

STUDENT MATERIALS

Print All Four Stations

Cluster 8

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 3 • Cluster 8



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 8.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 4: TRANSFER: One Paper, One Proof, One Community	3.11D(xi)
2. Prove It!	Responding with Evidence	Module 2: PROBLEM: From Question to Solution	3.7B, 3.7C
3. Shape It!	Writing Process	Module 3: PEOPLE: Choices, Service, and Memory	3.11E
4. Create It!	Writing Genres	Module 4: TRANSFER: One Paper, One Proof, One Community	3.12B, 3.13C

Contents

Print List and Copy Counts	3
Station 1: Correct It! (3.11D(xi))	4
Station Sign	4
Task Card and Remember Card	5
Passage or Practice Text Card	6
Check and Improve Card	7
Help, Stretch, and Reset Cards	8
Station 2: Prove It! (3.7B, 3.7C)	9
Station Sign	9
Task Card and Remember Card	10
Passage or Practice Text Card	11
Check and Improve Card	12
Help, Stretch, and Reset Cards	13
Station 3: Shape It! (3.11E)	14
Station Sign	14
Task Card and Remember Card	15
Passage or Practice Text Card	16
Check and Improve Card	17
Help, Stretch, and Reset Cards	18
Station 4: Create It! (3.12B, 3.13C)	19
Station Sign	19
Task Card and Remember Card	20
Passage or Practice Text Card	21
Check and Improve Card	22
Help, Stretch, and Reset Cards	23
Student Response Booklet (4 pages, one per station)	24
Teacher Tracking Page	28

Print All Four Stations: Grade 3, Cluster 8

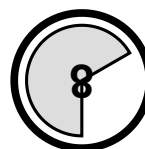
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

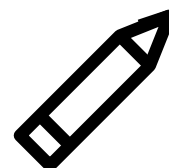
Station 1: Correct It!	Conventions	3.11D(xi)
Station 2: Prove It!	Responding with Evidence	3.7B, 3.7C
Station 3: Shape It!	Writing Process	3.11E
Station 4: Create It!	Writing Genres	3.12B, 3.13C

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

8 MINUTES



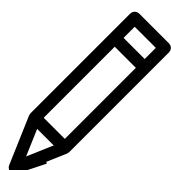
Correct It!



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 the spelling of high-frequency words in my draft.

1. Read the practice draft about a community proof.
2. Find the 3 sentences with a misspelled word.
3. On your response page, write each sentence correctly.
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**SAY IT**

Say the word slowly, sound by sound

CHECK IT

Look for the tricky part in the middle

Some high-frequency words do not sound the way they look. Learn them by sight.

together	to-geth-er	the middle is -geth-
people	peo-ple	it starts with peo-
because	be-cause	be plus cause

Practice Text: Station 1

Practice draft: contains errors

One Paper, One Proof

- (1) People in a community can solve problems together.
- (2) A good place needs pepole who care about it.
- (3) Researchers write down what they find becuase it helps others.
- (4) One clear paper can share a whole year of learning.

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 (Questions for Young Researchers, paragraph [1]):

"Big Idea: People strengthen communities when they use their ideas, talents, and actions to help solve problems and meet needs."

High-frequency words like people, their, when, use, and solve are all spelled correctly.

Questions for Young Researchers

[1] When you study someone who helped a community, ask: What did the person notice? What problem or need existed? What action did the person take? How did that action help others? Big Idea: People strengthen communities when they use their ideas, talents, and actions to help solve problems and meet needs.

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)	People in a community can solve problems together.	Together was misspelled. The high-frequency word together has -geth- in the middle.
(2)	A good place needs people who care about it.	People was misspelled. The high-frequency word people is spelled p-e-o-p-l-e.
(3)	Researchers write down what they find because it helps others.	Because was misspelled. The high-frequency word because is spelled b-e-c-a-u-s-e.
(4)	One clear paper can share a whole year of learning.	Already correct: every word is spelled right.

My explanation checklist:

- ☐ I named the word I fixed.
- ☐ I spelled the whole word correctly.
- ☐ I left the correct sentence alone.

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. Say the word slowly. Write the sounds, then check the tricky middle.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about your own community proof. Use together, people, and because correctly.

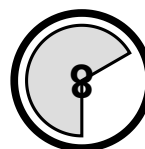
✂ cut

Reset Directions: Station 1

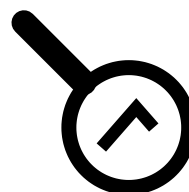
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

The Evidence Jobs 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 means give a reason.

Passage Card: Station 2

My question: Explain how Franklin's investigation of lightning led to a safer community.

People Make the Difference: How Ideas and Actions Change Communities

[2] Many improvements begin when somebody notices that something is not working well. Benjamin Franklin noticed a dangerous problem during thunderstorms. In the 1700s, lightning strikes could set wooden buildings on fire. Homes, barns, churches, and other structures could be badly damaged. Franklin studied electricity and asked questions about lightning. His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings. A metal rod and conductor could provide electricity from lightning with a safer path toward the ground. The invention did not stop storms. Instead, it helped people respond to one of the dangers storms could cause.

From Cluster 8, Module 2, "People Make the Difference: How Ideas and Actions Change Communities," paragraph [2].

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

Franklin's study of lightning led to a safer community because his lightning rod helped protect buildings from fire. The passage states, "His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings." This shows his study led to a tool that kept buildings safer during storms.

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 invention did not stop storms."

B. "Franklin studied electricity and asked questions about lightning."

C. "His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings."

Frame: Franklin's study led to a safer community because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

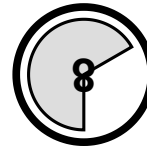
Add a second piece of evidence from a different paragraph and explain how both details work together.

✂ cut

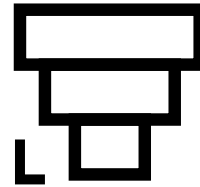
Reset Directions: Station 2

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.

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



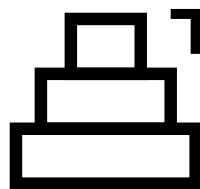
Shape It!



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 publish my writing by ending with words that speak to a real audience.

1. Read the practice draft and the passage card.
2. Sentence 5 does not speak to real readers.
3. Rewrite sentence 5 so it reaches your real audience.
4. Tell why your new sentence fits that audience.

Required: one published sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Publish for a REAL audience

Shape It! asks: How can I get my writing ready for real readers?

Publishing means the words are finished and aimed at a real audience.

A flat ending just repeats the idea. A published ending speaks to the readers.

Just stops	So a community needs many different talents.
Speaks to readers	What talent will you share in our community?

Publishing shares your thesis (central idea) and your evidence with real readers.

Practice Text: Station 3**Practice draft: needs one improvement****Many Talents Build a Community**

- (1) A strong community needs many different talents.
- (2) Some people build homes and grow food.
- (3) Other people write rules and start businesses.
- (4) Even small actions can help a community.
- (5) So a community needs many different talents.

Sentence 5 is a flat ending that repeats the idea. How can it speak to a real audience?

What Helps a Community Grow?

- [4] A good location is helpful, but people make communities work. People build homes, grow food, create rules, solve problems, start businesses, invent useful things, and help their neighbors. Even small actions can improve a community.
- [5] When collecting evidence, ask: What did the place provide? What problem did people face? What did people do about it? Big Idea: A place gives people resources and challenges. People decide how to use what they have to build a community.

From Cluster 8, Module 3, "What Helps a Community Grow?," paragraphs [4], [5].

Check and Improve: Station 3

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

- ☐ My new sentence speaks to a real audience.
- ☐ My sentence keeps the thesis (central idea) about many talents.
- ☐ The draft still makes sense with my new ending.
- ☐ I wrote one reason for my choice.

Acceptable example

What talent will you share to make our community stronger?

Reason: Now the ending speaks to real readers and asks them to think about the thesis (central idea) of many talents.

Improve: Read the whole draft out loud. Does the last sentence make a real reader want to act or think?

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: What talent will you _____? Read the passage card first and pick one talent.

✂ cut

Stretch Card: Station 3 (optional)

Rewrite the ending two ways for two audiences, such as families and younger students. Explain which one fits best.

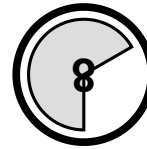
✂ cut

Reset Directions: Station 3

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

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea and facts from a source.

1. Read the job box and the small model.
2. Read the source card and find two facts.
3. Write a title and a central idea sentence.
4. Add two facts in your own words and name the paragraph.

Required: a title, a central idea sentence, and two facts with their paragraph numbers.

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
Source	the paragraph number where each fact came from

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: What helps a community grow

Purpose: to inform **Audience:** visitors at our class research fair

Small model (different topic)

Title: A Park Cleanup That Helped a Town

Central idea: One park cleanup made a town stronger for everyone.

Fact: A neighbor noticed trash and broken benches in the park.

Fact: Many people worked together to fix the benches and plant flowers.

What Helps a Community Grow?

[2] People need water for drinking, cooking, farming, and caring for animals. Rivers can also help people travel. Ancient Egyptians built many communities near the Nile River. The Nile provided water and fish. Floodwaters also left behind fertile soil that helped farmers grow crops.

[3] People often use resources found in their environment. Forests can provide wood for homes and fires. Rich soil can help farmers grow food. Rivers can provide water and transportation. People sometimes change the way they live depending on the resources around them. What If Something Is Missing? No community has every resource it needs. When a resource is scarce, people may trade with another community. At Poverty Point, archaeologists discovered seashells and other materials that came from faraway places. These objects are evidence that people traveled and traded with other groups.

[4] A good location is helpful, but people make communities work. People build homes, grow food, create rules, solve problems, start businesses, invent useful things, and help their neighbors. Even small actions can improve a community.

From Cluster 8, Module 3, "What Helps a Community Grow?," paragraphs [2] to [4].

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 tells what helps a community grow.
- ☐ I have two facts from the source card.
- ☐ I wrote the paragraph number for each fact.

Acceptable example

Water and People Help Communities Grow

Communities grow when they have resources and people who use them well. People need water for drinking, cooking, and farming (paragraph [2]). People also build homes, grow food, and help their neighbors (paragraph [4]).

Improve: Does each fact prove your central idea? Change 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: People help a community grow strong by _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Add a small labeled sketch for your card. Each label must name a fact from your writing.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix the spelling of high-frequency words in my draft.

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 how Franklin's investigation of lightning led to a safer community.

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 publish my writing by ending with words that speak to a real audience.

Revise. Write sentence 5 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 and facts from a source.

Title

Central idea

Fact 1 (my words) and paragraph

Fact 2 (my words) and paragraph

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(xi)	St. 2: Prove It! 3.7B, 3.7C	St. 3: Shape It! 3.11E	St. 4: Create It! 3.12B, 3.13C	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	
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