

STUDENT STATION BOOK

Station Book: Create It!

Writing Genres Stations

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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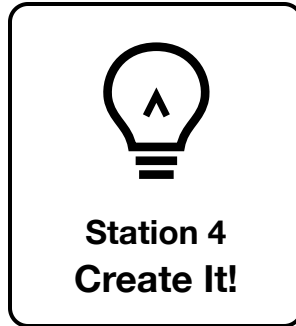
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Writing Genres Stations

Station 4: Create It! • Grade 3



PREPARE and Clusters 1 to 8. Pull the section for your current cluster; the other three books hold the matching stations.

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Each cluster section has 8 pages: setup guide, sign, task and Remember cards, text card, Check and Improve card, Help/Stretch/Reset cards, student response page, and teacher answer and observation guide.

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 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)

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

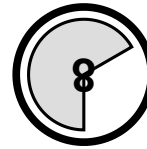
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled 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	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 3, Cluster 1
Module connection	Module 4: Explaining Evidence / Build the Full SCR Ladder
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
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Prerequisite instruction

Module 4 full SCR Ladder work with a clear thesis (central idea), and this cluster's informational passages.

Where it lives

Grade 3 Cluster 1 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 4, "Life Along the Nile River," paragraphs [7] to [9].

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

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

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

Preparation

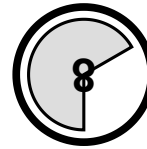
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card: one central idea sentence and two supporting facts in the student's own words.

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea.

1. Read the job box and the small model.
2. Read the fact card.
3. Write a title and a central idea sentence.
4. Add two facts in your own words that support it.

Required: a title, a central idea sentence, and two facts.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How the Nile River helped families in ancient Egypt

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

Small model (different topic)

Title: Plymouth's Helpful Harbor

Central idea: The harbor at Plymouth helped the Pilgrims start their colony.

Fact: Ships could stay safe in the calm water.

Fact: The settlers could unload food and tools from their ship.

Life Along the Nile River

[7] Farmers planted crops such as wheat and barley in the rich soil near the Nile. They also grew vegetables, fruits, and flax. Flax was used to make cloth and clothing.

[8] The Nile also supplied water for drinking, cooking, and farming. Families depended on the river every day.

[9] Fishing became another important activity along the Nile. Fishermen used nets and boats to catch fish from the river. Fish provided food for many families.

From Cluster 1, Module 4, "Life Along the Nile River," paragraphs [7] to [9].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea sentence tells how the Nile helped families.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example

The Nile Fed Families

The Nile River helped families in ancient Egypt have food and water. Farmers grew wheat, barley, and vegetables in the rich soil by the river. Fishermen caught fish with nets from boats, so many families had food to eat.

Improve: Does each fact prove your central idea? Change or remove one that does not.

Help Card: Station 4

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

Same goal, more support: Use this frame: The Nile River helped families by _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Draw a small labeled sketch for your card. Each label must name a fact from your writing.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- The Nile River helped families in ancient Egypt get food and water.
- Families in ancient Egypt depended on the Nile every day.
- The Nile gave families many ways to get what they needed.

Details to accept

- Farmers grew wheat, barley, vegetables, fruits, and flax in rich soil.
- Flax was made into cloth and clothing.
- The river gave water for drinking, cooking, and farming.
- Fishermen used nets and boats to catch fish for food.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 3, Cluster 2
Module connection	Module 4: Evidence (The Second Branch of the Tree)
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
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Prerequisite instruction

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

Where it lives

Grade 3 Cluster 2 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 4, "Laura Ingalls Wilder," paragraphs [21], [23].

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

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

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

Preparation

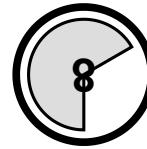
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card: one central idea sentence and two supporting facts in the student's own words.

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea and facts that prove it.

1. Read the job box and the small model.
2. Read the three fact card paragraphs.
3. Write a title and one central idea sentence.
4. Add two facts from the text in your own words.

Required: a title, a central idea sentence, and two facts.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How Laura Ingalls Wilder's books help readers picture the past

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

Small model (different topic)

Title: Our Photo Album Tells a Story

Central idea: A family photo album can tell the story of a family.

Fact: Each photo shows a moment that really happened.

Fact: The pictures help us remember people and places from long ago.

Laura Ingalls Wilder

[21] Teachers often used Laura's books to help students learn about American history. The stories provided details about daily life that were not always included in textbooks. Students could better understand what it was like to travel by wagon, attend a one-room school, or live without modern technology.

[23] Laura's storytelling was special because she helped readers picture the past. People could imagine the wide prairie, the small cabins, the fields of crops, and the busy days filled with chores. Her descriptions helped bring history to life.

From Cluster 2, Module 4, "Laura Ingalls Wilder," paragraphs [21], [23].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea sentence tells how her books help readers.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example**Laura's Books Bring History to Life**

The Little House books help readers picture life long ago. Laura wrote about wide prairies, small cabins, and busy days full of chores. Her stories give details about daily life that textbooks often leave out.

Improve: Does each fact prove your central idea? Use Relevant or Irrelevant? and change or remove one that does not.

Help Card: Station 4

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

Same goal, more support: Use this frame: Laura's books help readers by _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Draw a small labeled sketch for your card. Each label must name a fact from your writing.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea and facts that prove it.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Laura's books help readers picture life long ago.
- Laura's stories help readers understand history.
- Laura's writing brings the past to life for readers.

Details to accept

- She wrote about wide prairies, small cabins, and busy days full of chores.
- Her books give details about daily life that textbooks often leave out.
- Readers can imagine traveling by wagon or attending a one-room school.
- Her descriptions help readers see the fields of crops and the small cabins.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 3, Cluster 3
Module connection	Module 4: Matching Reasons, Evidence, and Explanations
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

3.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
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Prerequisite instruction

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

Where it lives

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

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

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

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

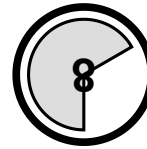
Preparation

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

Expected student product

A titled information card: one central idea sentence and two supporting facts in the student's own words.

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



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea.

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How Louis Pasteur's discovery helps protect people today

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

Small model (different topic)

Title: Clean Hands Help Us Stay Well

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

Fact: Soap and water remove germs from our hands.

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

The Lunchroom Discoveries (Drama)

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

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

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

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

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea sentence tells how Pasteur helps people.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example**Pasteur Made Food Safer**

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

Improve: Does each fact prove your central idea? Change or remove one that does not.

Help Card: Station 4

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

Same goal, more support: Use this frame: Louis Pasteur helped people by _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Draw a small labeled sketch for your card. Each label must name a fact from your writing.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

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

Details to accept

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

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	

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
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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.

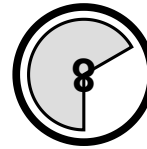
Preparation

- 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.

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 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	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 3, Cluster 5
Module connection	Module 4: Color-Coding the Full ECR Paper
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
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Prerequisite instruction

Module 4 full ECR paper color-coding work, and this cluster's passages about Henry Ford and Sam Walton.

Where it lives

Grade 3 Cluster 5 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 4, "Henry Ford: Visionary of Travel," paragraphs [11] to [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

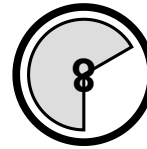
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card: one central idea sentence 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 clear central idea and two facts.

1. Read the fact card and the small model.
2. Write a title and one central idea sentence.
3. Add two facts in your own words.
4. Color each sentence to show its job.

Required: a title, a central idea sentence, and two facts.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How Henry Ford helped everyday families travel more easily

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

Small model (different topic)

Title: Sam Walton's Lower Prices

Central idea: Sam Walton helped everyday families save money by selling products at lower prices.

Fact: He started a small store in a town in Arkansas.

Fact: His store sold many products that families needed.

Henry Ford: Visionary of Travel

[11] A few years later, Henry Ford introduced the Model T. This automobile became one of the most important vehicles in American history. The Model T was strong, simple, and much more affordable than many other automobiles. It was designed for ordinary families rather than just wealthy buyers.

[12] The Model T quickly became popular. Families who had never owned a car before were finally able to purchase one. People who once depended entirely on horses and wagons now had another option for transportation. For many families, owning a car changed daily life.

[13] Automobiles gave people more freedom to travel. Families could visit relatives who lived farther away. Trips that once required many hours could often be completed much more quickly. Traveling to stores, schools, churches, and community events became easier. Farmers could transport supplies and products more efficiently. Workers could travel greater distances to reach their jobs.

From Cluster 5, Module 4, "Henry Ford: Visionary of Travel," paragraphs [11] to [13].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea sentence tells how Henry Ford helped families travel.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example**Henry Ford Made Travel Easier**

Henry Ford helped everyday families travel more easily. He introduced the Model T, a car that was strong and much cheaper than other cars. Families who once used only horses and wagons could finally buy a car. The car let them visit faraway relatives and reach stores and schools more quickly.

Improve: Does each fact prove your central idea? Change or remove one that does not.

Help Card: Station 4

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

Same goal, more support: Use this frame: Henry Ford helped families by _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Draw a small labeled sketch for your card. Each label must name a fact from your writing.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea and two facts.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Henry Ford helped everyday families travel more easily.
- Henry Ford made cars that ordinary families could buy.
- The Model T gave families a new way to travel.

Details to accept

- The Model T was strong, simple, and much more affordable than other cars.
- Families who once used only horses and wagons could buy a car.
- Automobiles let families visit faraway relatives.
- Trips took much less time by car.
- Families could reach stores, schools, and churches more easily.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 3, Cluster 6
Module connection	Module 4: Argumentative Correspondence: The Persuasive Letter
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

3.12C	compose argumentative texts, including opinion essays, using genre characteristics and craft
--------------	--

Prerequisite instruction

Module 4 full persuasive letter work with a clear thesis (central idea), and this cluster's argumentative texts.

Where it lives

Grade 3 Cluster 6 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 4, "The Good Citizen," paragraphs [44] to [46].

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

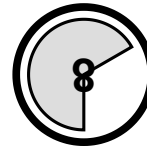
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A short opinion card for one reader: a greeting, one thesis (central idea), two reasons, and a closing.

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 opinion card that gives my thesis (central idea) and reasons to one reader.

1. Read the job box and the small model.
2. Read the idea card about Maya and Rusty.
3. Write a greeting, your thesis (central idea), and two reasons.
4. Write a closing that asks your reader to act.

Required: a greeting, one thesis (central idea), two reasons, and a closing.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A persuasive letter has:

Greeting	names the reader
SET introduction	opens my letter and states my opinion
TREES body	gives my reasons, one at a time
RRR conclusion	restates my thesis (central idea)
Closing	ends my letter

A persuasive letter carries my argument to one specific reader.

Job Box, Model, and Source Card: Station 4

Topic: Whether Maya should go back to the shelter to feed Rusty

Purpose: to persuade **Audience:** a friend who thinks Maya should have stayed at the park

Small model (different topic)

Greeting: Dear Principal Lee,

Opinion and thesis (central idea): Our class should clean the playground every Friday.

Reason 1: A clean playground keeps students safe from trash.

Reason 2: We can share the work and finish in minutes.

Closing: Thank you for thinking about our idea. Sincerely, Room 12

The Good Citizen

[44] Rusty had been depending on her.

[45] He trusted her to take care of him.

[46] Now he was sitting at the shelter with an empty food bowl because she had been in too much of a hurry.

From Cluster 6, Module 4, "The Good Citizen," paragraphs [44] to [46].

Check and Improve: Station 4

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

- ☐ My greeting names my reader.
- ☐ My thesis (central idea) says what I think.
- ☐ I give two reasons for my thesis (central idea).
- ☐ I end with a closing and my name.

Acceptable example

Dear Sam,

Dear Sam, Maya should go back to the shelter to feed Rusty. Rusty had been depending on her, and he trusted her to take care of him. He was sitting with an empty food bowl because she had been in a hurry. Your friend, Lee

Improve: Does each reason support your thesis (central idea)? Change or remove one that does not.

Help Card: Station 4

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

Same goal, more support: Use this frame: I think Maya should _____ because _____.
One reason is _____. Another reason is _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one more reason from the idea card. Show how it proves your thesis (central idea).

✂ 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 opinion card that gives my thesis (central idea) and reasons to one reader.

Greeting

Opinion and thesis (central idea)

Reason 1

Reason 2

Closing

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 argumentative text with genre characteristics (greeting, opinion and thesis (central idea), reasons, closing). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Maya should go back to feed Rusty.
- Maya needs to return to the shelter.
- Maya should fix her mistake and feed Rusty.

Details to accept

- Rusty was depending on Maya to feed him.
- Rusty trusted Maya to take care of him.
- Rusty had an empty food bowl because Maya was in a hurry.

Common misunderstandings to watch

- A greeting only, with no thesis (central idea) or reasons.
- Reasons that do not support the thesis (central idea).
- Copying whole sentences from the idea card.

Observation notes

Look for	Notes
Clear thesis (central idea)	
Two reasons	
Words for one reader	
Greeting and closing	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 3, Cluster 7
Module connection	Module 4: Meaning and Significance: Bringing All of LEAVES Together
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

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

Prerequisite instruction

Module 4 LEAVES Poetry Framework work with a clear thesis (central idea), and this cluster's poetry passages.

Where it lives

Grade 3 Cluster 7 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 4, "A Dream Can Grow," paragraphs [41], [42], [45].

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

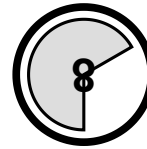
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled poem of four or more lines that uses images and sounds to share what one experience means.

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 poem that turns one experience into something a reader can feel.

1. Read the job box and the small model.
2. Read the poem lines about the dream.
3. Write a title and four lines about your memory.
4. Add one image or sound that shows meaning.

Required: a title and four or more lines that show one experience and what it means.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A poem has:

Title	names the poem
Lines	short rows of words that show one experience
Images	words that help me see it
Sounds	words that help me hear it

A poem shows a feeling. It does not just tell it.

Job Box, Model, and Source Card: Station 4

Topic: Turning one small memory into a poem that others can feel

Purpose: to share a feeling **Audience:** readers at our class poetry share

Small model (different topic)

Title: The Light in Grandma's Kitchen

Line 1: Grandma's kitchen hums at dawn,

Line 2: With flour dusting the wooden board.

Line 3: Her hands turn dough the way she taught,

Line 4: And I learn warmth is something shared.

A Dream Can Grow

[41] The dream traveled. The dream grew.

[42] It moved from him to me and you.

[45] It traveled home through stories told,

From Cluster 7, Module 4, "A Dream Can Grow," paragraphs [41], [42], [45].

Check and Improve: Station 4

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

- ☐ My title names my poem.
- ☐ My poem shows one experience.
- ☐ I used words that help a reader see or hear.
- ☐ My poem shows what the experience means.

Acceptable example

The Yellow Kite

I held the string, the wind blew strong, My father's laugh stayed in my chest. The kite
rose up and pulled away, Then taught me how to let things rest.

Improve: Read your poem out loud. Does one line show what your memory means? If not, add or change that line.

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 saw _____. I felt _____. Now I know _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one line that repeats a word or sound on purpose. Tell why you chose it.

✂ 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 poem that turns one experience into something a reader can feel.

Title

Line 1 (my words)

Line 2 (my words)

Line 3 (my words)

Line 4 (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 short poem with genre characteristics (title, short lines, images, and sounds) that shares one experience. It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- A poem that shows one experience and what it means.
- A poem with a title and short lines.
- A poem that uses words to help a reader see or hear.

Details to accept

- Lines about one memory or moment.
- An image such as light, rain, or a sound.
- A line that shows a feeling.
- Words that repeat a sound on purpose.

Common misunderstandings to watch

- A list of sentences with no images or feelings.
- Lines that tell a story with no meaning.
- A title only, with no poem below it.

Observation notes

Look for	Notes
Title	
Short poem lines	
Images or sounds	
A meaning a reader can feel	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 3, Cluster 8
Module connection	Module 4: TRANSFER: One Paper, One Proof, One Community
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
3.13C	identify and gather relevant information from a variety of sources

Prerequisite instruction

Module 4 work with a clear thesis (central idea), the NOTICE-QUESTION-ACT-IMPACT Chain, and this cluster's informational passages.

Where it lives

Grade 3 Cluster 8 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 3, "What Helps a Community Grow?," 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

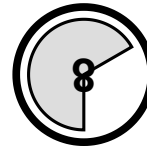
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card: one central idea sentence and two facts in the student's own words, each named with its source paragraph.

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea and facts from a source.

1. Read the job box and the small model.
2. Read the source card and find two facts.
3. Write a title and a central idea sentence.
4. Add two facts in your own words and name the paragraph.

Required: a title, a central idea sentence, and two facts with their paragraph numbers.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words
Source	the paragraph number where each fact came from

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: What helps a community grow

Purpose: to inform **Audience:** visitors at our class research fair

Small model (different topic)

Title: A Park Cleanup That Helped a Town

Central idea: One park cleanup made a town stronger for everyone.

Fact: A neighbor noticed trash and broken benches in the park.

Fact: Many people worked together to fix the benches and plant flowers.

What Helps a Community Grow?

[2] People need water for drinking, cooking, farming, and caring for animals. Rivers can also help people travel. Ancient Egyptians built many communities near the Nile River. The Nile provided water and fish. Floodwaters also left behind fertile soil that helped farmers grow crops.

[3] People often use resources found in their environment. Forests can provide wood for homes and fires. Rich soil can help farmers grow food. Rivers can provide water and transportation. People sometimes change the way they live depending on the resources around them. What If Something Is Missing? No community has every resource it needs. When a resource is scarce, people may trade with another community. At Poverty Point, archaeologists discovered seashells and other materials that came from faraway places. These objects are evidence that people traveled and traded with other groups.

[4] A good location is helpful, but people make communities work. People build homes, grow food, create rules, solve problems, start businesses, invent useful things, and help their neighbors. Even small actions can improve a community.

From Cluster 8, Module 3, "What Helps a Community Grow?," paragraphs [2] to [4].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea tells what helps a community grow.
- ☐ I have two facts from the source card.
- ☐ I wrote the paragraph number for each fact.

Acceptable example

Water and People Help Communities Grow

Communities grow when they have resources and people who use them well. People need water for drinking, cooking, and farming (paragraph [2]). People also build homes, grow food, and help their neighbors (paragraph [4]).

Improve: Does each fact prove your central idea? Change one that does not.

Help Card: Station 4

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

Same goal, more support: Use this frame: People help a community grow strong by _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Add a small labeled sketch for your card. Each label must name a fact from your writing.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea and facts from a source.

Title

Central idea

Fact 1 (my words) and paragraph

Fact 2 (my words) and paragraph

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Communities grow when they have resources and people who work together.
- Water, resources, and people help a community grow.
- A good place and helpful people make a community strong.

Details to accept

- People need water for drinking, cooking, farming, and animals [2].
- The Nile gave water, fish, and rich soil [2].
- Forests give wood; soil helps grow food [3].
- Communities trade when a resource is scarce [3].
- People build homes, create rules, and help neighbors [4].

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the source card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Named source paragraph	
Own words	