

STUDENT STATION BOOK

# Station Book: Shape It!

*Writing Process Stations*

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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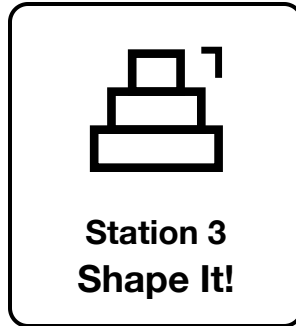
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# Writing Process Stations

Station 3: Shape It! • Grade 3



PREPARE and Clusters 1 to 8. Pull the section for your current cluster; the other three books hold the matching stations.

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Each cluster section has 8 pages: setup guide, sign, task and Remember cards, text card, Check and Improve card, Help/Stretch/Reset cards, student response page, and teacher answer and observation guide.

## 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.                                                                             |
| <b>38</b> | <b>2 launch + 32 at stations + 3 transitions + 1 close.</b> 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 3, Shape It!

|                          |                                          |
|--------------------------|------------------------------------------|
| <b>Cluster</b>           | Grade 3, PREPARE                         |
| <b>Module connection</b> | Module 3: Plan the Path Before the Draft |
| <b>Station area</b>      | Writing Process                          |

### Exact TEKS practiced (TEA wording)

|              |                                                                                                                                                                   |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.11A</b> | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**The one writing move:** plan for a named audience and purpose.

### Prerequisite instruction

Module 3 planning with the Genre and Planning Route Chart, and the cluster strategy note that planning tools are thinking tools.

### Where it lives

Grade 3 PREPARE Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 3, "The Recess Question," paragraphs [80] to [84].

### 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

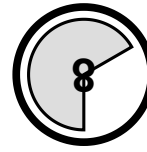
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

### Expected student product

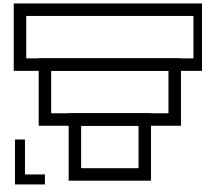
A revised plan sentence that names a clear audience and purpose, plus one sentence explaining the choice.

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

**8 MINUTES**



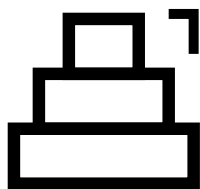
**Shape It!**



**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 plan a first draft by naming the audience and the purpose before I write.

1. Read the practice draft about our class and recess.
2. Read the passage card about how the class shared ideas.
3. Rewrite sentence 1 to name the audience and purpose.
4. Tell why your audience and purpose fit the topic.

**Required:** one revised plan sentence that names the audience and purpose, plus one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

## Remember: Station 3

### Plan the Route Before the Draft

Shape It! asks: Who is this for, and what should it do?

Confirm the Genre, Then Test the Detail: the genre, topic, purpose, and audience must all match.

Name the Writing Job before you draft, using the Genre and Planning Route Chart.

|            |                                                                                          |
|------------|------------------------------------------------------------------------------------------|
| Vague plan | I will write about recess.                                                               |
| Clear plan | I will write for our principal to explain how our class listened to every point of view. |

Strategy note: planning tools are thinking tools. The plan names the job before the draft.

## Practice Text: Station 3

**Practice draft: needs one improvement**

### Our Class and Recess

- (1) I will write about our class and recess.
- (2) Our class talked about whether recess should be longer.
- (3) Mrs. Green said a good decision needs information first.
- (4) We listed advantages and disadvantages and listened to every point of view.

Sentence 1 states the topic but does not name who will read the writing or what the writing should do.

### The Recess Question

- [80] Then Lily raised her hand.
- [81] "What if we could have another short movement break instead of making recess a lot longer?"
- [82] Mrs. Green smiled. "That is exactly why we have a third column."
- [83] Beth liked Lily's idea.
- [84] Mrs. Green added it to Another Solution.

From PREPARE, Module 3, "The Recess Question," paragraphs [80] to [84].

### Check and Improve: Station 3

---

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

- ☐ My new sentence names who will read the writing.
- ☐ My new sentence tells what the writing should do.
- ☐ The audience and purpose match the topic of recess.
- ☐ I wrote one reason my plan fits the topic.

#### Acceptable example

I will write for our principal to explain how our class gathered information and listened to every point of view before deciding about recess.

*Reason:* Now the plan names a real audience and a clear purpose, so the route matches the topic.

**Improve:** Read your plan sentence again. Does it name both who will read the writing and what the writing should do?

**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: I will write for \_\_\_\_\_ to \_\_\_\_\_. Pick an audience from our class or school.

✂ cut

**Stretch Card: Station 3 (optional)**

---

Add one more planning sentence that names the genre, and explain how it fits the audience and purpose.

✂ 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 plan a first draft by naming the audience and the purpose before I write.

**Revise.** Write sentence 1 again with your one change.

---

---

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---

**Why is it clearer now?**

---

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---

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

3.11A: plan for a named audience and purpose. One move only. This is not an editing task.

### Acceptable revisions

- I will write for our principal to explain how our class gathered information and listened to every point of view before deciding about recess.
- I will write for our class to explain how we listened to every point of view before deciding about recess.
- I will write for families to tell how our class gathered information before voting.
- A plan sentence that names a class or school audience and an explaining purpose, even if the wording differs.

### Common misunderstandings to watch

- Naming an audience but no purpose, such as I will write for my teacher.
- Picking an audience that does not fit the topic, such as writing for a baby.
- Rewriting the whole draft instead of one plan sentence.

### Observation notes

| Look for                                           | Notes |
|----------------------------------------------------|-------|
| Plan sentence names a clear audience               |       |
| Plan sentence names a clear purpose                |       |
| Reason links the audience and purpose to the topic |       |

## Teacher Setup Guide: Station 3, Shape It!

|                          |                                                       |
|--------------------------|-------------------------------------------------------|
| <b>Cluster</b>           | Grade 3, Cluster 1                                    |
| <b>Module connection</b> | Module 3: Understanding and Selecting Strong Evidence |
| <b>Station area</b>      | Writing Process                                       |

### Exact TEKS practiced (TEA wording)

|              |                                                                                                                                             |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.11C</b> | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|

**The one writing move:** adding a detail for clarity.

### Prerequisite instruction

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

### Where it lives

Grade 3 Cluster 1 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 3, "The Pilgrims Chose Plymouth," paragraphs [6], [7].

### 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

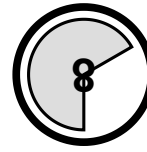
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

### Expected student product

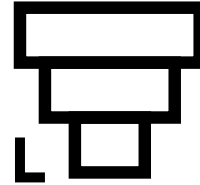
A revised sentence plus one sentence explaining the revision choice.

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

**8 MINUTES**



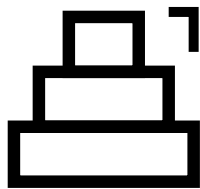
**Shape It!**



**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 revise a draft by adding one detail that makes it clearer.

1. Read the practice draft. Sentence 2 is too general.
2. Read the passage card. Find a detail that shows how the land helped.
3. Rewrite sentence 2 with that detail added.
4. Tell why your change makes the draft clearer.

**Required: one revised sentence and one reason.**

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

### Remember: Station 3

#### Revise by ADDING

Correct It! asks: Is it written correctly? Shape It! asks: How can the idea be clearer?

A general sentence says good or helpful. A clear sentence shows how with a detail.

|         |                                                  |
|---------|--------------------------------------------------|
| General | The weather was bad.                             |
| Clearer | Snow and freezing temperatures covered the land. |

CSI: the detail Connects and Supports.

**Practice Text: Station 3****Practice draft: needs one improvement****Why Plymouth?**

- (1) The Pilgrims chose Plymouth because it had what they needed.
- (2) The land around Plymouth was helpful.
- (3) Soon, Plymouth became the place where they built their colony.

Sentence 2 is too general. What made the land helpful?

**The Pilgrims Chose Plymouth**

- [6]** Small groups explored the land looking for fresh water, forests, and safe harbors. Eventually, they found an area called Plymouth. Nearby forests provided wood for homes, fires, and tools. The land also had rich soil where crops could be planted.
- [7]** The harbor at Plymouth made it possible for ships to anchor safely. Settlers unloaded tools, food, and supplies from the Mayflower. These supplies helped the colony survive during the first months.

From Cluster 1, Module 3, "The Pilgrims Chose Plymouth," paragraphs [6], [7].

## Check and Improve: Station 3

---

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

- ☐ My new sentence tells how the land helped.
- ☐ My detail comes from the passage card.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my change makes it clearer.

### Acceptable example

The land around Plymouth was helpful because nearby forests gave the Pilgrims wood for homes, fires, and tools.

*Reason:* Now the reader knows how the land helped, not just that it was helpful.

**Improve:** Read your whole draft in your head. Does every sentence stay on the topic of why Plymouth was chosen?

### 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: The land around Plymouth was helpful because \_\_\_\_\_. Look only at the first paragraph on the card first.

✂ cut

### Stretch Card: Station 3 (optional)

---

Add a second detail to a different sentence, or combine two short ideas into one clear sentence. 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 revise a draft by adding one detail that makes it clearer.

**Revise.** Write sentence 2 again with your one change.

---

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---

**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: adding a detail for clarity. One move only. This is not an editing task.

### Acceptable revisions

- The land around Plymouth was helpful because nearby forests gave the Pilgrims wood for homes, fires, and tools.
- The land around Plymouth was helpful because it had rich soil where crops could be planted.
- The land around Plymouth was helpful because it had fresh water and forests.
- A harbor detail is acceptable if the student connects it: the harbor let ships anchor safely so the settlers could unload supplies.

### Common misunderstandings to watch

- Adding a detail that does not explain helpful (for example, how long the voyage lasted).
- Rewriting the whole draft or only fixing spelling.
- Adding an opinion (It was really nice) instead of a detail.

### Observation notes

| Look for                             | Notes |
|--------------------------------------|-------|
| Detail is specific and from the text |       |
| Detail explains the general sentence |       |
| Reason names clarity for the reader  |       |

## Teacher Setup Guide: Station 3, Shape It!

|                          |                                                     |
|--------------------------|-----------------------------------------------------|
| <b>Cluster</b>           | Grade 3, Cluster 2                                  |
| <b>Module connection</b> | Module 3: Reason/Way (The First Branch of the Tree) |
| <b>Station area</b>      | Writing Process                                     |

### Exact TEKS practiced (TEA wording)

|                 |                                                                                                                                                                   |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.11B(i)</b> | develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**The one writing move:** organizing with purposeful structure: an introduction and a conclusion.

### Prerequisite instruction

Module 3 work with Reason or Way? and Relevant or Irrelevant?, plus earlier work in this cluster.

### Where it lives

Grade 3 Cluster 2 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 3, "Laura Ingalls Wilder," paragraphs [10], [11].

### 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

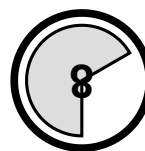
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- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

### Expected student product

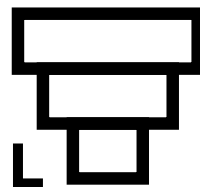
A new introduction sentence plus one sentence explaining the choice.

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

**8 MINUTES**



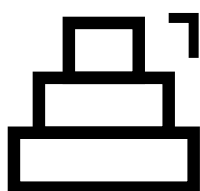
**Shape It!**



**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 shape a draft with an introduction and a conclusion.

1. Read the practice draft. Sentence 1 is a detail, not an introduction.
2. Read the passage card. Find the thesis (central idea) about history.
3. Rewrite sentence 1 as an introduction that states the thesis (central idea).
4. Tell why your introduction helps the reader follow the reasons.

**Required: one new introduction sentence and one reason.**

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

### Remember: Station 3

#### Shape with Introduction and Conclusion

Shape It! asks: How is the idea organized?

An introduction states the thesis (central idea). A conclusion restates it.

|              |                                                                 |
|--------------|-----------------------------------------------------------------|
| Detail       | Laura wrote about building homes and growing food.              |
| Introduction | Laura Ingalls Wilder's stories help readers understand history. |

A basket is a category. The name of the category becomes the reason.

**Practice Text: Station 3****Practice draft: needs one improvement****Why Laura's Stories Matter**

- (1) Laura wrote about building homes and growing food.
- (2) She wrote about school lessons and daily chores.
- (3) She wrote about cold winters and long journeys.
- (4) These details help readers understand history.

The draft starts right in with a detail. It needs an introduction sentence that states the thesis (central idea) before sentence 1.

**Laura Ingalls Wilder**

**[10]** As Laura grew older, she became interested in writing about her experiences. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.

**[11]** Laura believed that ordinary people could tell important stories. She wrote about everyday events that helped readers understand the past. Her books described family dinners, school lessons, holiday celebrations, and daily chores. These details helped readers imagine what life was like on the frontier.

From Cluster 2, Module 3, "Laura Ingalls Wilder," paragraphs [10], [11].

## Check and Improve: Station 3

---

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

- ☐ My first sentence states the thesis (central idea).
- ☐ My details come from the passage card.
- ☐ My last sentence concludes the reasons.
- ☐ I wrote one reason my introduction helps.

### Acceptable example

Laura Ingalls Wilder's stories help readers understand history.

*Reason:* Now the draft opens with the thesis (central idea), the details follow, and sentence 4 closes it.

**Improve:** Read your whole draft in your head. Does the first sentence state the thesis (central idea)?

### 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: Laura Ingalls Wilder's stories help readers understand \_\_\_\_\_. Look at the card.

✂ cut

### Stretch Card: Station 3 (optional)

---

Add a stronger conclusion that restates the thesis (central idea). 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 shape a draft with an introduction and a conclusion.

**Revise.** Write your new introduction sentence.

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---

**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

3.11B(i): organizing with purposeful structure: an introduction and a conclusion. One move only. This is not an editing task.

### Acceptable revisions

- Laura Ingalls Wilder's stories help readers understand history.
- Laura Ingalls Wilder helps readers understand history with true stories about frontier life.
- Laura Ingalls Wilder's books help readers understand the past through everyday details.
- The details in sentences 1 to 3 stay; the new introduction goes before them.

### Common misunderstandings to watch

- Adding a new detail instead of a new introduction.
- Rewriting the whole draft or only fixing spelling.
- Adding an opinion (It was really good) instead of structure.

### Observation notes

| Look for                                        | Notes |
|-------------------------------------------------|-------|
| First sentence states the thesis (central idea) |       |
| Details support the thesis (central idea)       |       |
| Reason names structure for the reader           |       |

## Teacher Setup Guide: Station 3, Shape It!

|                          |                                              |
|--------------------------|----------------------------------------------|
| <b>Cluster</b>           | Grade 3, Cluster 3                           |
| <b>Module connection</b> | Module 3: Magnifying Reasons for WHY Prompts |
| <b>Station area</b>      | Writing Process                              |

### Exact TEKS practiced (TEA wording)

|              |                                                                                                                                             |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.11C</b> | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|

**The one writing move:** deleting an idea that does not belong.

### Prerequisite instruction

Gather, Group, Narrow, Choose, Say It; Signal Markers Open the Door; and the Module 3 work on three different reasons.

### Where it lives

Grade 3 Cluster 3 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 3, "Why We Need Laws," paragraphs [13], [29], [40].

### 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

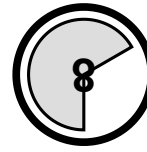
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

### Expected student product

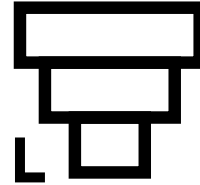
The number of the sentence to delete plus one sentence telling why it does not belong.

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

**8 MINUTES**



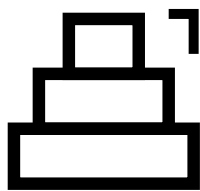
**Shape It!**



**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 find and delete one idea that does not belong in a draft.

1. Read the practice draft about why we need laws.
2. One sentence does not belong in the draft.
3. Find the sentence that does not give a reason.
4. Tell why that sentence does not belong.

**Required: the sentence number to delete and one reason.**

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

### Remember: Station 3

#### Delete what does not belong

Every sentence in a draft should support the thesis (central idea).

An idea that does not belong makes the draft harder to follow.

|                 |                                 |
|-----------------|---------------------------------|
| Belongs         | Laws help settle disagreements. |
| Does not belong | My favorite color is blue.      |

TREES builds my ECR. Ask: does this sentence tell why we need laws?

## Practice Text: Station 3

Practice draft: needs one improvement

### Why We Need Laws

- (1) We need laws for many reasons.
- (2) One reason is that laws help settle disagreements.
- (3) Another reason is that laws protect homes and land.
- (4) My favorite color is blue.
- (5) A third reason is that laws help people share fairly.

Sentence 4 does not belong. It does not tell why we need laws.

### Why We Need Laws

- [13] The rules helped neighbors settle what was fair,  
[29] Some rules protected homes and growing land,  
[40] The same fair rules applied to me and you.

From Cluster 3, Module 3, "Why We Need Laws," paragraphs [13], [29], [40].

**Check and Improve: Station 3**

---

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

- ☐ I named the sentence that does not belong.
- ☐ I told why that sentence does not belong.
- ☐ The draft still makes sense after the deletion.
- ☐ Every leftover sentence tells why we need laws.

**Acceptable example**

We need laws for many reasons. One reason is that laws help settle disagreements. Another reason is that laws protect homes and land. A third reason is that laws help people share fairly.

*Reason:* With the sentence about a favorite color gone, every sentence now tells why we need laws.

**Improve:** Read the whole draft again. Does every sentence help answer why we need laws?

### 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:** Ask yourself: does this sentence give a reason we need laws? If not, it does not belong.

✂ cut

### Stretch Card: Station 3 (optional)

---

Add a new third reason to take the place of the deleted sentence. Tell why the new sentence fits.

✂ 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 find and delete one idea that does not belong in a draft.

**Revise.** Write the number of the sentence you deleted.

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**Why is it clearer now?**

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Stretch (optional):

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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: deleting an idea that does not belong. One move only. This is not an editing task.

### Acceptable revisions

- We need laws for many reasons. One reason is that laws help settle disagreements. Another reason is that laws protect homes and land. A third reason is that laws help people share fairly.
- Sentence 4, My favorite color is blue, should be deleted.
- Sentence 4 does not tell why we need laws.
- Deleting sentence 4 because it is off topic and gives no reason.

### Common misunderstandings to watch

- Rewriting the whole draft instead of deleting one sentence.
- Deleting a sentence that does give a reason.
- Fixing spelling or punctuation instead of removing the off topic sentence.

### Observation notes

| Look for                               | Notes |
|----------------------------------------|-------|
| Names the off topic sentence           |       |
| Reason connects to the topic           |       |
| Draft still makes sense after deletion |       |

## Teacher Setup Guide: Station 3, Shape It!

|                          |                                                     |
|--------------------------|-----------------------------------------------------|
| <b>Cluster</b>           | Grade 3, Cluster 4                                  |
| <b>Module connection</b> | Module 3: Getting SET with the Statement of Purpose |
| <b>Station area</b>      | Writing Process                                     |

### Exact TEKS practiced (TEA wording)

|                  |                                                                                                                                     |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.11B(ii)</b> | develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea with relevant details |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------|

**The one writing move:** developing an idea with relevant details.

### Prerequisite instruction

Module 3 evidence selection with MICE: My Inference = Connections I have + Evidence I have found, and the recursive revision work in this cluster.

### Where it lives

Grade 3 Cluster 4 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 3, "The Founding Fathers," paragraphs [12], [13].

### 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.

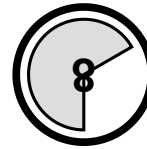
### Preparation

- 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.

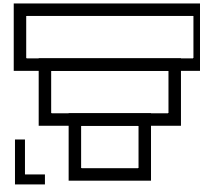
### Expected student product

A revised sentence plus one sentence explaining the revision choice.

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



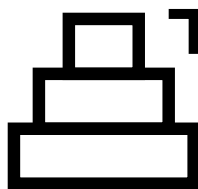
**Shape It!**



**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 develop a general idea by adding one relevant detail from the text.

1. Read the practice draft about the new government.
2. Sentence 2 is too general for the reader.
3. Read the passage card and find one fair detail.
4. Rewrite sentence 2 with that detail added.

**Required: one revised sentence and one reason.**

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

### Remember: Station 3

#### Add one detail to develop an idea

Shape It! asks: How can the idea be clearer for the reader?

A general sentence tells what. A clear sentence shows how with a detail.

|         |                                                    |
|---------|----------------------------------------------------|
| General | The government was fair.                           |
| Clearer | The Constitution split power among three branches. |

MICE: the detail is Evidence I have found that Connects to my idea.

**Practice Text: Station 3****Practice draft: needs one improvement****A New Government**

- (1) The Founding Fathers created a new government for the United States.
- (2) They wanted the new government to be fair.
- (3) The Constitution explained how the government would work.
- (4) The country still follows many of these ideas today.

Sentence 2 is too general. How did the new government protect fairness?

**The Founding Fathers**

**[12]** The Constitution established three branches of government. Each branch had different responsibilities. This system helped prevent any one person or group from gaining too much power. The Founding Fathers believed that sharing power among different branches would help protect freedom and fairness.

**[13]** The Constitution also explained how laws would be made and how leaders would be chosen. Citizens would have opportunities to participate in government through elections. This idea was important because many colonists had originally been upset about having little voice in government decisions. The new system gave people a greater role in shaping their nation.

From Cluster 4, Module 3, "The Founding Fathers," paragraphs [12], [13].

### Check and Improve: Station 3

---

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

- ☐ My new sentence adds one detail about fairness.
- ☐ My detail comes from the passage card.
- ☐ The whole draft still makes sense with the other sentences.
- ☐ I wrote one reason my change makes it clearer.

#### Acceptable example

They wanted the new government to be fair, so the Constitution shared power among three branches.

*Reason:* Now the reader knows how the Constitution protected fairness, not just that the leaders wanted it.

**Improve:** Read your whole draft in your head. Does every sentence stay on the topic of the new government?

### 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: They wanted the new government to be fair because \_\_\_\_\_. Read the first paragraph on the card first.

✂ cut

### Stretch Card: Station 3 (optional)

---

Add a second detail to a different sentence, or combine two short sentences into one clear sentence. 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 develop a general idea by adding one relevant detail from the text.

**Revise.** Write sentence 2 again with your one change.

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---

**Why is it clearer now?**

---

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---

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

3.11B(ii): developing an idea with relevant details. One move only. This is not an editing task.

### Acceptable revisions

- They wanted the new government to be fair, so the Constitution shared power among three branches.
- They wanted the new government to be fair because each branch had different responsibilities.
- They wanted the new government to be fair because citizens could take part through elections.
- A fairness detail is acceptable if the student connects it: the new system gave people a greater role in shaping their nation.

### Common misunderstandings to watch

- Adding a detail that does not explain fairness.
- Rewriting the whole draft or only fixing spelling.
- Adding an opinion instead of a detail from the text.

### Observation notes

| Look for                             | Notes |
|--------------------------------------|-------|
| Detail is specific and from the text |       |
| Detail develops the general sentence |       |
| Reason names clarity for the reader  |       |

## Teacher Setup Guide: Station 3, Shape It!

|                          |                                                                     |
|--------------------------|---------------------------------------------------------------------|
| <b>Cluster</b>           | Grade 3, Cluster 5                                                  |
| <b>Module connection</b> | Module 3: Conclusion Paragraph with R1, R2, R3: The Bluebird Moment |
| <b>Station area</b>      | Writing Process                                                     |

### Exact TEKS practiced (TEA wording)

|              |                                                                                                                                             |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.11C</b> | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|

**The one writing move:** rearranging ideas into a helpful order.

### Prerequisite instruction

Module 3 evidence selection work with the Linear Plot Line, and the recursive revision work in this cluster.

### Where it lives

Grade 3 Cluster 5 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 3, "Henry Ford: Visionary of Travel," paragraphs [8], [8], [10].

### 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

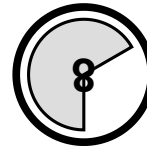
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

### Expected student product

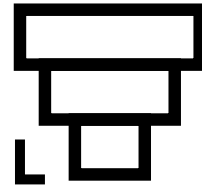
A draft with one sentence rearranged, plus one sentence explaining the order.

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

8 MINUTES



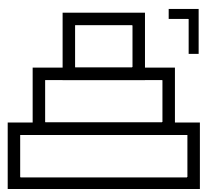
**Shape It!**



**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 revise a draft by rearranging sentences into a helpful order.

1. Read the practice draft and the passage cards.
2. Find the sentence that tells what both men believed.
3. Rearrange that sentence into a better place.
4. Tell why the new order is clearer.

**Required: the rearranged sentence in its new place and one reason for the order.**

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

### Remember: Station 3

#### Shape It! = REARRANGE

Correct It! asks: Is it written correctly? Shape It! asks: How can the idea be clearer?

Some ideas come first. A general idea often works best at the end.

|                  |                              |
|------------------|------------------------------|
| Order that jumps | Detail, general idea, detail |
| Helpful order    | Detail, detail, general idea |

Linear Plot Line: trace the details first, then end with the shared idea.

**Practice Text: Station 3****Practice draft: needs one improvement****Two Helpers, One Big Idea**

- (1) Henry Ford and Sam Walton helped everyday families in similar ways.
- (2) Both men believed families should not have to spend too much money.
- (3) Henry Ford built the Model T so more families could own a car.
- (4) Sam Walton opened Walmart so families could buy products at lower prices.

Sentence 2 tells what both men believed. It fits better after the two examples.

**Henry Ford: Visionary of Travel**

**[8]** A few years later, Henry Ford introduced the Model T. This automobile became one of the most famous cars in American history. The Model T was strong, simple, and much more affordable than many other automobiles. Unlike some cars that required special knowledge to operate, the Model T was designed for ordinary families.

**[8]** Sam began to wonder if there was a better way. In 1962, Sam Walton decided to try his idea. He opened a small store in Rogers, Arkansas called Walmart. His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them.

**[10]** One of Sam's main goals was to keep prices low. He believed families should not have to spend more money than necessary to buy everyday items. Instead of focusing only on making large profits, he focused on helping customers save money. He believed that if people had a good experience and found affordable products, they would continue returning to his store.

From Cluster 5, Module 3, "Henry Ford: Visionary of Travel," paragraphs [8], [8], [10].

**Check and Improve: Station 3**

---

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

- ☐ My new order keeps the same words in each sentence.
- ☐ The two examples now sit together.
- ☐ The draft still makes sense from start to finish.
- ☐ I wrote one reason the new order is clearer.

**Acceptable example**

Henry Ford and Sam Walton helped everyday families in similar ways. Henry Ford built the Model T so more families could own a car. Sam Walton opened Walmart so families could buy products at lower prices. Both men believed families should not have to spend too much money.

*Reason:* Now the two examples sit together, and the shared idea comes last to tie them together.

**Improve:** Read your whole draft in your head. Does the order help the reader follow the two examples?

### 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:** Write each sentence on a slip of paper. Move the slips until the two examples sit next to each other and the shared idea ends the draft.

✂ cut

### Stretch Card: Station 3 (optional)

---

Rearrange a different part of the draft, or combine two short sentences into one clear sentence. Explain your 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 revise a draft by rearranging sentences into a helpful order.

**Revise.** Write the sentence numbers in your new order.

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**Why is it clearer now?**

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Stretch (optional):

---

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---

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: rearranging ideas into a helpful order. One move only. This is not an editing task.

### Acceptable revisions

- Henry Ford and Sam Walton helped everyday families in similar ways. Henry Ford built the Model T so more families could own a car. Sam Walton opened Walmart so families could buy products at lower prices. Both men believed families should not have to spend too much money.
- The student moves sentence 2 to the end, after the two examples.
- The student moves the two example sentences before sentence 2, keeping them side by side.
- Any order that keeps the two examples together and ends with the shared idea is acceptable.

### Common misunderstandings to watch

- Rewriting the whole draft instead of moving one sentence.
- Changing the words in the sentence instead of its place.
- Putting the shared idea first, so the two examples no longer sit together.

### Observation notes

| Look for                               | Notes |
|----------------------------------------|-------|
| Sentence words stay the same           |       |
| Two examples sit together              |       |
| Shared idea ties the examples together |       |
| Reason names clarity for the reader    |       |

## Teacher Setup Guide: Station 3, Shape It!

|                          |                                                             |
|--------------------------|-------------------------------------------------------------|
| <b>Cluster</b>           | Grade 3, Cluster 6                                          |
| <b>Module connection</b> | Module 3: Completing the Argumentative Paper with CREATURES |
| <b>Station area</b>      | Writing Process                                             |

### Exact TEKS practiced (TEA wording)

|              |                                                                                                                                             |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.11C</b> | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|

**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

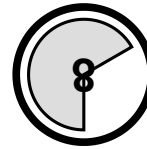
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

### Expected student product

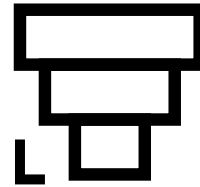
A combined sentence plus one sentence explaining the revision choice.

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

**8 MINUTES**



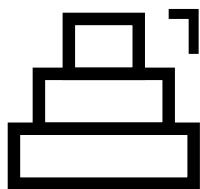
**Shape It!**



**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 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):

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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 3, Shape It!

|                          |                                                              |
|--------------------------|--------------------------------------------------------------|
| <b>Cluster</b>           | Grade 3, Cluster 7                                           |
| <b>Module connection</b> | Module 3: The Moment That Stays: Artistic Language and Sound |
| <b>Station area</b>      | Writing Process                                              |

### Exact TEKS practiced (TEA wording)

|              |                                                                                                                                             |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.11C</b> | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|

**The one writing move:** word choice: replacing a plain word with a precise one.

### Prerequisite instruction

Module 3 work with artistic language and sound, the LEAVES Poetry Framework, and the recursive revision work in this cluster.

### Where it lives

Grade 3 Cluster 7 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 3, "A Dream Can Grow," paragraphs [12], [14], [17].

### 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

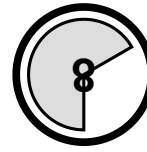
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

### Expected student product

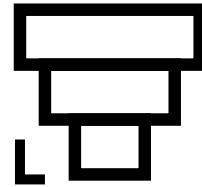
A revised sentence plus one sentence explaining the word choice.

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

**8 MINUTES**



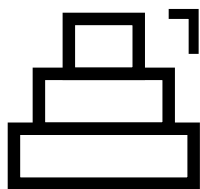
**Shape It!**



**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 revise a draft by replacing a plain word with a precise one.

1. Read the practice draft. Sentence 3 has a plain word.
2. Read the passage card. Find a precise word for the voice.
3. Rewrite sentence 3 with that precise word.
4. Tell why your new word is more precise.

**Required: one revised sentence and one reason.**

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

### Remember: Station 3

#### Revise by REPLACING

Correct It! asks: Is it written correctly? Shape It! asks: How can the idea be clearer?

A plain word says something in a general way. Carefully chosen words make the idea stay with the reader.

|         |                                 |
|---------|---------------------------------|
| Plain   | The voice was very big.         |
| Precise | The voice was strong and proud. |

Carefully chosen words help the important idea stay with the reader.

**Practice Text: Station 3****Practice draft: needs one improvement****A Voice in the Crowd**

- (1) The poem tells how hope moves through a crowd.
- (2) The speaker heard one voice begin to grow.
- (3) That voice was very big.
- (4) It carried hope from row to row.
- (5) The dream stayed with the speaker after that day.

Sentence 3 uses the plain word big. Which precise word shows how the voice sounded in the poem?

**A Dream Can Grow**

- [12] Then one strong voice began to grow.
- [14] At first so calm, and then so proud.
- [17] Hope moved forward, strong and bright,

From Cluster 7, Module 3, "A Dream Can Grow," paragraphs [12], [14], [17].

### Check and Improve: Station 3

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

- ☐ My new word is more precise than big.
- ☐ My word comes from the passage card.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my word choice is better.

#### Acceptable example

That voice was strong and proud.

*Reason:* Now the reader can picture how the voice sounded, not just that it was big.

**Improve:** Read your whole draft in your head. Does every sentence stay on the topic of the dream and the voice in the crowd?

**Help Card: Station 3**

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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: That voice was \_\_\_\_\_. Look at the first line on the card first.

✂ cut

**Stretch Card: Station 3 (optional)**

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Change one more plain word in a different sentence, or combine two short sentences into one clear sentence. Explain the choice.

✂ cut

**Reset Directions: Station 3**

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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 revise a draft by replacing a plain word with a precise one.

**Revise.** Write sentence 3 again with your one change.

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**Why is it clearer now?**

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Stretch (optional):

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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: word choice: replacing a plain word with a precise one. One move only. This is not an editing task.

### Acceptable revisions

- That voice was strong and proud.
- That voice was strong.
- That voice was powerful and proud.
- The word bright is acceptable if the student connects it: the voice grew bright with hope.

### Common misunderstandings to watch

- Choosing a word that is only longer, not more precise.
- Rewriting the whole draft or only fixing spelling.
- Adding how loud the voice was instead of how it sounded.

### Observation notes

| Look for                                    | Notes |
|---------------------------------------------|-------|
| New word is precise and from the text       |       |
| New word fits the sentence                  |       |
| Reason names a clear picture for the reader |       |

## Teacher Setup Guide: Station 3, Shape It!

|                          |                                                |
|--------------------------|------------------------------------------------|
| <b>Cluster</b>           | Grade 3, Cluster 8                             |
| <b>Module connection</b> | Module 3: PEOPLE: Choices, Service, and Memory |
| <b>Station area</b>      | Writing Process                                |

### Exact TEKS practiced (TEA wording)

|              |                                                 |
|--------------|-------------------------------------------------|
| <b>3.11E</b> | publish written work for appropriate audiences. |
|--------------|-------------------------------------------------|

**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.

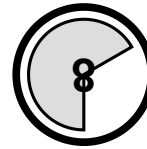
### Preparation

- 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.

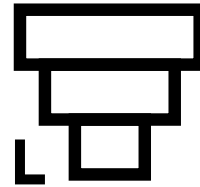
### Expected student product

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

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



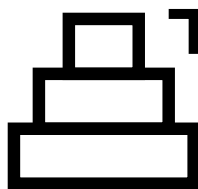
**Shape It!**



**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 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

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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)**

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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.

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---

**Why is it clearer now?**

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---

Stretch (optional):

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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                                 |       |