

TEACHER GUIDE

Station Rotation Day

Cluster 3

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

THE WRITING ACADEMY®, LLC

© 2026 The Writing Academy®, LLC

All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

The Writing Academy®, LLC

Station Rotation Day

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

Contents

How Station Rotation Day Works	3
Station 1: Correct It! (Conventions, 3.11D(iii), Module 3)	4
Teacher Setup Guide	4
Station Sign	5
Task Card and Remember Card	6
Passage or Practice Text Card	7
Check and Improve Card	8
Help, Stretch, and Reset Cards	9
Student Response Page	10
Teacher Answer and Observation Guide	11
Station 2: Prove It! (Responding with Evidence, 3.7B, 3.7C, Module 2)	12
Teacher Setup Guide	12
Station Sign	13
Task Card and Remember Card	14
Passage or Practice Text Card	15
Check and Improve Card	16
Help, Stretch, and Reset Cards	17
Student Response Page	18
Teacher Answer and Observation Guide	19
Station 3: Shape It! (Writing Process, 3.11C, Module 3)	20
Teacher Setup Guide	20
Station Sign	21
Task Card and Remember Card	22
Passage or Practice Text Card	23
Check and Improve Card	24
Help, Stretch, and Reset Cards	25
Student Response Page	26
Teacher Answer and Observation Guide	27
Station 4: Create It! (Writing Genres, 3.12B, Module 4)	28
Teacher Setup Guide	28
Station Sign	29
Task Card and Remember Card	30
Passage or Practice Text Card	31
Check and Improve Card	32
Help, Stretch, and Reset Cards	33
Student Response Page	34
Teacher Answer and Observation Guide	35
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 3
Module connection	Module 3: Magnifying Reasons for WHY Prompts
Station area	Conventions

Exact TEKS practiced (TEA wording)

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

Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, Cluster 3, SHEET 15 of 36, Common Nouns (deck label (11)(D)(viii); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

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

Where it lives

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

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

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

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

Preparation

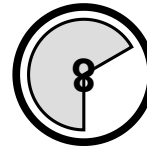
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

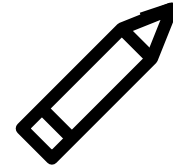
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



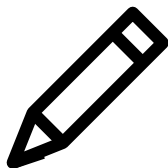
Correct It!



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 small letters for common nouns.

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

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**Common Noun**

A word for any person, place, or thing

Proper Noun

A special name like Louis Pasteur

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

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

Practice Text: Station 1

Practice draft: contains errors

Why We Need Laws

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

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

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

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

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

The Lunchroom Discoveries

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

Check and Improve: Station 1

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

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

My explanation checklist:

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

Help Card: Station 1

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

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

✂ cut

Stretch Card: Station 1 (optional)

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

✂ cut

Reset Directions: Station 1

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

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

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

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 1

Answer key

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

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

Acceptable explanations

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

Common misunderstandings to watch

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

Observation notes

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

Teacher Setup Guide: Station 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

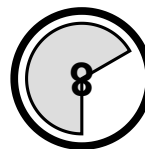
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

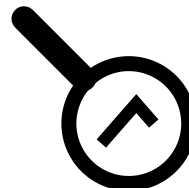
A three-sentence response (thesis (central idea), evidence, explanation).

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 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 3, Shape It!

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

Exact TEKS practiced (TEA wording)

3.11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
--------------	---

The one writing move: deleting an idea that does not belong.

Prerequisite instruction

Gather, Group, Narrow, Choose, Say It; Signal Markers Open the Door; and the Module 3 work on three different reasons.

Where it lives

Grade 3 Cluster 3 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 3, "Why We Need Laws," paragraphs [13], [29], [40].

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

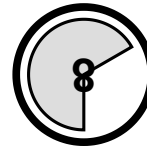
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

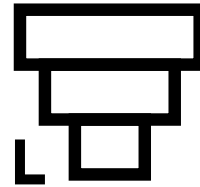
The number of the sentence to delete plus one sentence telling why it does not belong.

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

8 MINUTES



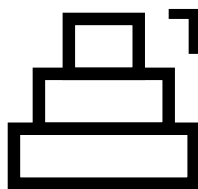
Shape It!



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.

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

Teacher Answer and Observation Guide: Station 3

The revision move

3.11C: deleting an idea that does not belong. One move only. This is not an editing task.

Acceptable revisions

- 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.
- Sentence 4, My favorite color is blue, should be deleted.
- Sentence 4 does not tell why we need laws.
- Deleting sentence 4 because it is off topic and gives no reason.

Common misunderstandings to watch

- Rewriting the whole draft instead of deleting one sentence.
- Deleting a sentence that does give a reason.
- Fixing spelling or punctuation instead of removing the off topic sentence.

Observation notes

Look for	Notes
Names the off topic sentence	
Reason connects to the topic	
Draft still makes sense after deletion	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 3, Cluster 3
Module connection	Module 4: Matching Reasons, Evidence, and Explanations
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
--------------	---

Prerequisite instruction

Module 4 work with a clear thesis (central idea), this cluster's informational passages, and the strategy note: TREES builds my ECR.

Where it lives

Grade 3 Cluster 3 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 4, "The Lunchroom Discoveries (Drama)," paragraphs [17], [26], [63].

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.

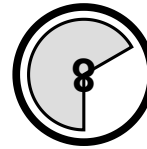
Preparation

- 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.

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.

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 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 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

- Louis Pasteur's discovery helps protect people today.
- Pasteur's work helps keep food and milk safe.
- People today stay healthier because of Pasteur's discovery.

Details to accept

- Pasteur learned that heating liquids can kill harmful germs.
- His research showed that tiny germs can spread illness.
- His work gave doctors and scientists new information.
- Milk is pasteurized now so it is safer to drink.

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 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	
	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	