

TEACHER GUIDE

Station Rotation Day

Cluster 1

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

THE WRITING ACADEMY®, LLC

© 2026 The Writing Academy®, LLC

All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

The Writing Academy®, LLC

Station Rotation Day

Grade 3 • Cluster 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

How Station Rotation Day Works	3
Station 1: Correct It! (Conventions, 3.11D(i), Module 1)	4
Teacher Setup Guide	4
Station Sign	5
Task Card and Remember Card	6
Passage or Practice Text Card	7
Check and Improve Card	8
Help, Stretch, and Reset Cards	9
Student Response Page	10
Teacher Answer and Observation Guide	11
Station 2: Prove It! (Responding with Evidence, 3.7B, 3.7C, Module 2)	12
Teacher Setup Guide	12
Station Sign	13
Task Card and Remember Card	14
Passage or Practice Text Card	15
Check and Improve Card	16
Help, Stretch, and Reset Cards	17
Student Response Page	18
Teacher Answer and Observation Guide	19
Station 3: Shape It! (Writing Process, 3.11C, Module 3)	20
Teacher Setup Guide	20
Station Sign	21
Task Card and Remember Card	22
Passage or Practice Text Card	23
Check and Improve Card	24
Help, Stretch, and Reset Cards	25
Student Response Page	26
Teacher Answer and Observation Guide	27
Station 4: Create It! (Writing Genres, 3.12B, Module 4)	28
Teacher Setup Guide	28
Station Sign	29
Task Card and Remember Card	30
Passage or Practice Text Card	31
Check and Improve Card	32
Help, Stretch, and Reset Cards	33
Student Response Page	34
Teacher Answer and Observation Guide	35
Student Response Booklet (4 pages, one per station)	36
Teacher Tracking Page	40

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

How Station Rotation Day Works

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

The 38-minute day

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

Inside every 8-minute station

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

Rotation map (four groups)

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

Rules that make independence possible

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

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

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 3, Cluster 1
Module connection	Module 1: Shaping the Prompt
Station area	Conventions

Exact TEKS practiced (TEA wording)

3.11D(i)	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement
-----------------	---

Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, Cluster 1, SHEET 5 of 36, Subject-Verb Agreement (deck label (11)(D)(i); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 1, Day 5 editing check, and the Editing Standards Sweep Teaching Deck sheet named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 3 Cluster 1 Teacher Guide (B&W), Module 1; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 1, "The Pilgrims Chose Plymouth," paragraph [2].

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

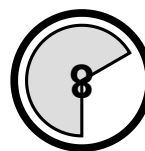
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

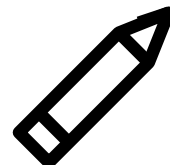
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



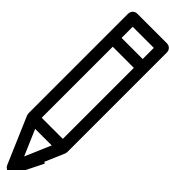
Correct It!



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 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.

✂ 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 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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) The Pilgrims explore the land near Plymouth. (3) The harbor keeps the ship safe. (4) Each family needs a shelter before winter. Sentence (2) is correct and should not be changed.

Convention: Subject-Verb Agreement (Editing deck SHEET 5 of 36).

Acceptable explanations

- I changed keep to keeps because the harbor is one thing.
- I changed need to needs because each family means one family.

Common misunderstandings to watch

- Changing sentence (2) because trees ends in -s. Plural nouns often end in -s; plural verbs do not.
- Fixing (1) by changing the tense (explored). That makes a correct sentence, but ask the student to name the agreement rule.
- Reading Each family as plural because families are many.

Observation notes

Look for	Notes
Finds the subject before judging the verb	
Leaves the correct sentence alone	
Explanation names one or more than one	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 3, Cluster 1
Module connection	Module 2: Writing a Thesis (central idea)
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 thesis (central idea) work with WHY prompts, and the SCR Ladder (thesis (central idea), evidence, explanation).

Where it lives

Grade 3 Cluster 1 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 2, "Life Along the Nile River," paragraphs [2] to [4].

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

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

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

Preparation

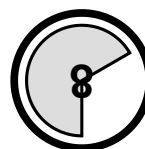
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

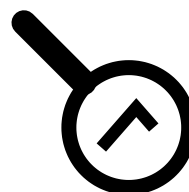
A three-sentence SCR (thesis (central idea), evidence, explanation).

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 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.

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

Teacher Answer and Observation Guide: Station 2

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

Question

Why did ancient Egyptians depend on the Nile River?

Acceptable response

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.

Evidence choices on the Help card

Choice	Why
A. "Running through the desert was the Nile River, a long river that flowed from south to north."	Weak. True but does not answer WHY. It describes where the river runs, not why people needed it.
B. "Without the Nile River, farmers would not have been able to grow enough food."	Strong. Strong. Connects to WHY: food depended on the river.
C. "The Nile provided water for drinking, cooking, and farming."	Strong. Strong. Names the river's uses.

Common misunderstandings to watch

- Retelling the passage instead of answering WHY.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers WHY	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 3, Cluster 1
Module connection	Module 3: Understanding and Selecting Strong Evidence
Station area	Writing Process

Exact TEKS practiced (TEA wording)

3.11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
--------------	---

The one writing move: adding a detail for clarity.

Prerequisite instruction

Module 3 evidence selection with the CSI Evidence Check, and the recursive revision work in this cluster.

Where it lives

Grade 3 Cluster 1 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 3, "The Pilgrims Chose Plymouth," paragraphs [6], [7].

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

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

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

Preparation

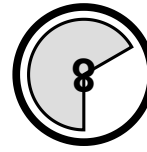
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

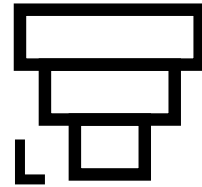
A revised sentence plus one sentence explaining the revision choice.

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

8 MINUTES



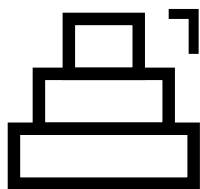
Shape It!



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.

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

Teacher Answer and Observation Guide: Station 3

The revision move

3.11C: adding a detail for clarity. One move only. This is not an editing task.

Acceptable revisions

- The land around Plymouth was helpful because nearby forests gave the Pilgrims wood for homes, fires, and tools.
- The land around Plymouth was helpful because it had rich soil where crops could be planted.
- The land around Plymouth was helpful because it had fresh water and forests.
- A harbor detail is acceptable if the student connects it: the harbor let ships anchor safely so the settlers could unload supplies.

Common misunderstandings to watch

- Adding a detail that does not explain helpful (for example, how long the voyage lasted).
- Rewriting the whole draft or only fixing spelling.
- Adding an opinion (It was really nice) instead of a detail.

Observation notes

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

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
--------------	---

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.

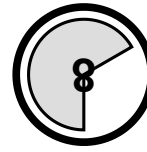
Preparation

- 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.

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 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	

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	
	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	