

TEACHER GUIDE

Station Rotation Day

Cluster 6

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

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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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 6
Module connection	Module 2: Supporting Claims with Reasons Through the Magnifying Process
Station area	Conventions

Exact TEKS practiced (TEA wording)

3.11D(iii)	edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns
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Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, Cluster 6, SHEET 26 of 36, Singular Nouns (deck label (11)(D)(vi); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 2 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 6 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 2, "Crash," paragraph [1].

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.

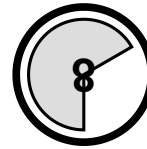
Preparation

- 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.

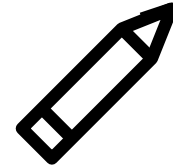
Expected student product

Three corrected sentences and one short explanation of a correction.

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



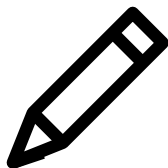
Correct It!



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.

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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) Amina reached for a green marker on the table. (3) She bumped the table with one elbow by mistake. (4) Mrs. Ramirez helped put the plant in a new container. Sentence (2) is correct and should not be changed.

Convention: Singular Nouns (Editing deck SHEET 26 of 36).

Acceptable explanations

- I changed markers to marker because a means one.
- I changed containers to container because a new means one thing.

Common misunderstandings to watch

- Changing sentence (2) because jar has no s. It is already correct.
- Fixing markers by changing green. Ask the student to find the noun after a.
- Reading one elbows as correct because elbows sounds right with one.

Observation notes

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

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 3, Cluster 6
Module connection	Module 2: Supporting Claims with Reasons Through the Magnifying Process
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 evidence with explanation.

Where it lives

Grade 3 Cluster 6 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 2, "Crash," paragraphs [37] to [39].

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

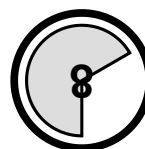
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

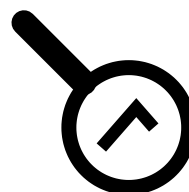
A three-sentence answer (thesis (central idea), evidence, explanation).

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**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.

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

Teacher Answer and Observation Guide: Station 2

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

Question

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

Acceptable response

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.

Evidence choices on the Help card

Choice	Why
A. "The students listened carefully."	Weak. True but does not answer the question. It tells what students did, not if Amina was right.
B. "However, telling the truth had helped solve the problem."	Strong. Strong. Shows telling the truth fixed the mess.
C. "She had made a mistake, but her honesty helped make things right."	Strong. Strong. Shows honesty made the mistake right.

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 6
Module connection	Module 3: Completing the Argumentative Paper with CREATURES
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: combining two short sentences.

Prerequisite instruction

Module 3 work on the Amina claim with reasons and evidence, and earlier revision work in this cluster.

Where it lives

Grade 3 Cluster 6 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 3, "Crash," paragraphs [14], [19].

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.

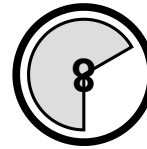
Preparation

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- 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.

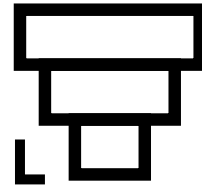
Expected student product

A combined sentence plus one sentence explaining the revision choice.

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



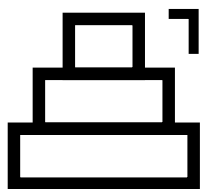
Shape It!



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.

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

Teacher Answer and Observation Guide: Station 3

The revision move

3.11C: combining two short sentences. One move only. This is not an editing task.

Acceptable revisions

- She bumped the table, and the jar fell to the floor.
- She bumped the table and the jar fell to the floor.
- When she bumped the table, the jar fell to the floor.
- A time order detail is acceptable if the student keeps both ideas: bump and fall.

Common misunderstandings to watch

- Combining sentences that do not belong together.
- Rewriting the whole draft or only fixing spelling.
- Adding an opinion instead of joining the two ideas.

Observation notes

Look for	Notes
Two ideas joined in one sentence	
Linking word fits the meaning	
Reason names smoothness for the reader	

Teacher Setup Guide: Station 4, Create It!

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

Exact TEKS practiced (TEA wording)

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

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

Where it lives

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

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

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

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

Preparation

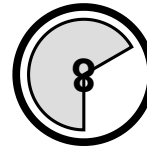
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

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

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short opinion card that gives my thesis (central idea) and reasons to one reader.

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A persuasive letter has:

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

A persuasive letter carries my argument to one specific reader.

Job Box, Model, and Source Card: Station 4

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

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

Small model (different topic)

Greeting: Dear Principal Lee,

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

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

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

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

The Good Citizen

[44] Rusty had been depending on her.

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

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

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

Check and Improve: Station 4

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

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

Acceptable example

Dear Sam,

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

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

Help Card: Station 4

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

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

✂ cut

Stretch Card: Station 4 (optional)

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

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short opinion card that gives my thesis (central idea) and reasons to one reader.

Greeting

Opinion and thesis (central idea)

Reason 1

Reason 2

Closing

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

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

Acceptable central ideas or openings

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

Details to accept

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

Common misunderstandings to watch

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

Observation notes

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

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	
	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	