

STUDENT MATERIALS

Print All Four Stations

Cluster 6

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 3 • Cluster 6



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 6.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 2: Supporting Claims with Reasons Through the Magnifying Process	3.11D(iii)
2. Prove It!	Responding with Evidence	Module 2: Supporting Claims with Reasons Through the Magnifying Process	3.7B, 3.7C
3. Shape It!	Writing Process	Module 3: Completing the Argumentative Paper with CREATURES	3.11C
4. Create It!	Writing Genres	Module 4: Argumentative Correspondence: The Persuasive Letter	3.12C

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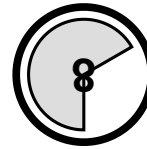
Print All Four Stations: Grade 3, Cluster 6

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)

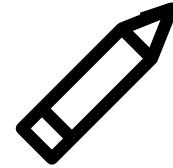
Setup guides, answer keys, and observation guides are in the full teacher book.

Station 1: Correct It!	Conventions	3.11D(iii)
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	3.12C

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



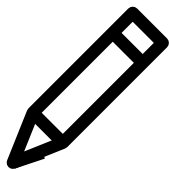
Correct It!



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 edit sentences to use singular nouns correctly.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the noun in each sentence. Ask one or more than one?
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**Singular Noun**

Names one person, place, or thing

The Words a, One

Tell the reader to use a singular noun

Use a singular noun after a, one, that, and this.

a marker	a means one thing	not markers
one elbow	one means one thing	not elbows

Practice Text: Station 1

Practice draft: contains errors

Amina Reaches for a Marker

- (1) Amina reached for a green markers on the table.
- (2) The small glass jar fell to the floor and broke.
- (3) She bumped the table with one elbows by mistake.
- (4) Mrs. Ramirez helped put the plant in a new containers.

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 (Crash, paragraph [1]):

"On the table near the window sat a small glass jar with a young plant growing inside."
jar and plant and table name one thing each.

Crash

[1] Amina loved helping in her classroom. One afternoon, her teacher, Mrs. Ramirez, asked the students to work quietly on a science project about plants. On the table near the window sat a small glass jar with a young plant growing inside.

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)	Amina reached for a green marker on the table.	a means one, so use marker, not markers.
(2)	The small glass jar fell to the floor and broke.	Already correct: jar and floor name one thing each.
(3)	She bumped the table with one elbow by mistake.	one means a single thing, so use elbow, not elbows.
(4)	Mrs. Ramirez helped put the plant in a new container.	a new means one, so use container, not containers.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told 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 a, then markers. Say: One or more than one?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about Amina. Use one singular noun in each. Underline each noun.

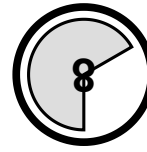
✂ cut

Reset Directions: Station 1

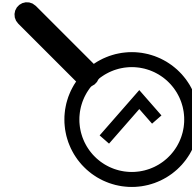
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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**How to Prove It (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: Explain if Amina should have told the truth about breaking the jar.

Crash

[37] The students listened carefully.

[38] Amina thought about everything that had happened. At first, she had felt scared and embarrassed. She worried about getting in trouble. However, telling the truth had helped solve the problem. Her classmates had worked together, the plant had been saved, and the classroom was back to normal.

[39] Amina felt proud. She had made a mistake, but her honesty helped make things right. As she packed up her supplies at the end of the day, she smiled. She knew she would remember this lesson for a long time.

From Cluster 6, Module 2, "Crash," paragraphs [37] to [39].

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).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Amina should have told the truth about breaking the jar because it helped solve the problem. The passage states, "However, telling the truth had helped solve the problem." This shows telling the truth fixed the mess and helped the class work together again.

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. "The students listened carefully."

B. "However, telling the truth had helped solve the problem."

C. "She had made a mistake, but her honesty helped make things right."

Frame: Amina should have told the truth about breaking the jar 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.

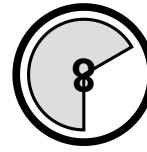
✂ cut

Reset Directions: Station 2

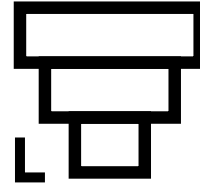
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



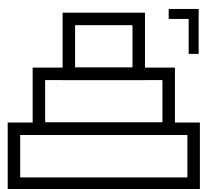
Shape It!



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 combine two short sentences into one clear sentence.

1. Read the practice draft. Sentences 2 and 3 are short.
2. Read the passage card. Find how the two ideas connect.
3. Combine sentences 2 and 3 into one clear sentence.
4. Tell why your new sentence reads more smoothly.

Required: one combined sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Revise by COMBINING

Correct It! asks: Is it written correctly? Shape It! asks: How can the idea read smoothly?

Two short sentences can sound choppy. One combined sentence can sound smooth and clear.

Short and choppy	She bumped the table. The jar fell to the floor.
Smoother	She bumped the table, and the jar fell to the floor.

The Three Shapes: put ideas in smooth order so the reader can follow.

Practice Text: Station 3

Practice draft: needs one improvement

Amina Told the Truth

- (1) Amina should have told the truth about breaking the jar.
- (2) She bumped the table.
- (3) The jar fell to the floor.
- (4) Telling the truth showed responsibility and earned trust.

Sentences 2 and 3 are short and choppy. How can they join into one smooth sentence?

Crash

- [14] Her elbow bumped the edge of the table.
- [19] The jar hit the floor and shattered.

From Cluster 6, Module 3, "Crash," paragraphs [14], [19].

Check and Improve: Station 3

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

- ☐ My new sentence joins sentences 2 and 3.
- ☐ My detail comes from the passage card.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my change reads more smoothly.

Acceptable example

She bumped the table, and the jar fell to the floor.

Reason: Now the two ideas are in one smooth sentence that is easy to follow.

Improve: Read your whole draft in your head. Does every sentence stay on the Amina claim?

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: She bumped the table, _____ the jar fell to the floor. Look at the card.

✂ cut

Stretch Card: Station 3 (optional)

Combine a different pair of short ideas in your paper. Explain the choice.

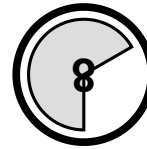
✂ cut

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 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 1



Station 1: Correct It!

Name _____

My goal: I can edit sentences to use singular nouns correctly.

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: Explain if Amina should have told the truth about breaking the jar.

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 combine two short sentences into one clear sentence.

Revise. Combine the two short sentences into one sentence.

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 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 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(iii)	St. 2: Prove It! 3.7B, 3.7C	St. 3: Shape It! 3.11C	St. 4: Create It! 3.12C	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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