

TEACHER GUIDE

Station Rotation Day

Cluster 8

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

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

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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 8
Module connection	Module 4: TRANSFER: One Paper, One Proof, One Community
Station area	Conventions

Exact TEKS practiced (TEA wording)

3.11D(xi)	edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
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Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, Cluster 8, SHEET 36 of 36, High-Frequency Word Spelling (deck label (11)(D)(xxxii); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 4 editing check, and the Editing Standards Sweep Teaching Deck sheet for High-Frequency Word Spelling. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 3 Cluster 8 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 4, "Questions for Young Researchers," 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

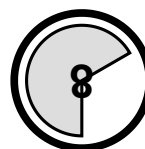
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

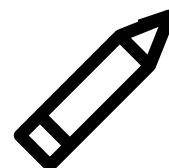
Three corrected sentences and one short explanation of a correction.

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.

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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) People in a community can solve problems together. (2) A good place needs people who care about it. (3) Researchers write down what they find because it helps others. Sentence (4) is correct and should not be changed.

Convention: High-Frequency Word Spelling (Editing deck SHEET 36 of 36).

Acceptable explanations

- I changed togather to together because together has -geth- in the middle.
- I changed pepole to people because people is spelled p-e-o-p-l-e.

Common misunderstandings to watch

- Fixing the correct sentence. Ask the student to read each word and check it letter by letter.
- Changing a word that is already spelled right just because it sounds odd.
- Spelling people as peopel. Point out the -ple ending.

Observation notes

Look for	Notes
Reads the word slowly before fixing it	
Leaves the correct sentence alone	
Explanation names the word and the fix	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 3, Cluster 8
Module connection	Module 2: PROBLEM: From Question to Solution
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

3.7B	write a response to a literary or informational text that demonstrates an understanding of a text
3.7C	use text evidence to support an appropriate response

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and the NOTICE-QUESTION-ACT-IMPACT Chain.

Where it lives

Grade 3 Cluster 8 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 2, "People Make the Difference: How Ideas and Actions Change Communities," paragraph [2].

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

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

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

Preparation

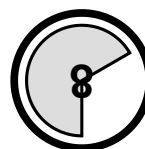
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- This station needs no work from any other station.

Expected student product

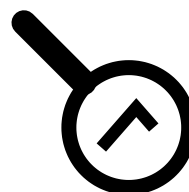
A three-sentence response (thesis (central idea), evidence, explanation).

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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



Station 2: PROVE IT! Task Card

My goal: I can answer a question and prove my answer with a detail from the text.

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2

The 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.

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

Teacher Answer and Observation Guide: Station 2

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

Question

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

Acceptable response

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.

Evidence choices on the Help card

Choice	Why
A. "The invention did not stop storms."	Weak. True but does not answer HOW. It tells what the rod could not do, not how it made the community safer.
B. "Franklin studied electricity and asked questions about lightning."	Strong. Strong. It tells what Franklin did to study the problem.
C. "His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings."	Strong. Strong. It names the solution that made buildings safer.

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 8
Module connection	Module 3: PEOPLE: Choices, Service, and Memory
Station area	Writing Process

Exact TEKS practiced (TEA wording)

3.11E	publish written work for appropriate audiences.
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The one writing move: publishing for a real audience.

Prerequisite instruction

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

Where it lives

Grade 3 Cluster 8 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 3, "What Helps a Community Grow?," paragraphs [4], [5].

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

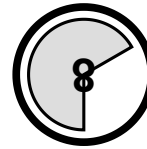
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- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

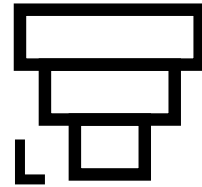
A published sentence for a real audience plus one sentence explaining the choice.

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

8 MINUTES



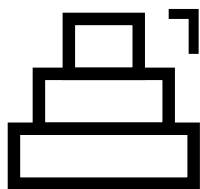
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

My goal: I can 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.

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

Teacher Answer and Observation Guide: Station 3

The revision move

3.11E: publishing for a real audience. One move only. This is not an editing task.

Acceptable revisions

- What talent will you share to make our community stronger?
- Think about the talents you can share where you live.
- Readers, every talent matters in our community.
- Any ending is acceptable if it speaks to a real audience and still keeps the thesis (central idea) about many talents.

Common misunderstandings to watch

- Rewriting the whole draft instead of the ending sentence.
- Writing an ending that does not talk to the audience.
- Adding a fact that is not on the passage card.

Observation notes

Look for	Notes
Ending speaks to a real audience	
Ending keeps the thesis (central idea) about many talents	
Reason names the audience	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 3, Cluster 8
Module connection	Module 4: TRANSFER: One Paper, One Proof, One Community
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
3.13C	identify and gather relevant information from a variety of sources

Prerequisite instruction

Module 4 work with a clear thesis (central idea), the NOTICE-QUESTION-ACT-IMPACT Chain, and this cluster's informational passages.

Where it lives

Grade 3 Cluster 8 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 3, "What Helps a Community Grow?," paragraphs [2] to [4].

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

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

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

Preparation

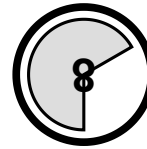
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card: one central idea sentence and two facts in the student's own words, each named with its source paragraph.

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 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 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

- Communities grow when they have resources and people who work together.
- Water, resources, and people help a community grow.
- A good place and helpful people make a community strong.

Details to accept

- People need water for drinking, cooking, farming, and animals [2].
- The Nile gave water, fish, and rich soil [2].
- Forests give wood; soil helps grow food [3].
- Communities trade when a resource is scarce [3].
- People build homes, create rules, and help neighbors [4].

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the source card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Named source paragraph	
Own words	

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	
	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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