

STUDENT MATERIALS

Print All Four Stations

Cluster 1

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

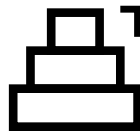
Grade 3 • Cluster 1



Station 1
Correct It!



Station 2
Prove It!



Station 3
Shape It!



Station 4
Create It!

Four independent eight-minute stations. Same simple routine. Content from Cluster 1.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 1: Shaping the Prompt	3.11D(i)
2. Prove It!	Responding with Evidence	Module 2: Writing a Thesis (central idea)	3.7B, 3.7C
3. Shape It!	Writing Process	Module 3: Understanding and Selecting Strong Evidence	3.11C
4. Create It!	Writing Genres	Module 4: Explaining Evidence / Build the Full SCR Ladder	3.12B

Contents

Print List and Copy Counts	3
Station 1: Correct It! (3.11D(ii))	4
Station Sign	4
Task Card and Remember Card	5
Passage or Practice Text Card	6
Check and Improve Card	7
Help, Stretch, and Reset Cards	8
Station 2: Prove It! (3.7B, 3.7C)	9
Station Sign	9
Task Card and Remember Card	10
Passage or Practice Text Card	11
Check and Improve Card	12
Help, Stretch, and Reset Cards	13
Station 3: Shape It! (3.11C)	14
Station Sign	14
Task Card and Remember Card	15
Passage or Practice Text Card	16
Check and Improve Card	17
Help, Stretch, and Reset Cards	18
Station 4: Create It! (3.12B)	19
Station Sign	19
Task Card and Remember Card	20
Passage or Practice Text Card	21
Check and Improve Card	22
Help, Stretch, and Reset Cards	23
Student Response Booklet (4 pages, one per station)	24
Teacher Tracking Page	28

Print All Four Stations: Grade 3, Cluster 1

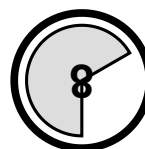
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

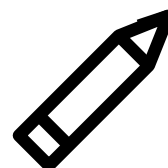
Station 1: Correct It!	Conventions	3.11D(i)
Station 2: Prove It!	Responding with Evidence	3.7B, 3.7C
Station 3: Shape It!	Writing Process	3.11C
Station 4: Create It!	Writing Genres	3.12B

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

8 MINUTES



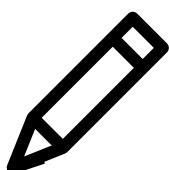
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

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

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

**Station 1: CORRECT IT! Task Card**

My goal: I can fix sentences so the subject and the verb agree.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the subject (SUN) and the verb (RAINDROP) in each sentence.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**SUN**

Subject: who or what the sentence is about

RAINDROP

Verb: the action

The SUN and the RAINDROP must agree.

One subject	The harbor keeps ...	verb often ends in -s
More than one	The Pilgrims explore ...	no -s

Practice Text: Station 1

Practice draft: contains errors

A Good Place to Settle

- (1) The Pilgrims explores the land near Plymouth.
- (2) Tall trees grow in the nearby forests.
- (3) The harbor keep the ship safe.
- (4) Each family need a shelter before winter.

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 Pilgrims Chose Plymouth, paragraph [2]):

"The Pilgrims explored the land and found an area called Plymouth."

Pilgrims (plural subject) matches the verbs explored and found.

The Pilgrims Chose Plymouth

[2] The Pilgrims explored the land and found an area called Plymouth. Nearby were forests filled with tall trees that could be used to build homes and ships. There was also fresh water and land where crops could be planted. The harbor made it possible for their ship to anchor safely.

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 Pilgrims explore the land near Plymouth.	Pilgrims is more than one, so the verb has no -s.
(2)	Tall trees grow in the nearby forests.	Already correct: trees (more than one) matches grow.
(3)	The harbor keeps the ship safe.	Harbor is one thing, so the verb ends in -s.
(4)	Each family needs a shelter before winter.	Each family is one family, so the verb ends in -s.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if the subject is one or more than one.

Help Card: Station 1

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

Same goal, more support: Work on sentence (1) first. Point to the SUN, then the RAINDROP. Say: One subject or more than one?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about Plymouth: one with a subject that is one thing and one with a subject that is more than one. Underline each verb.

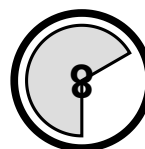
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Reset Directions: Station 1

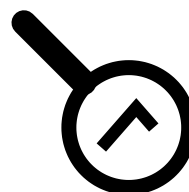
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

**Station 2: PROVE IT! Task Card**

My goal: I can answer a question and prove my answer with a detail from the text.

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**The SCR Ladder (exactly three sentences)**

1. Thesis (central idea)	Answers the exact question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).

Clue word WHY = give a reason.

Passage Card: Station 2**My question:** Why did ancient Egyptians depend on the Nile River?**Life Along the Nile River**

[2] Running through the desert was the Nile River, a long river that flowed from south to north. Each year, the river would rise and spill over its banks. When the floodwaters went back down, they left behind dark, rich soil that was good for growing plants.

[3] The yearly floods were very important to the people of ancient Egypt. Without the Nile River, farmers would not have been able to grow enough food. The rich soil near the river helped crops grow well during the farming season.

[4] Farmers planted crops such as wheat and barley in the soil left by the floodwaters. They also grew vegetables and fruits near the riverbanks. The Nile provided water for drinking, cooking, and farming.

From Cluster 1, Module 2, "Life Along the Nile River," paragraphs [2] to [4].

Check and Improve: Station 2

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

Checklist

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

Acceptable example

Ancient Egyptians depended on the Nile River because it gave them the water they needed to live and grow food. The passage states, "The Nile provided water for drinking, cooking, and farming." This shows that people used the river for almost everything, so life in the dry desert depended on it.

Improve: Does your explanation use your own words? Add one word that tells why the detail matters.

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. "Running through the desert was the Nile River, a long river that flowed from south to north."

B. "Without the Nile River, farmers would not have been able to grow enough food."

C. "The Nile provided water for drinking, cooking, and farming."

Frame: Ancient Egyptians depended on the Nile River because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

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

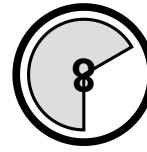
✂ cut

Reset Directions: Station 2

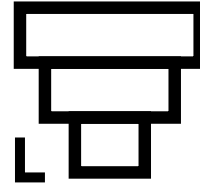
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



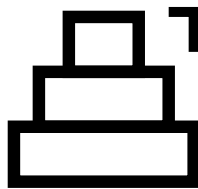
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

My goal: I can revise a draft by adding one detail that makes it clearer.

1. Read the practice draft. Sentence 2 is too general.
2. Read the passage card. Find a detail that shows how the land helped.
3. Rewrite sentence 2 with that detail added.
4. Tell why your change makes the draft clearer.

Required: one revised sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Revise by ADDING

Correct It! asks: Is it written correctly? Shape It! asks: How can the idea be clearer?

A general sentence says good or helpful. A clear sentence shows how with a detail.

General	The weather was bad.
Clearer	Snow and freezing temperatures covered the land.

CSI: the detail Connects and Supports.

Practice Text: Station 3**Practice draft: needs one improvement****Why Plymouth?**

- (1) The Pilgrims chose Plymouth because it had what they needed.
- (2) The land around Plymouth was helpful.
- (3) Soon, Plymouth became the place where they built their colony.

Sentence 2 is too general. What made the land helpful?

The Pilgrims Chose Plymouth

- [6]** Small groups explored the land looking for fresh water, forests, and safe harbors. Eventually, they found an area called Plymouth. Nearby forests provided wood for homes, fires, and tools. The land also had rich soil where crops could be planted.
- [7]** The harbor at Plymouth made it possible for ships to anchor safely. Settlers unloaded tools, food, and supplies from the Mayflower. These supplies helped the colony survive during the first months.

From Cluster 1, Module 3, "The Pilgrims Chose Plymouth," paragraphs [6], [7].

Check and Improve: Station 3

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

- ☐ My new sentence tells how the land helped.
- ☐ My detail comes from the passage card.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my change makes it clearer.

Acceptable example

The land around Plymouth was helpful because nearby forests gave the Pilgrims wood for homes, fires, and tools.

Reason: Now the reader knows how the land helped, not just that it was helpful.

Improve: Read your whole draft in your head. Does every sentence stay on the topic of why Plymouth was chosen?

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: The land around Plymouth was helpful because _____. Look only at the first paragraph on the card first.

✂ cut

Stretch Card: Station 3 (optional)

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

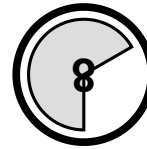
✂ cut

Reset Directions: Station 3

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

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 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so the subject and the verb agree.

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

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

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

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can answer a question and prove my answer with a detail from the text.

Question: Why did ancient Egyptians depend on the Nile River?

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 revise a draft by adding one detail that makes it clearer.

Revise. Write sentence 2 again with your one change.

Why is it clearer now?

Stretch (optional):

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

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

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Stretch (optional):

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

Teacher Tracking Page

I = worked independently. S = used support (Help card, frame, or adult). Finished, checked, and mastered are different observations. Copy a second page for larger classes.

Student	St. 1: Correct It! 3.11D(i)	St. 2: Prove It! 3.7B, 3.7C	St. 3: Shape It! 3.11C	St. 4: Create It! 3.12B	One point to revisit
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
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