central idea sentence and two supporting facts in the student's own words.

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

8 MINUTES



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 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 Answer and Observation Guide: Station 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Laura's books help readers picture life long ago.
- Laura's stories help readers understand history.
- Laura's writing brings the past to life for readers.

Details to accept

- She wrote about wide prairies, small cabins, and busy days full of chores.
- Her books give details about daily life that textbooks often leave out.
- Readers can imagine traveling by wagon or attending a one-room school.
- Her descriptions help readers see the fields of crops and the small cabins.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	

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	
	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	