

TEACHER GUIDE

Station Rotation Day

Prepare

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

Grade 3 • PREPARE

**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 PREPARE.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 4: Choose, Justify, Draft, Revise, and Share	3.11D(xi)
2. Prove It!	Responding with Evidence	Module 2: Match the Writing Job to the Genre	3.7B, 3.7C
3. Shape It!	Writing Process	Module 3: Plan the Path Before the Draft	3.11A
4. Create It!	Writing Genres	Module 4: Choose, Justify, Draft, Revise, and Share	3.12A

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

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

How Station Rotation Day Works

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

The 38-minute day

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

Inside every 8-minute station

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

Rotation map (four groups)

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

Rules that make independence possible

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

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

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 3, PREPARE
Module connection	Module 4: Choose, Justify, Draft, Revise, and Share
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
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Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, PREPARE, SHEET 4 of 36, Spelling High-Frequency Words (deck label (11)(D)(xxxii); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 4 lessons on revising and editing, 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 PREPARE Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 4, "The Recess Question," paragraphs [99] to [105].

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

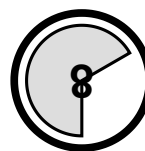
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

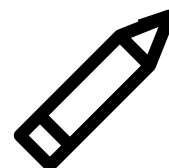
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



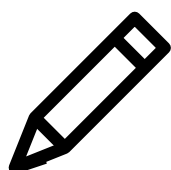
Correct It!



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 the spelling of high-frequency words in my sentences.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the word in each sentence that is spelled wrong.
3. On your response page, write each 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**High-frequency word**

A word you read and write often

Spelling

The letters in the right order

Spell high-frequency words the way you see them in books.

Tricky order	becuase	the letters are out of order
Right order	because	say be-cause, then write it

Practice Text: Station 1**Practice draft: contains errors****The Recess Question**

- (1) The students shared there ideas about recess.
- (2) Max raised his hand becuase he had a question.
- (3) Lily wanted enogh time for a short movement break.
- (4) Beth thought about the choices before she voted.

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 Recess Question, paragraph [104]):

"She thought about all the things they needed to learn during the school day."

The high-frequency words thought, about, all, they, and school are all spelled correctly.

The Recess Question

- [99] Beth looked at the three choices.
- [100] At first, she had been certain that longer recess was the only good answer.
- [101] Now she was not so sure.
- [102] She thought about running and jumping.
- [103] She thought about Lily's smile.
- [104] She thought about all the things they needed to learn during the school day.
- [105] Then Beth made her choice.

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)	The students shared their ideas about recess.	Their shows who owns the ideas. The word is t-h-e-i-r.
(2)	Max raised his hand because he had a question.	Because is spelled b-e-c-a-u-s-e.
(3)	Lily wanted enough time for a short movement break.	Enough is spelled e-n-o-u-g-h. The gh is silent.
(4)	Beth thought about the choices before she voted.	Already correct: thought, about, and before are spelled right.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I wrote the whole word with the right letters.
- ☐ I left the correct sentence alone.

Help Card: Station 1

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

Same goal, more support: Cover the word. Say it slowly. Write it from memory. Check each letter. Start with sentence (2).

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the class vote. Use because and enough. Check each letter.

✂ 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 the spelling of high-frequency words in my sentences.

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) The students shared their ideas about recess. (2) Max raised his hand because he had a question. (3) Lily wanted enough time for a short movement break. Sentence (4) is correct and should not be changed.

Convention: Spelling High-Frequency Words (Editing deck SHEET 4 of 36).

Acceptable explanations

- I changed becuase to because because I checked each letter.
- I changed enogh to enough because enough ends in u-g-h.

Common misunderstandings to watch

- Fixing sentence (4) even though it is already correct. Ask the student to check each word instead.
- Changing there to they're. They're means they are; this sentence needs their.
- Spelling enough as enuff because it sounds that way. English spelling does not always match the sound.

Observation notes

Look for	Notes
Names the word that is wrong	
Writes the whole word with the right letters in order	
Leaves the correct sentence alone	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 3, PREPARE
Module connection	Module 2: Match the Writing Job to the Genre
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 Name the Writing Job and the three-sentence response (thesis (central idea), evidence, explanation).

Where it lives

Grade 3 PREPARE Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 2, "The Mystery of the Traveling Shell," paragraphs [37] to [44].

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

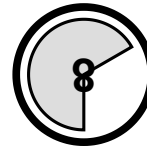
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

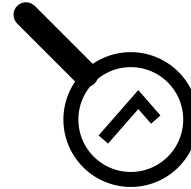
A three-sentence response (thesis (central idea), evidence, explanation).

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 how purposeful craft makes a reader experience a story and prove it with a quote from the text.

1. Read the excerpt from the passage.
2. Write a thesis (central idea) that answers the question.
3. Copy one strong quote that proves your thesis (central idea).
4. Explain how the 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

The Three-Sentence Answer (thesis (central idea), evidence, explanation)

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 HOW = tell the way it works.

Passage Card: Station 2

My question: How does the writer help readers picture the shell's journey?

The Mystery of the Traveling Shell

[37] For a moment, Emsy pictured the shell beginning its journey near the coast. Perhaps one person exchanged it with another community. Later, someone traded it again. Slowly, the shell might have traveled from one place to another until it eventually arrived at Poverty Point.

[38] No one could ask the original travelers exactly what had happened, but the artifacts could still communicate information.

[39] Emsy closed her notebook and looked once more at the quiet shell behind the glass.

[40] When she had first seen it, she thought it was simply a pretty object in the wrong place.

[41] Now she understood something different.

[42] Artifacts were clues. Maps were clues. Rivers were clues. Even distance could become evidence.

[43] And sometimes, Emsy realized, the smallest object could reveal an enormous story about how people traveled, traded, solved problems, and connected with one another long ago.

[44] Mystery solved.

From PREPARE, Module 2, "The Mystery of the Traveling Shell," paragraphs [37] to [44].

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 way the writer uses craft.
- ☐ Sentence 2 copies a strong quote from the passage in quotation marks.
- ☐ Test the detail: does the quote fit the question and support my thesis (central idea)?
- ☐ Sentence 3 explains in my own words.

Acceptable example

The writer helps readers picture the shell's journey by showing it through Emsy's imagination, one step at a time. The passage states, "For a moment, Emsy pictured the shell beginning its journey near the coast." This shows the writer putting the journey inside Emsy's mind, so readers can picture it too and feel the discovery come alive.

Improve: Does your explanation tell how the craft makes readers feel the moment? Add one word about what readers picture.

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. "Emsy closed her notebook and looked once more at the quiet shell behind the glass."
- B. "For a moment, Emsy pictured the shell beginning its journey near the coast."
- C. "Slowly, the shell might have traveled from one place to another until it eventually arrived at Poverty Point."

Frame: The writer helps readers picture the shell's journey by _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Add a second quote from a different paragraph and explain how both quotes show the writer's craft.

✂ 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 how purposeful craft makes a reader experience a story and prove it with a quote from the text.

Question: How does the writer help readers picture the shell's journey?

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

How does the writer help readers picture the shell's journey?

Acceptable response

The writer helps readers picture the shell's journey by showing it through Emsy's imagination, one step at a time. The passage states, "For a moment, Emsy pictured the shell beginning its journey near the coast." This shows the writer putting the journey inside Emsy's mind, so readers can picture it too and feel the discovery come alive.

Evidence choices on the Help card

Choice	Why
A. "Emsy closed her notebook and looked once more at the quiet shell behind the glass."	Weak. True but does not answer HOW. It tells what Emsy did at the end, not how the writer shows the journey.
B. "For a moment, Emsy pictured the shell beginning its journey near the coast."	Strong. Strong. The craft puts the journey inside Emsy's mind, so readers picture it too and feel the story happen.
C. "Slowly, the shell might have traveled from one place to another until it eventually arrived at Poverty Point."	Strong. Strong. The slow, step by step wording lets readers follow the long journey and experience the discovery.

Common misunderstandings to watch

- Retelling what Emsy did 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) tells how craft makes readers experience the story	
Evidence is a strong quote from the passage	
Explanation in own words	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 3, PREPARE
Module connection	Module 3: Plan the Path Before the Draft
Station area	Writing Process

Exact TEKS practiced (TEA wording)

3.11A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
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The one writing move: plan for a named audience and purpose.

Prerequisite instruction

Module 3 planning with the Genre and Planning Route Chart, and the cluster strategy note that planning tools are thinking tools.

Where it lives

Grade 3 PREPARE Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 3, "The Recess Question," paragraphs [80] to [84].

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

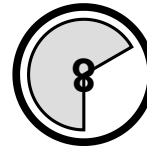
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- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

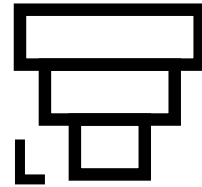
A revised plan sentence that names a clear audience and purpose, plus one sentence explaining the choice.

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

8 MINUTES



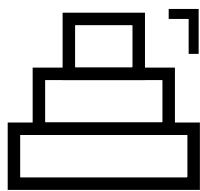
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

My goal: I can plan a first draft by naming the audience and the purpose before I write.

1. Read the practice draft about our class and recess.
2. Read the passage card about how the class shared ideas.
3. Rewrite sentence 1 to name the audience and purpose.
4. Tell why your audience and purpose fit the topic.

Required: one revised plan sentence that names the audience and purpose, plus one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Plan the Route Before the Draft

Shape It! asks: Who is this for, and what should it do?

Confirm the Genre, Then Test the Detail: the genre, topic, purpose, and audience must all match.

Name the Writing Job before you draft, using the Genre and Planning Route Chart.

Vague plan	I will write about recess.
Clear plan	I will write for our principal to explain how our class listened to every point of view.

Strategy note: planning tools are thinking tools. The plan names the job before the draft.

Practice Text: Station 3**Practice draft: needs one improvement****Our Class and Recess**

- (1) I will write about our class and recess.
- (2) Our class talked about whether recess should be longer.
- (3) Mrs. Green said a good decision needs information first.
- (4) We listed advantages and disadvantages and listened to every point of view.

Sentence 1 states the topic but does not name who will read the writing or what the writing should do.

The Recess Question

- [80] Then Lily raised her hand.
- [81] "What if we could have another short movement break instead of making recess a lot longer?"
- [82] Mrs. Green smiled. "That is exactly why we have a third column."
- [83] Beth liked Lily's idea.
- [84] Mrs. Green added it to Another Solution.

From PREPARE, Module 3, "The Recess Question," paragraphs [80] to [84].

Check and Improve: Station 3

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

- ☐ My new sentence names who will read the writing.
- ☐ My new sentence tells what the writing should do.
- ☐ The audience and purpose match the topic of recess.
- ☐ I wrote one reason my plan fits the topic.

Acceptable example

I will write for our principal to explain how our class gathered information and listened to every point of view before deciding about recess.

Reason: Now the plan names a real audience and a clear purpose, so the route matches the topic.

Improve: Read your plan sentence again. Does it name both who will read the writing and what the writing should do?

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: I will write for _____ to _____. Pick an audience from our class or school.

✂ cut

Stretch Card: Station 3 (optional)

Add one more planning sentence that names the genre, and explain how it fits the audience and purpose.

✂ 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 plan a first draft by naming the audience and the purpose before I write.

Revise. Write sentence 1 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

3.11A: plan for a named audience and purpose. One move only. This is not an editing task.

Acceptable revisions

- I will write for our principal to explain how our class gathered information and listened to every point of view before deciding about recess.
- I will write for our class to explain how we listened to every point of view before deciding about recess.
- I will write for families to tell how our class gathered information before voting.
- A plan sentence that names a class or school audience and an explaining purpose, even if the wording differs.

Common misunderstandings to watch

- Naming an audience but no purpose, such as I will write for my teacher.
- Picking an audience that does not fit the topic, such as writing for a baby.
- Rewriting the whole draft instead of one plan sentence.

Observation notes

Look for	Notes
Plan sentence names a clear audience	
Plan sentence names a clear purpose	
Reason links the audience and purpose to the topic	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 3, PREPARE
Module connection	Module 4: Choose, Justify, Draft, Revise, and Share
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

3.12A	compose literary texts, including personal narratives and poetry, using genre characteristics and craft
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Prerequisite instruction

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

Where it lives

Grade 3 PREPARE Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 4, "The Recess Question," paragraphs [99] to [105].

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

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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

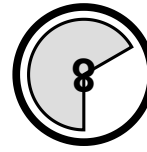
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled narrative moment: a short personal narrative with characters, a setting, events in order, and a thought or feeling.

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 name the writing job, choose the narrative genre, and write a short narrative moment with genre characteristics.

1. Read the job box and the small model.
2. Read about Beth and how she changed her mind.
3. Plan your moment: who, where, what, and feeling.
4. Write your narrative moment on the lines.

Required: a title, a setting with characters, events in order, and one thought or feeling.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A narrative moment has:

Characters	who is in the moment
Setting	where and when it happens
Order of events	what happens first, next, and last
Thoughts and feelings	what the writer thinks and feels
Craft	vivid verbs and details that show the moment

TRAILS is my roadmap for narrative writing. Each letter reminds me to develop one part of the experience.

Job Box, Model, and Source Card: Station 4

Topic: A small moment when I changed my mind after hearing a classmate

Purpose: to entertain and to help readers feel the moment **Audience:** third-grade readers in another class

Small model (different topic)

Title: The Puddle Path

Setting and characters: My friends and I stood at the playground gate after the rain.

What happened: I wanted to run to the swings, but Mia pointed at the big puddle.

Thoughts and feelings: I felt upset until I saw the puddle was too deep to cross.

Ending line: We took the long way together and still got there in time.

The Recess Question

[99] Beth looked at the three choices.

[100] At first, she had been certain that longer recess was the only good answer.

[101] Now she was not so sure.

[102] She thought about running and jumping.

[103] She thought about Lily's smile.

[104] She thought about all the things they needed to learn during the school day.

[105] Then Beth made her choice.

From PREPARE, Module 4, "The Recess Question," paragraphs [99] to [105].

Check and Improve: Station 4

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

- ☐ My title names my moment.
- ☐ I tell who, where, and what happened.
- ☐ My events are in order from first to last.
- ☐ I share a thought or feeling in the moment.
- ☐ My ending line tells what I learned.

Acceptable example

Two Good Choices

Last week our class talked about a new class pet. I wanted a fish right away. Then Nia told us why a hamster is a good choice. At first I felt sure. Then I thought about both. Both choices could work. I picked the one I thought was best, and I felt calm about it.

Improve: Confirm the Genre, Then Test the Detail. Does each detail help readers feel your moment?

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: Genre and Planning Route Chart: use this frame. I was at _____ when _____. I thought _____. Then I decided _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one line of dialogue between your character and another person in the moment.

✂ 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 name the writing job, choose the narrative genre, and write a short narrative moment with genre characteristics.

Title

Setting and characters

What happened (action)

Thoughts and feelings

Ending line

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 narrative moment is a short personal narrative with genre characteristics (characters, setting, ordered events, and thoughts or feelings). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- I learned that more than one choice can be a good choice.
- A problem can have more than one good answer.
- Listening to a classmate helped me see a new choice.

Details to accept

- Characters and setting told in the first line.
- Events told in order, from first to last.
- A thought or feeling shown in the moment.
- An ending line that tells what the writer learned.

Common misunderstandings to watch

- A list of events with no thoughts or feelings.
- Copying sentences from the excerpt.
- A story with no clear moment or ending line.

Observation notes

Look for	Notes
Clear moment	
Genre characteristics	
Events in order	
Own words	

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix the spelling of high-frequency words in my sentences.

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 how purposeful craft makes a reader experience a story and prove it with a quote from the text.

Question: How does the writer help readers picture the shell's journey?

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 plan a first draft by naming the audience and the purpose before I write.

Revise. Write sentence 1 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 name the writing job, choose the narrative genre, and write a short narrative moment with genre characteristics.

Title

Setting and characters

What happened (action)

Thoughts and feelings

Ending line

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! 3.11A	St. 4: Create It! 3.12A	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	