

Stations Diagram	Unit/Theme:	Date:
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Station	North America (Table 3)	Europe (Table 2)	Asia (Table 1)
Task	Reading with Purpose	Reading with Purpose	Extended Anticipatory Guide
Details	<ul style="list-style-type: none"> Use your extended anticipatory guide to help you negotiate your texts. Read out loud or silently with your partners. Be sure to discuss the text with your partners to make connections to your anticipatory guide or to other themes we have studied previously. 	<ul style="list-style-type: none"> Use your extended anticipatory guide to help you negotiate your texts. Read out loud or silently with your partners. Be sure to discuss the text with your partners to make connections to your anticipatory guide or to other themes we have studied previously. 	<ul style="list-style-type: none"> Respond to the anticipatory prompts based on your opinion! Then, collect text evidence as you read with purpose in the next station.
Station	South America (Table 4)	Africa (Table 5)	Australia (Table 6)
Task	Vocabulary Rings	Map Analysis	Claim Writing
Details	<ul style="list-style-type: none"> Refer to your vocabulary list to complete your vocabulary cards for the terms from our text. Be sure to use your text to guide your vocabulary responses. 	<ul style="list-style-type: none"> Use your map analysis process (MAP) to draw conclusions from the collection of maps in this station. You can use these conclusions to inform your claims in the next station. 	<ul style="list-style-type: none"> Back to our texts! <ul style="list-style-type: none"> Construct claims that respond to the prompt. Be sure to support your claims with reasoning based on your interpretation of the text, and support it with evidence like text quotes or references to your maps.

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Stations tasks are ideal for instilling agency and building 21st autonomy over time. The stations diagram above plots a series of tasks unified by an instructional theme. Depending on the class, a teacher would design a series of tasks that exercise particular skills associated with the unit or theme. In this example the tasks get progressively more challenging as students cycle through the tasks. Students have the choice of either using class time for particular tasks, where they have the support of classmates and the teacher, or to do certain tasks at home. It's their choice in this classroom environment.

In a 60 minute class period, a teacher might use the first 10 minutes for an opening activity to prime the themes, vocabulary, and skills of the day. Then, she might connect the opening to the skills, themes, and vocabulary of the stations tasks. Students take a few moments to establish their priorities for the day, using a chart like the one below in table one.

Table 1: Priorities chart

My Priorities <i>What must I work on today?</i> Review the chart below and determine your focus for today. Please remember that YOU are accountable for what you accomplish.		
My Tasks	Accomplished? <input checked="" type="checkbox"/>	By When?
Vocabulary Rings		
Extended Anticipatory Guide		
Reading with Purpose		
Map Analysis		
Claim		

As students establish their priorities, the teacher gains a formative sense of where students will invest their time. As a result, she can adjust the stations accordingly. For instance, if it's clear that many students need time to negotiate the class text, she might "make Pangea" by combining several tables to lead reading in heterogeneous or homogeneous grouping, depending on the need.

Traffic patterns are important in stations work. Having a sequential flow between stations is important so that students are constantly aware of where they are, where they're going, and what is expected of them. Ultimately, the student is responsible for driving the work; the teacher serves more in the role of learning facilitator, encouraging students to mind their time. Stations markers with instructions can serve as additional supports to clarify what students must do in each station.

Another benefit is the ability to offer multiple mini-lessons per class, each responding to the interest, need, and questions of students as they negotiate their content. Finally, this system is ideal for formative assessment because the teacher is constantly attuned to how students are doing with particular pieces of content, discipline specific language, and the analytical/academic skills associated with the task.