

TEACHER GUIDE

Station Rotation Day

Cluster 4

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 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

Contents

How Station Rotation Day Works	3
Station 1: Correct It! (Conventions, 3.11D(xi), Module 4)	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, 3.11B(ii), 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 4
Module connection	Module 4: The Yellow Sentence (Evidentiary Transition)
Station area	Conventions

Exact TEKS practiced (TEA wording)

3.11D(xi)	edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
------------------	---

Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, Cluster 4, SHEET 20 of 36, High-Frequency Word Spelling (deck label (11)(D)(xxxii); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 4 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 4 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 4, "Benjamin Franklin and Electricity," paragraphs [12], [16].

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

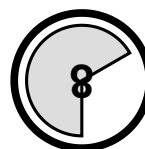
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

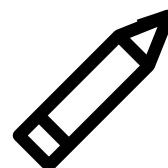
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



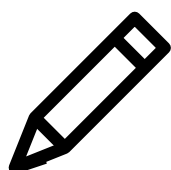
Correct It!



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 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.

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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) Franklin wanted to help people stay safe during storms. (2) He studied lightning because he wanted to understand it. (3) Families put lightning rods on their buildings. Sentence (4) is correct and should not be changed.

Convention: High-Frequency Word Spelling (Editing deck SHEET 20 of 36).

Acceptable explanations

- I changed peple to people. People is spelled p-e-o-p-l-e.
- I changed thier to their. Their is spelled t-h-e-i-r.

Common misunderstandings to watch

- Thinking thier is correct because it sounds like there. Read the letters in order.
- Changing a word that is already correct. Sentence (4) has no spelling mistakes.
- Fixing (1) by changing the whole sentence. Ask the student to name the one word that is wrong.

Observation notes

Look for	Notes
Finds the one wrong word in each of the 3 sentences	
Leaves the correct sentence alone	
Explanation names the right spelling	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 3, Cluster 4
Module connection	Module 2: Significance Sentences for HOW Prompts Using MICE
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 work with Listing versus Grouping and MICE (My Inference = Connections I have + Evidence I have found).

Where it lives

Grade 3 Cluster 4 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 2, "Benjamin Franklin and Electricity," paragraphs [2] to [4].

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

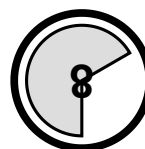
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

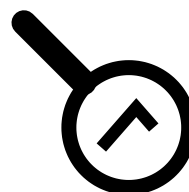
A three-sentence response with a thesis (central idea), evidence, and explanation.

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 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.

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

Teacher Answer and Observation Guide: Station 2

Color key (teacher page): reason / thesis (central idea) in green, evidence in yellow.

Question

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

Acceptable response

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.

Evidence choices on the Help card

Choice	Why
A. "Many people had incorrect ideas about electricity and lightning."	Weak. True but does not answer HOW. It tells what people believed, not how the invention protects buildings.
B. "Through his research, he learned that metal could conduct electricity."	Strong. Strong. It names the step that makes the invention work.
C. "When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building."	Strong. Strong. It traces the pathway that protects the building.

Common misunderstandings to watch

- Retelling the passage instead of answering HOW.
- 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 HOW	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 3, Cluster 4
Module connection	Module 3: Getting SET with the Statement of Purpose
Station area	Writing Process

Exact TEKS practiced (TEA wording)

3.11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea with relevant details
------------------	---

The one writing move: developing an idea with relevant details.

Prerequisite instruction

Module 3 evidence selection with MICE: My Inference = Connections I have + Evidence I have found, and the recursive revision work in this cluster.

Where it lives

Grade 3 Cluster 4 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 3, "The Founding Fathers," paragraphs [12], [13].

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.

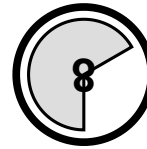
Preparation

- 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.

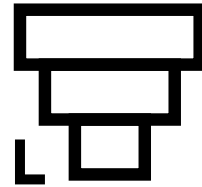
Expected student product

A revised sentence plus one sentence explaining the revision choice.

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



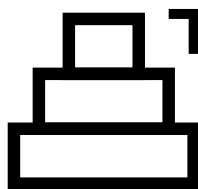
Shape It!



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.

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

Teacher Answer and Observation Guide: Station 3

The revision move

3.11B(ii): developing an idea with relevant details. One move only. This is not an editing task.

Acceptable revisions

- They wanted the new government to be fair, so the Constitution shared power among three branches.
- They wanted the new government to be fair because each branch had different responsibilities.
- They wanted the new government to be fair because citizens could take part through elections.
- A fairness detail is acceptable if the student connects it: the new system gave people a greater role in shaping their nation.

Common misunderstandings to watch

- Adding a detail that does not explain fairness.
- Rewriting the whole draft or only fixing spelling.
- Adding an opinion instead of a detail from the text.

Observation notes

Look for	Notes
Detail is specific and from the text	
Detail develops the general sentence	
Reason names clarity for the reader	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 3, Cluster 4
Module connection	Module 4: The Yellow Sentence (Evidentiary Transition)
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 on the yellow Evidentiary Transition and a clear thesis (central idea), plus this cluster's informational passages.

Where it lives

Grade 3 Cluster 4 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 4, "Benjamin Franklin and Electricity," paragraphs [13] to [15].

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

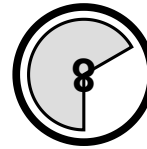
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card with a blue Statement of Purpose, a yellow Evidentiary Transition, a green thesis (central idea), 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 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 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 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 (a title, a blue Statement of Purpose, a yellow Evidentiary Transition, a green thesis (central idea), and supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Franklin's lightning rod kept buildings safer by sending lightning into the ground.
- The lightning rod helped communities by lowering the chance of fires from lightning.
- Franklin's invention gave lightning a safe path, so buildings were less likely to burn.

Details to accept

- A lightning rod is a metal rod on top of a building.
- The rod connects to a wire that runs into the ground.
- Homes, barns, churches, and schools added lightning rods.
- Buildings with lightning rods were less likely to be damaged in storms.
- The rod sent electricity into the ground instead of through the building.

Common misunderstandings to watch

- A yellow sentence that names only one fact instead of the whole group of support.
- A yellow Evidentiary Transition copied from the fact card.
- A title and facts with no thesis (central idea).
- A fact that does not support the thesis (central idea).

Observation notes

Look for	Notes
Blue Statement of Purpose	
Yellow Evidentiary Transition that points to the support	
Clear thesis (central idea)	
Two supporting facts in own words	

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	
	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	