

STUDENT MATERIALS

Print All Four Stations

Cluster 4

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 3 • Cluster 4

**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 4.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 4: The Yellow Sentence (Evidentiary Transition)	3.11D(xi)
2. Prove It!	Responding with Evidence	Module 2: Significance Sentences for HOW Prompts Using MICE	3.7B, 3.7C
3. Shape It!	Writing Process	Module 3: Getting SET with the Statement of Purpose	3.11B(ii)
4. Create It!	Writing Genres	Module 4: The Yellow Sentence (Evidentiary Transition)	3.12B

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Print All Four Stations: Grade 3, Cluster 4

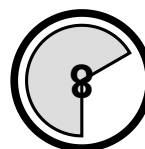
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

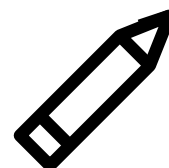
Station 1: Correct It!	Conventions	3.11D(xi)
Station 2: Prove It!	Responding with Evidence	3.7B, 3.7C
Station 3: Shape It!	Writing Process	3.11B(ii)
Station 4: Create It!	Writing Genres	3.12B

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

8 MINUTES



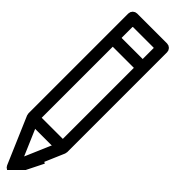
Correct It!



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 fix spelling in sentences by finding the high-frequency word spelled wrong.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the high-frequency word spelled wrong in each sentence.
3. On your response page, write each wrong sentence the correct way.
4. Tell why each fixed word is spelled the right way.

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**High-frequency word**

A word I read and write often

Check it

Every letter in the right order

Spell high-frequency words the same way every time.

because	b-e-c-a-u-s-e	the u comes before se
their	t-h-e-i-r	the i comes before r
people	p-e-o-p-l-e	the e comes before o

Practice Text: Station 1**Practice draft: contains errors****Franklin and the Lightning Rod**

- (1) Franklin wanted to help peple stay safe during storms.
- (2) He studied lightning becuase he wanted to understand it.
- (3) Families put lightning rods on thier buildings.
- (4) The lightning rod helped keep buildings safe.

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 (Benjamin Franklin and Electricity, paragraph [12]):

"He knew that people needed a solution because storms often caused serious damage."

People is spelled p-e-o-p-l-e and because is spelled b-e-c-a-u-s-e, both high-frequency words spelled correctly.

Benjamin Franklin and Electricity

[12] Franklin began thinking about ways to protect homes and other structures from lightning strikes. He knew that people needed a solution because storms often caused serious damage. Families could lose their homes, farmers could lose their barns, and communities could lose important buildings. Franklin believed science could help solve the problem.

[16] The invention also gave people peace of mind. Before the lightning rod, storms often caused fear and uncertainty. Families worried about losing their homes. Farmers worried about protecting animals and crops. Community leaders worried about schools, churches, and public buildings. The lightning rod helped reduce those concerns by providing a safer way to handle lightning strikes.

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)	Franklin wanted to help people stay safe during storms.	People is spelled p-e-o-p-l-e. The e comes before the o.
(2)	He studied lightning because he wanted to understand it.	Because is spelled b-e-c-a-u-s-e. The u comes before the se.
(3)	Families put lightning rods on their buildings.	Their is spelled t-h-e-i-r. The i comes before the r.
(4)	The lightning rod helped keep buildings safe.	Already correct: every word matches its high-frequency spelling.

My explanation checklist:

- ☐ I named the word I fixed.
- ☐ I spelled the new word the right way.

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. Say each word slowly. Tap each letter as you spell people.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about Franklin. Use because and their. Check each spelling.

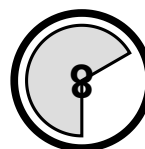
✂ cut

Reset Directions: Station 1

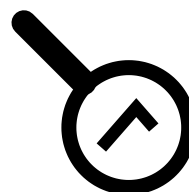
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2

The Significance Sentence and MICE

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

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

Passage Card: Station 2

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

Benjamin Franklin and Electricity

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

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

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

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

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers HOW with a reason.
- ☐ Sentence 2 copies a detail from the passage in quotation marks.
- ☐ The detail connects to the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

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

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

Help Card: Station 2

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

Same goal, more support: Choose one evidence card below. Then still write all three sentences.

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

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

✂ cut

Stretch Card: Station 2 (optional)

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

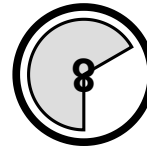
✂ cut

Reset Directions: Station 2

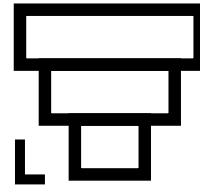
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



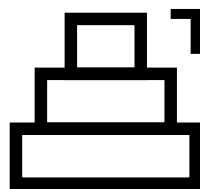
Shape It!



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 develop a general idea by adding one relevant detail from the text.

1. Read the practice draft about the new government.
2. Sentence 2 is too general for the reader.
3. Read the passage card and find one fair detail.
4. Rewrite sentence 2 with that detail added.

Required: one revised sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Add one detail to develop an idea

Shape It! asks: How can the idea be clearer for the reader?

A general sentence tells what. A clear sentence shows how with a detail.

General	The government was fair.
Clearer	The Constitution split power among three branches.

MICE: the detail is Evidence I have found that Connects to my idea.

Practice Text: Station 3**Practice draft: needs one improvement****A New Government**

- (1) The Founding Fathers created a new government for the United States.
- (2) They wanted the new government to be fair.
- (3) The Constitution explained how the government would work.
- (4) The country still follows many of these ideas today.

Sentence 2 is too general. How did the new government protect fairness?

The Founding Fathers

[12] The Constitution established three branches of government. Each branch had different responsibilities. This system helped prevent any one person or group from gaining too much power. The Founding Fathers believed that sharing power among different branches would help protect freedom and fairness.

[13] The Constitution also explained how laws would be made and how leaders would be chosen. Citizens would have opportunities to participate in government through elections. This idea was important because many colonists had originally been upset about having little voice in government decisions. The new system gave people a greater role in shaping their nation.

From Cluster 4, Module 3, "The Founding Fathers," paragraphs [12], [13].

Check and Improve: Station 3

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

- ☐ My new sentence adds one detail about fairness.
- ☐ My detail comes from the passage card.
- ☐ The whole draft still makes sense with the other sentences.
- ☐ I wrote one reason my change makes it clearer.

Acceptable example

They wanted the new government to be fair, so the Constitution shared power among three branches.

Reason: Now the reader knows how the Constitution protected fairness, not just that the leaders wanted it.

Improve: Read your whole draft in your head. Does every sentence stay on the topic of the new government?

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: They wanted the new government to be fair because _____. Read the first paragraph on the card first.

✂ cut

Stretch Card: Station 3 (optional)

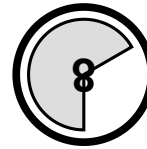
Add a second detail to a different sentence, or combine two short sentences into one clear sentence. Explain the choice.

✂ 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 yellow Evidentiary Transition and a clear thesis (central idea).

1. Read the job box and the small model.
2. Read the fact card about the lightning rod.
3. Write a blue purpose and a yellow transition.
4. Add a green thesis (central idea) and two facts.

Required: a title, a blue Statement of Purpose, a yellow Evidentiary Transition, a green thesis (central idea), and two facts.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Statement of Purpose (blue)	one sentence that names my job
Evidentiary Transition (yellow)	one or two sentences that point to all my support
Thesis (central idea) (green)	one sentence that tells my main point
Fact 1 and Fact 2	two facts that prove my thesis (central idea), in my own words

The yellow sentence bridges the broad opening and the specific thesis (central idea).

Job Box, Model, and Source Card: Station 4

Topic: How Benjamin Franklin's lightning rod helped communities stay safer

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

Small model (different topic)

Title: The Constitution Shares Power

Statement of Purpose (blue): I will explain how the Constitution protects people's rights.

Evidentiary Transition (yellow): Three big plans in the document show how it does this.

Thesis (central idea) (green): The Constitution protects rights by sharing power among three branches of government.

Benjamin Franklin and Electricity

[13] After studying the issue, Franklin invented the lightning rod. A lightning rod is a metal rod placed on top of a building. The rod is connected to a wire that runs down the side of the building and into the ground. When lightning strikes the rod, the electricity follows the metal path safely into the ground instead of passing through the building.

[14] This invention was simple, but it was very effective. The lightning rod reduced the chance that a building would catch fire after being struck by lightning. Instead of damaging the structure, the electricity could travel through the rod and wire. Franklin's invention helped solve a problem that had worried communities for many years.

[15] As people learned about the lightning rod, many began adding them to their buildings. Homes, churches, barns, schools, and government buildings installed lightning rods on their rooftops. Communities soon noticed that buildings protected by lightning rods were less likely to be damaged during storms.

From Cluster 4, Module 4, "Benjamin Franklin and Electricity," paragraphs [13] to [15].

Check and Improve: Station 4

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

- ☐ My blue Statement of Purpose says what I will explain.
- ☐ My yellow Evidentiary Transition points to all my support.
- ☐ My thesis (central idea) sentence tells my main point.
- ☐ I have two facts that support my thesis (central idea).
- ☐ My facts are in my own words, not copied.

Acceptable example**The Lightning Rod Kept Communities Safer**

I want to explain how Benjamin Franklin's lightning rod helped communities stay safer. Three facts from the passage show how it worked. Franklin's lightning rod protected buildings by sending lightning safely into the ground. The rod was metal, and a wire ran from the rod into the ground. Homes, barns, churches, and schools used lightning rods, so fewer buildings caught fire.

Improve: Read your yellow sentence. Make sure it points to all your support, not just one fact.

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: I will explain _____. My details show _____.
My main point is _____.

✂ cut

Stretch Card: Station 4 (optional)

Draw a small lightning rod on your card. Label the rod, the wire, and the ground.

✂ 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 fix spelling in sentences by finding the high-frequency word spelled wrong.

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

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

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

My goal: I can develop a general idea by adding one relevant detail from the text.

Revise. Write sentence 2 again with your one change.

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 yellow Evidentiary Transition and a clear thesis (central idea).

Title

Statement of Purpose (blue)

Evidentiary Transition (yellow)

Thesis (central idea) (green)

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(xi)	St. 2: Prove It! 3.7B, 3.7C	St. 3: Shape It! 3.11B(ii)	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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