

STUDENT MATERIALS

Print All Four Stations

Cluster 3

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 3 • Cluster 3



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 3.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 3: Magnifying Reasons for WHY Prompts	3.11D(iii)
2. Prove It!	Responding with Evidence	Module 2: Advance Prompt Analysis	3.7B, 3.7C
3. Shape It!	Writing Process	Module 3: Magnifying Reasons for WHY Prompts	3.11C
4. Create It!	Writing Genres	Module 4: Matching Reasons, Evidence, and Explanations	3.12B

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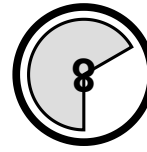
Print All Four Stations: Grade 3, Cluster 3

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)

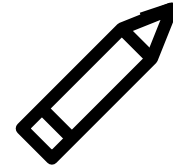
Setup guides, answer keys, and observation guides are in the full teacher book.

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	3.11C
Station 4: Create It!	Writing Genres	3.12B

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



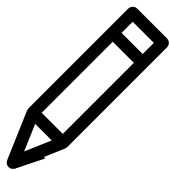
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

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

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

**Station 1: CORRECT IT! Task Card**

My goal: I can use small letters for common nouns.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find each common noun. Ask if it needs a capital letter.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**Common Noun**

A word for any person, place, or thing

Proper Noun

A special name like Louis Pasteur

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

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

Practice Text: Station 1

Practice draft: contains errors

Why We Need Laws

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

This practice draft uses ideas from the real passage. Three sentences have a mistake. One sentence is already correct.

Model sentence from the real passage (The Lunchroom Discoveries, paragraph [12]):

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

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

The Lunchroom Discoveries

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

Check and Improve: Station 1

Try first. Then check. Keep your first try readable and fix with a new line.

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

My explanation checklist:

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

Help Card: Station 1

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

Same goal, more support: Work on sentence (1) first. Point to Land. Ask: special name or any thing?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about rules at home. Include one proper noun. Underline each common noun.

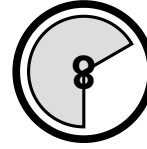
✂ cut

Reset Directions: Station 1

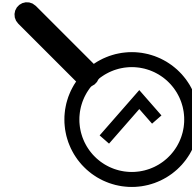
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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.

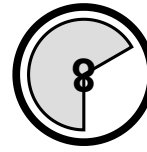
✂ cut

Reset Directions: Station 2

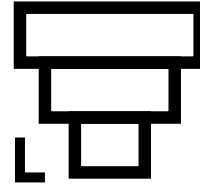
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



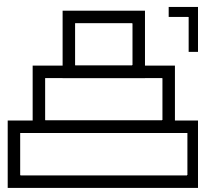
Shape It!



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 find and delete one idea that does not belong in a draft.

1. Read the practice draft about why we need laws.
2. One sentence does not belong in the draft.
3. Find the sentence that does not give a reason.
4. Tell why that sentence does not belong.

Required: the sentence number to delete and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Delete what does not belong

Every sentence in a draft should support the thesis (central idea).

An idea that does not belong makes the draft harder to follow.

Belongs	Laws help settle disagreements.
Does not belong	My favorite color is blue.

TREES builds my ECR. Ask: does this sentence tell why we need laws?

Practice Text: Station 3

Practice draft: needs one improvement

Why We Need Laws

- (1) We need laws for many reasons.
- (2) One reason is that laws help settle disagreements.
- (3) Another reason is that laws protect homes and land.
- (4) My favorite color is blue.
- (5) A third reason is that laws help people share fairly.

Sentence 4 does not belong. It does not tell why we need laws.

Why We Need Laws

- [13] The rules helped neighbors settle what was fair,
[29] Some rules protected homes and growing land,
[40] The same fair rules applied to me and you.

From Cluster 3, Module 3, "Why We Need Laws," paragraphs [13], [29], [40].

Check and Improve: Station 3

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

- ☐ I named the sentence that does not belong.
- ☐ I told why that sentence does not belong.
- ☐ The draft still makes sense after the deletion.
- ☐ Every leftover sentence tells why we need laws.

Acceptable example

We need laws for many reasons. One reason is that laws help settle disagreements. Another reason is that laws protect homes and land. A third reason is that laws help people share fairly.

Reason: With the sentence about a favorite color gone, every sentence now tells why we need laws.

Improve: Read the whole draft again. Does every sentence help answer why we need laws?

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: Ask yourself: does this sentence give a reason we need laws? If not, it does not belong.

✂ cut

Stretch Card: Station 3 (optional)

Add a new third reason to take the place of the deleted sentence. Tell why the new sentence fits.

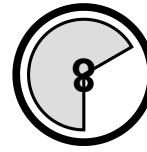
✂ cut

Reset Directions: Station 3

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

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.

1. Read the fact card about Pasteur.
2. Write a title and one central idea sentence.
3. Add two facts from the card in your own words.
4. Check that each fact proves your central idea.

Required: a title, a central idea sentence, and two facts in your own words.

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 Louis Pasteur's discovery helps protect people today

Purpose: to inform **Audience:** visitors at our class science museum table

Small model (different topic)

Title: Clean Hands Help Us Stay Well

Central idea: Washing hands keeps germs away and helps people stay healthy.

Fact: Soap and water remove germs from our hands.

Fact: People who wash their hands get sick less often.

The Lunchroom Discoveries (Drama)

[17] ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.

[26] ALEX: It did. Pasteur's research helped scientists learn that tiny germs could spread illness.

[63] MR. REYES: Exactly. His research gave doctors and scientists information they did not have before.

From Cluster 3, Module 4, "The Lunchroom Discoveries (Drama)," paragraphs [17], [26], [63].

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 Pasteur helps people.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example**Pasteur Made Food Safer**

Louis Pasteur's discovery helps protect people today. He found out that heating liquids kills harmful germs. His research taught scientists that tiny germs can make people sick. Now milk is heated so it is safer to drink.

Improve: Does each fact prove your central idea? 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: Louis Pasteur helped people 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 small letters for common nouns.

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

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

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

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

My goal: I can find and delete one idea that does not belong in a draft.

Revise. Write the number of the sentence you deleted.

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.

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! 3.11C	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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