

TEACHER GUIDE

Station Rotation Day

Cluster 5

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

Grade 3 • Cluster 5

**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 5.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 1: Paired Passage Responses: Connecting Two Texts	3.11D(i)
2. Prove It!	Responding with Evidence	Module 2: Paired Passage HOW Prompts: Similarities and Differences	3.7B, 3.7C
3. Shape It!	Writing Process	Module 3: Conclusion Paragraph with R1, R2, R3: The Bluebird Moment	3.11C
4. Create It!	Writing Genres	Module 4: Color-Coding the Full ECR Paper	3.12B

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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 5
Module connection	Module 1: Paired Passage Responses: Connecting Two Texts
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
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Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, Cluster 5, SHEET 21 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 labeled (11)(D)(i). The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 3 Cluster 5 Teacher Guide (B&W), Module 1; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 1, "Henry Ford: Visionary of Travel," paragraph [3].

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

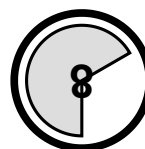
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

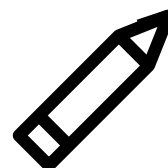
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



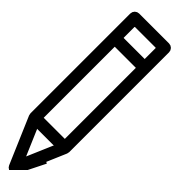
Correct It!



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 store sells ...	verb often ends in -s
More than one	Many families need ...	no -s

Practice Text: Station 1

Practice draft: contains errors

Two Men Who Helped Families

- (1) Henry Ford and Sam Walton wants to help everyday families.
- (2) Sam Walton's store sell many different products.
- (3) Many families needs products at lower prices.
- (4) The two men helped people in different ways.

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 (Henry Ford: Visionary of Travel, paragraph [3]):

"Many families who had never owned a car before were finally able to buy one."

Families (more than one) matches the verb were.

Henry Ford: Visionary of Travel

[3] In 1903, Henry Ford started the Ford Motor Company. A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars. Many families who had never owned a car before were finally able to buy one.

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)	Henry Ford and Sam Walton want to help everyday families.	Henry Ford and Sam Walton are two people, so the verb has no -s.
(2)	Sam Walton's store sells many different products.	Store is one thing, so the verb ends in -s.
(3)	Many families need products at lower prices.	Families is more than one, so the verb has no -s.
(4)	The two men helped people in different ways.	Already correct: two men (more than one) matches helped.

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. Two subjects joined by and act like more than one.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the two men: one with a subject that is one person 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) Henry Ford and Sam Walton want to help everyday families. (2) Sam Walton's store sells many different products. (3) Many families need products at lower prices. Sentence (4) is correct and should not be changed.

Convention: Subject-Verb Agreement (Editing deck SHEET 21 of 36).

Acceptable explanations

- I changed wants to want because Henry Ford and Sam Walton are two people.
- I changed sell to sells because the store is one thing.

Common misunderstandings to watch

- Changing sentence (4) because men ends in -s. Changing a correct sentence adds a new error.
- Fixing (2) by adding a helping verb (did open). That makes a correct sentence, but ask the student to name the agreement rule.
- Reading Many families as one thing because the group acts together.

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 5
Module connection	Module 2: Paired Passage HOW Prompts: Similarities and Differences
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 paired-passage work with the HOW Prompt Lens, and practice using the thesis (central idea), evidence, explanation response.

Where it lives

Grade 3 Cluster 5 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 2, "Sam Walton: Visionary of Retail," paragraphs [5] to [8].

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

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

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

Preparation

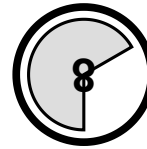
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

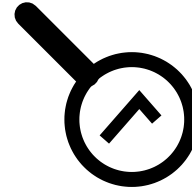
A three-sentence response: thesis (central idea), evidence, and explanation.

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

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

My goal: I can answer how Sam Walton helped families and prove it with a detail from the text.

1. Read the passage card about Sam Walton.
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 Three-Sentence Response (thesis (central idea), evidence, explanation)**

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

Clue word HOW = tell the way something was done.

Passage Card: Station 2

My question: How did Sam Walton help everyday families save money?

Sam Walton: Visionary of Retail

[5] Sam began to wonder if there was a better way. In 1962, Sam Walton decided to try his idea. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them.

[6] At first, running the store was not easy. Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve. He often walked through his store to see what was working well and what needed to change. Sam believed that learning never stopped, so he was always looking for better ways to help customers.

[7] One of Sam's goals was to keep prices low. He knew families wanted to save money whenever possible. Instead of focusing only on making large profits, Sam worked hard to make sure customers could find products at affordable prices. He believed that if people saved money, they would return to his store again and again.

[8] Slowly, people began to notice. Customers liked finding many items in one place at prices they could afford. Families could shop for clothing, household supplies, and other products without spending as much money. As more people visited the store, the business continued to grow.

From Cluster 5, Module 2, "Sam Walton: Visionary of Retail," paragraphs [5] to [8].

Check and Improve: Station 2

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

Checklist

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

Acceptable example

Sam Walton helped everyday families save money by selling products at lower prices. The passage states, "His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them." This shows that Sam wanted families to spend less on the things they needed.

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. "Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve."

B. "His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them."

C. "One of Sam's goals was to keep prices low."

Frame: Sam Walton helped everyday families save money by _____. 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 how Sam Walton helped families and prove it with a detail from the text.

Question: How did Sam Walton help everyday families save money?

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 2

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

Question

How did Sam Walton help everyday families save money?

Acceptable response

Sam Walton helped everyday families save money by selling products at lower prices. The passage states, "His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them." This shows that Sam wanted families to spend less on the things they needed.

Evidence choices on the Help card

Choice	Why
A. "Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve."	Weak. True but does not answer HOW he helped families save money. It tells about his work habits.
B. "His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them."	Strong. Strong. Shows the way he helped families: lower prices.
C. "One of Sam's goals was to keep prices low."	Strong. Strong. Names keeping prices low, which helped families save.

Common misunderstandings to watch

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

Observation notes

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

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 3, Cluster 5
Module connection	Module 3: Conclusion Paragraph with R1, R2, R3: The Bluebird Moment
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
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The one writing move: rearranging ideas into a helpful order.

Prerequisite instruction

Module 3 evidence selection work with the Linear Plot Line, and the recursive revision work in this cluster.

Where it lives

Grade 3 Cluster 5 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 3, "Henry Ford: Visionary of Travel," paragraphs [8], [8], [10].

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

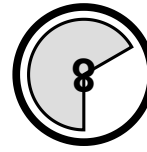
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

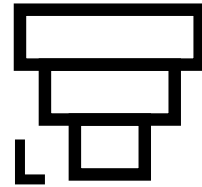
A draft with one sentence rearranged, plus one sentence explaining the order.

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

8 MINUTES



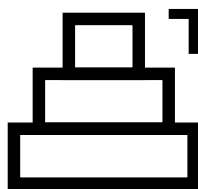
Shape It!



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 rearranging sentences into a helpful order.

1. Read the practice draft and the passage cards.
2. Find the sentence that tells what both men believed.
3. Rearrange that sentence into a better place.
4. Tell why the new order is clearer.

Required: the rearranged sentence in its new place and one reason for the order.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Shape It! = REARRANGE

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

Some ideas come first. A general idea often works best at the end.

Order that jumps	Detail, general idea, detail
Helpful order	Detail, detail, general idea

Linear Plot Line: trace the details first, then end with the shared idea.

Practice Text: Station 3**Practice draft: needs one improvement****Two Helpers, One Big Idea**

- (1) Henry Ford and Sam Walton helped everyday families in similar ways.
- (2) Both men believed families should not have to spend too much money.
- (3) Henry Ford built the Model T so more families could own a car.
- (4) Sam Walton opened Walmart so families could buy products at lower prices.

Sentence 2 tells what both men believed. It fits better after the two examples.

Henry Ford: Visionary of Travel

[8] A few years later, Henry Ford introduced the Model T. This automobile became one of the most famous cars in American history. The Model T was strong, simple, and much more affordable than many other automobiles. Unlike some cars that required special knowledge to operate, the Model T was designed for ordinary families.

[8] Sam began to wonder if there was a better way. In 1962, Sam Walton decided to try his idea. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them.

[10] One of Sam's main goals was to keep prices low. He believed families should not have to spend more money than necessary to buy everyday items. Instead of focusing only on making large profits, he focused on helping customers save money. He believed that if people had a good experience and found affordable products, they would continue returning to his store.

From Cluster 5, Module 3, "Henry Ford: Visionary of Travel," paragraphs [8], [8], [10].

Check and Improve: Station 3

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

- ☐ My new order keeps the same words in each sentence.
- ☐ The two examples now sit together.
- ☐ The draft still makes sense from start to finish.
- ☐ I wrote one reason the new order is clearer.

Acceptable example

Henry Ford and Sam Walton helped everyday families in similar ways. Henry Ford built the Model T so more families could own a car. Sam Walton opened Walmart so families could buy products at lower prices. Both men believed families should not have to spend too much money.

Reason: Now the two examples sit together, and the shared idea comes last to tie them together.

Improve: Read your whole draft in your head. Does the order help the reader follow the two examples?

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: Write each sentence on a slip of paper. Move the slips until the two examples sit next to each other and the shared idea ends the draft.

✂ cut

Stretch Card: Station 3 (optional)

Rearrange a different part of the draft, or combine two short sentences into one clear sentence. Explain your 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 rearranging sentences into a helpful order.

Revise. Write the sentence numbers in your new order.

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: rearranging ideas into a helpful order. One move only. This is not an editing task.

Acceptable revisions

- Henry Ford and Sam Walton helped everyday families in similar ways. Henry Ford built the Model T so more families could own a car. Sam Walton opened Walmart so families could buy products at lower prices. Both men believed families should not have to spend too much money.
- The student moves sentence 2 to the end, after the two examples.
- The student moves the two example sentences before sentence 2, keeping them side by side.
- Any order that keeps the two examples together and ends with the shared idea is acceptable.

Common misunderstandings to watch

- Rewriting the whole draft instead of moving one sentence.
- Changing the words in the sentence instead of its place.
- Putting the shared idea first, so the two examples no longer sit together.

Observation notes

Look for	Notes
Sentence words stay the same	
Two examples sit together	
Shared idea ties the examples together	
Reason names clarity for the reader	

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

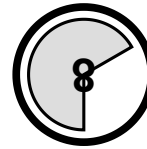
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

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	

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 how Sam Walton helped families and prove it with a detail from the text.

Question: How did Sam Walton help everyday families save money?

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 rearranging sentences into a helpful order.

Revise. Write the sentence numbers in your new order.

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 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 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	