

STUDENT MATERIALS

Print All Four Stations

Cluster 7

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 3 • Cluster 7



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 7.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 3: The Moment That Stays: Artistic Language and Sound	3.11D(iii)
2. Prove It!	Responding with Evidence	Module 2: Whose Voice? Emotion, Experience, and the Speaker	3.7B, 3.7C
3. Shape It!	Writing Process	Module 3: The Moment That Stays: Artistic Language and Sound	3.11C
4. Create It!	Writing Genres	Module 4: Meaning and Significance: Bringing All of LEAVES Together	3.12A

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Print All Four Stations: Grade 3, Cluster 7

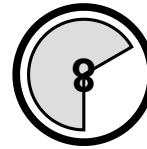
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

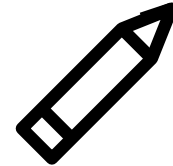
Station 1: Correct It!	Conventions	3.11D(iii)
Station 2: Prove It!	Responding with Evidence	3.7B, 3.7C
Station 3: Shape It!	Writing Process	3.11C
Station 4: Create It!	Writing Genres	3.12A

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

8 MINUTES



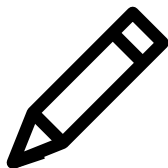
Correct It!



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 common nouns so they use lowercase letters.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find each common noun. Ask if it names any person, place, or thing.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**Common Noun**

Names any person, place, or thing

Proper Noun

Names a special person, place, or thing

A common noun starts with a lowercase letter.

Common noun	dream, hope, voice	starts with lowercase
Proper noun	Mama, Grandpa	starts with uppercase

Practice Text: Station 1

Practice draft: contains errors

A Dream That Stays

- (1) The Dream grew as hope moved through the crowd.
- (2) The poet uses repetition to make the idea stay.
- (3) Mama heard the Voice and listened with care.
- (4) Grandpa told the story about Service in winter.

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 (A Dream Can Grow, paragraph [26]):

"The dream became what I could see."

dream is a common noun, so it starts with lowercase d.

A Dream Can Grow

[26] The dream became what I could see.

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)	The dream grew as hope moved through the crowd.	Dream is a common noun, so it starts with lowercase d.
(2)	The poet uses repetition to make the idea stay.	Already correct: poet and repetition are common nouns in lowercase.
(3)	Mama heard the voice and listened with care.	Voice is a common noun, so it starts with lowercase v.
(4)	Grandpa told the story about service in winter.	Service is a common noun, so it starts with lowercase s.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I said the word is a common noun.

Help Card: Station 1

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

Same goal, more support: Work on sentence (1) first. Point to Dream. Ask: any person, place, or thing?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about hope and service. Use dream and voice as common nouns.

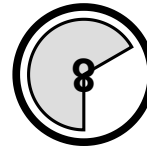
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Reset Directions: Station 1

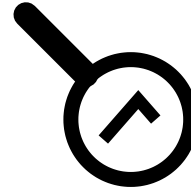
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

**Station 2: PROVE IT! Task Card**

My goal: I can answer a question about a poem's voice and prove my answer with a quote.

1. Read the four lines from the poem.
2. Write a thesis (central idea) that answers the question.
3. Copy one quote that proves your thesis (central idea).
4. Tell how the voice shapes the feeling.

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**Three Sentences for Proof**

1. Thesis (central idea)	Answers the question about the voice.
2. Evidence	A line from the poem: The poem states, "..."
3. Explanation	Tells how the voice shapes the feeling.

Clue words voice and emotion = name who speaks and the feeling.

Passage Card: Station 2

My question: Whose voice tells "A Dream Can Grow," and how does that voice shape the emotion?

A Dream Can Grow

[29] A dream grows stronger when we share,

[30] Through thoughtful words and acts of care.

[31] Dr. King spoke hope for us to see,

[32] And now that dream is part of me.

From Cluster 7, Module 2, "A Dream Can Grow," paragraphs [29] to [32].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers the question about voice.
- ☐ Sentence 2 copies a line from the poem in quotation marks.
- ☐ The detail connects to the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

The speaker is a student who feels the dream is part of them, and that voice shares a feeling of hope and pride. The passage states, "And now that dream is part of me." This shows the speaker counts Dr. King's dream as their own, so the voice shapes a proud and hopeful feeling.

Improve: Does your explanation use your own words? Add one word that names the feeling.

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. "A dream grows stronger when we share,"
- B. "Dr. King spoke hope for us to see,"
- C. "And now that dream is part of me."

Frame: The speaker is _____. The poem states, "_____." This shows the voice shapes a feeling of _____.

✂ cut

Stretch Card: Station 2 (optional)

Add a second quote from another line and tell how both lines shape the feeling.

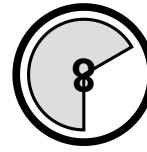
✂ cut

Reset Directions: Station 2

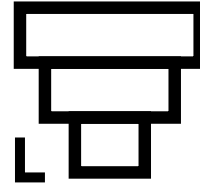
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



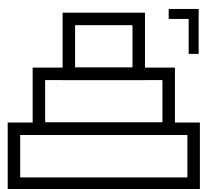
Shape It!



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

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

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)

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

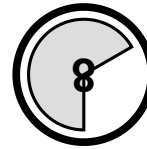
✂ cut

Reset Directions: Station 3

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

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short poem that turns one experience into something a reader can feel.

1. Read the job box and the small model.
2. Read the poem lines about the dream.
3. Write a title and four lines about your memory.
4. Add one image or sound that shows meaning.

Required: a title and four or more lines that show one experience and what it means.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A poem has:

Title	names the poem
Lines	short rows of words that show one experience
Images	words that help me see it
Sounds	words that help me hear it

A poem shows a feeling. It does not just tell it.

Job Box, Model, and Source Card: Station 4

Topic: Turning one small memory into a poem that others can feel

Purpose: to share a feeling **Audience:** readers at our class poetry share

Small model (different topic)

Title: The Light in Grandma's Kitchen

Line 1: Grandma's kitchen hums at dawn,

Line 2: With flour dusting the wooden board.

Line 3: Her hands turn dough the way she taught,

Line 4: And I learn warmth is something shared.

A Dream Can Grow

[41] The dream traveled. The dream grew.

[42] It moved from him to me and you.

[45] It traveled home through stories told,

From Cluster 7, Module 4, "A Dream Can Grow," paragraphs [41], [42], [45].

Check and Improve: Station 4

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

- ☐ My title names my poem.
- ☐ My poem shows one experience.
- ☐ I used words that help a reader see or hear.
- ☐ My poem shows what the experience means.

Acceptable example

The Yellow Kite

I held the string, the wind blew strong, My father's laugh stayed in my chest. The kite
rose up and pulled away, Then taught me how to let things rest.

Improve: Read your poem out loud. Does one line show what your memory means? If not, add or change that line.

Help Card: Station 4

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

Same goal, more support: Use this frame: I saw _____. I felt _____. Now I know _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one line that repeats a word or sound on purpose. Tell why you chose it.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix common nouns so they use lowercase letters.

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 about a poem's voice and prove my answer with a quote.

Question: Whose voice tells "A Dream Can Grow," and how does that voice shape the emotion?

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

Revise. Write sentence 3 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 poem that turns one experience into something a reader can feel.

Title

Line 1 (my words)

Line 2 (my words)

Line 3 (my words)

Line 4 (my words)

Stretch (optional):

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

Teacher Tracking Page

I = worked independently. S = used support (Help card, frame, or adult). Finished, checked, and mastered are different observations. Copy a second page for larger classes.

Student	St. 1: Correct It! 3.11D(iii)	St. 2: Prove It! 3.7B, 3.7C	St. 3: Shape It! 3.11C	St. 4: Create It! 3.12A	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	
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