

STUDENT STATION BOOK

Station Book: Shape It!

Writing Process Stations

4th Grade



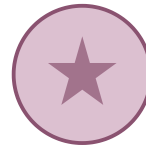
Correct It!



Prove It!



Shape It!



Create It!

THE WRITING ACADEMY®, LLC

© 2026 The Writing Academy®, LLC

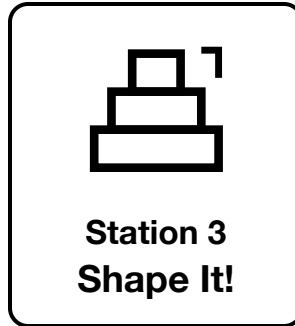
All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

The Writing Academy®, LLC

Writing Process Stations

Station 3: Shape It! • Grade 4



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

Contents

How Station Rotation Day Works	3
PREPARE: Module 3, 4.11A	4
Cluster 1: Module 3, 4.11C	12
Cluster 2: Module 3, 4.11B(i)	20
Cluster 3: Module 3, 4.11C	28
Cluster 4: Module 3, 4.11B(i)	36
Cluster 5: Module 3, 4.11C	44
Cluster 6: Module 3, 4.11C	52
Cluster 7: Module 3, 4.11C	60
Cluster 8: Module 3, 4.11E	68

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.
38	2 launch + 32 at stations + 3 transitions + 1 close. This is about 13 minutes more than the usual 25-minute block.

Inside every 8-minute station

Minute	The student's job
Minute 1	Read: read the task card and look at the Remember card.
Minutes 2 to 6	Do: complete the required task on the Response Booklet page.
Minute 7	Check: open the Check and Improve card. Fix or improve one thing.
Minute 8	Reset: mark the completion strip and leave the station ready.

Rotation map (four groups)

Group	Round 1	Round 2	Round 3	Round 4
A	Station 1	Station 2	Station 3	Station 4
B	Station 2	Station 3	Station 4	Station 1
C	Station 3	Station 4	Station 1	Station 2
D	Station 4	Station 1	Station 2	Station 3

Rules that make independence possible

- **Every station is a starting point.** No station needs work from another station.
- **Individual materials.** Each student at the table has a task card, a text card, and the booklet page. Each student writes their own response.
- **One Help routine:** Reread the direction. Look at the example. Use the Remember card. Signal for help if you still need it.
- **Try first, then check.** Students open the Check and Improve card after they write. Leave the first try readable so you can see what changed.
- **Planning target, not a speed test.** A student who needs more time finishes during the next independent work time and is not marked unsuccessful because the timer sounded.
- **Finished, checked, and mastered are different.** The tracking page records the skill, independent or supported, and one point to revisit.
- **Prep happens before the day.** Cards are cut, text cards are printed, and each station tub is filled.

- - - - Dashed line = cut. ——— Solid line = fold. Pages marked "Practice draft: contains errors" are practice only. Real passages are printed exactly as they appear in the teacher guide.

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, PREPARE
Module connection	Module 3: Choose the Route and the Planning HABIT
Station area	Writing Process

Exact TEKS practiced (TEA wording)

4.11A	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 work with the planning HABIT and the Name the Writing Job framework.

Where it lives

Grade 4 PREPARE Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 3, "Serve," paragraphs [28], [73], [93].

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

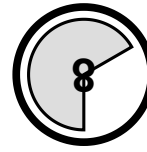
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

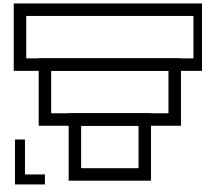
A revised plan sentence that names an audience and a purpose, plus one sentence explaining the choice.

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

8 MINUTES



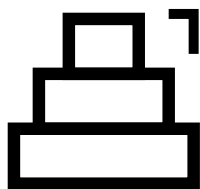
Shape It!



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 draft by naming the audience and the purpose for my writing.

1. Read the practice draft. Sentence 1 does not name an audience or a purpose.
2. Read the passage cards. Find details about ways to serve.
3. Rewrite sentence 1 to name an audience and a purpose.
4. Tell why your plan fits the writing job.

Required: one revised planning sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Plan for a named audience and purpose

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

A plan names the audience and the purpose before drafting.

Unclear plan	I will write about service.
Clear plan	I will write about service for my classmates so they choose one way to help.

Name the Writing Job: name the audience and the purpose.

Practice Text: Station 3**Practice draft: needs one improvement****My Plan for Service Writing**

- (1) I will write about ways to serve others.
- (2) I read a passage where Grandpa talks about service.
- (3) He says people can give their time, ideas, and encouragement.
- (4) I will list ways to serve before I start my draft.

Sentence 1 tells the topic. It does not name the audience or the purpose. Who will read it, and what should it do?

Serve

[28] “Sometimes,” Grandpa answered, “but service can mean much more than money. People can give their time, energy, ideas, talents, patience, and encouragement. They can volunteer. They can teach. They can listen. They can help solve problems. They can notice when someone needs assistance and decide to participate instead of walking away.”

[73] “There are many ways,” he said. “You can help a classmate who is having difficulty. You can welcome a new student. You can collect food for a community pantry. You can clean up litter at a park. You can help an elderly neighbor carry groceries. You can encourage someone who feels left out. You can listen when a friend needs someone to talk to.”

[93] A better world begins when we stop asking only what we can receive and start asking, What can I give?

From PREPARE, Module 3, “Serve,” paragraphs [28], [73], [93].

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 my writing.
- ☐ My new sentence names the purpose of my writing.
- ☐ My detail comes from the passage cards.
- ☐ I wrote one reason my plan fits the writing job.

Acceptable example

I will write about ways to serve others for my classmates so they choose one way to help this week.

Reason: Now the plan names the audience and the purpose. The reader and the job are clear.

Improve: Read your plan in your head. Does it name both the audience and the purpose?

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 about _____ for _____ so that _____.

✂ cut

Stretch Card: Station 3 (optional)

Name a planning strategy that fits your audience and purpose, and tell why it 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 plan a draft by naming the audience and the purpose for my writing.

Revise. Write sentence 1 again with your one change.

Why is it clearer now?

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 3

The revision move

4.11A: plan for a named audience and purpose. One move only. This is not an editing task.

Acceptable revisions

- I will write about ways to serve others for my classmates so they choose one way to help this week.
- I will write about ways to serve others for younger students so they learn how to help.
- I will write about ways to serve others for my family so we can pick one way to help our neighborhood.
- A plan that names a different audience is acceptable if the student also names a clear purpose for that audience.

Common misunderstandings to watch

- Naming a topic only, such as service, without naming an audience or a purpose.
- Rewriting the whole draft or only fixing spelling.
- Choosing an audience that does not fit the purpose.

Observation notes

Look for	Notes
Plan names a specific audience	
Plan names a clear purpose	
Reason connects the audience and the purpose to the writing job	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, Cluster 1
Module connection	Module 3: Prove It with Strong Evidence
Station area	Writing Process

Exact TEKS practiced (TEA wording)

4.11C	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 Test, and the recursive revision work in this cluster.

Where it lives

Grade 4 Cluster 1 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 3, "Morning in the Village," paragraphs [2], [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

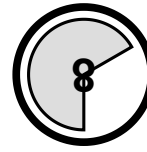
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

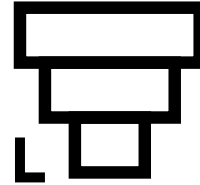
A revised sentence plus one sentence explaining the revision choice.

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

8 MINUTES



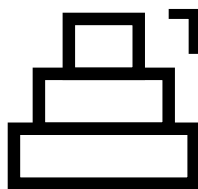
Shape It!



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 about the river.
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 important or good. A clear sentence shows how with a detail.

General	The river was important.
Clearer	The river gave water for drinking, cooking, and cleaning.

CSI: the detail Connects and Supports.

Practice Text: Station 3**Practice draft: needs one improvement****A Day in the Caddo Village**

- (1) Tayanita lived in a Caddo village near a river in the Piney Woods.
- (2) The river was important to the village.
- (3) Many families worked in the fields each day.
- (4) Tayanita felt thankful to be part of her community.

Sentence 2 is too general. How was the river important to the village?

Morning in the Village

[2] Her family lived in a Caddo village near a river in the Piney Woods. Their homes were built close together, and everyone knew each other. Some people were already cooking, while others were heading out to work.

[17] Near the river, several people were collecting water while others prepared canoes. The river was one of the village's most valuable resources. It provided water for drinking, cooking, and cleaning. It also helped people travel to nearby villages and trade with other communities.

From Cluster 1, Module 3, "Morning in the Village," paragraphs [2], [17].

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 river was important.
- ☐ 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 river was important to the village because it gave people water for drinking, cooking, and cleaning.

Reason: Now the reader knows how the river helped, not just that it was important.

Improve: Read your whole draft in your head. Does every sentence stay on the topic of the village and the river?

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 river was important because _____.
Look only at the passage card first.

✂ cut

Stretch Card: Station 3 (optional)

Add a second detail to another sentence. Explain why that detail helps the reader.

✂ 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.

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

4.11C: adding a detail for clarity. One move only. This is not an editing task.

Acceptable revisions

- The river was important to the village because it gave people water for drinking, cooking, and cleaning.
- The river was important to the village because it helped people travel to nearby villages and trade.
- The river was important to the village because people collected water there for drinking, cooking, and cleaning.
- A travel or trade detail is acceptable if the student connects it to the river.

Common misunderstandings to watch

- Adding a detail that does not explain why the river mattered.
- 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!

Cluster	Grade 4, Cluster 2
Module connection	Module 3: Organizing Reasons and Ways
Station area	Writing Process

Exact TEKS practiced (TEA wording)

4.11B(i)	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion
-----------------	---

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

Prerequisite instruction

Module 3 evidence selection with the CSI Evidence Check, and the Reason/Way Branch work in this cluster.

Where it lives

Grade 4 Cluster 2 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 3, "Columbus's Arrival," paragraphs [15], [16].

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

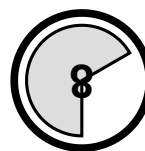
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

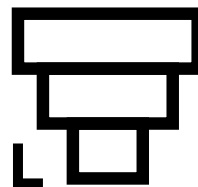
A revised sentence 3 with one transition added, plus one sentence explaining the choice.

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

8 MINUTES



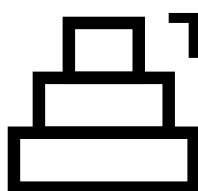
Shape It!



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 revise a draft by adding a transition that connects one reason to the next.

1. Read the practice draft. Sentence 3 starts a new reason.
2. Notice how sentence 3 begins with no transition.
3. Add a transition at the start of sentence 3.
4. Tell why the transition helps readers connect the reasons.

Required: one transition added to sentence 3 and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Shape It! by adding a TRANSITION

An introduction opens the paragraph, a transition links reasons, and a conclusion wraps up.

Reasons from different baskets need a transition so they connect.

No transition	New animals were brought to the Americas.
With a transition	In addition, new animals were brought to the Americas.

Transition: In addition shows this is another way, not a repeat.

Practice Text: Station 3**Practice draft: needs one improvement****How Columbus's Arrival Changed the Americas**

- (1) Columbus's arrival affected Native American communities in many ways.
- (2) Some groups lost control of their land.
- (3) New animals, such as horses and cattle, were brought to the Americas.
- (4) These changes shaped daily life for many people.

Sentence 3 starts a new reason with no transition. Readers may not see how it connects to sentence 2.

Columbus's Arrival

[15] The arrival of Europeans affected Native American communities in many ways. Some groups lost control of their land. Others experienced changes to their cultures and daily lives. Traditional customs sometimes changed as new ideas and practices spread throughout the region.

[16] In addition to cultural changes, new plants and animals were introduced to the Americas. Horses, cattle, and other animals became important in many areas. New crops and foods were also exchanged between Europe and the Americas. These changes affected farming, transportation, and trade.

From Cluster 2, Module 3, "Columbus's Arrival," paragraphs [15], [16].

Check and Improve: Station 3

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

- ☐ My sentence 3 now begins with a transition.
- ☐ My transition shows this is another reason, not a repeat.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason the transition helps readers.

Acceptable example

In addition, new animals, such as horses and cattle, were brought to the Americas.

Reason: The transition In addition shows this is another way Columbus's arrival affected people, so the reasons connect.

Improve: Read your whole draft. Does each sentence connect to the one before it?

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: In addition, _____. Look at the second paragraph on the card first.

✂ cut

Stretch Card: Station 3 (optional)

Add a closing sentence that wraps up the paragraph, or add a second transition. 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 a transition that connects one reason to the next.

Revise. Write sentence 3 again with a transition.

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

4.11B(i): organizing with purposeful structure: an introduction, a transition, and a conclusion. One move only. This is not an editing task.

Acceptable revisions

- In addition, new animals, such as horses and cattle, were brought to the Americas.
- Also, new animals, such as horses and cattle, were brought to the Americas.
- Another change was that new animals, such as horses and cattle, were brought to the Americas.
- A transition placed later is fine if it links the reasons: New animals, such as horses and cattle, were also brought to the Americas.

Common misunderstandings to watch

- Adding a new detail instead of a transition, such as another animal name.
- Rewriting the whole draft or only fixing spelling.
- Repeating the same idea in new words instead of linking reasons.

Observation notes

Look for	Notes
Transition is added at the start of sentence 3	
Transition signals another reason or way	
Reason names how the transition helps the reader	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, Cluster 3
Module connection	Module 3: Magnifying Many Ideas into Three Strong Reasons
Station area	Writing Process

Exact TEKS practiced (TEA wording)

4.11C	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

Module 3 work on decisions with CSI Evidence HABIT and The Magnifying Process.

Where it lives

Grade 4 Cluster 3 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 3, "A Lone Star Choice," paragraphs [2], [4].

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

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

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

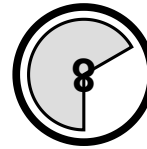
Preparation

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

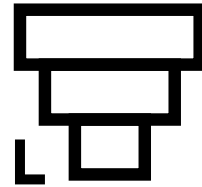
Expected student product

A deleted sentence number plus one sentence explaining the choice.

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



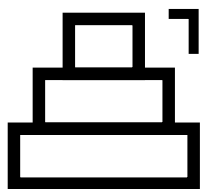
Shape It!



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 revise a draft by deleting one idea that does not belong.

1. Read the practice draft. Find the sentence that is off topic.
2. Read the passage card. Check what stays on decisions shaping Texas.
3. Cross out the sentence that does not belong with the other sentences.
4. Tell why removing it makes the draft more focused.

Required: deleted sentence number and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Revise by DELETING

Shape It! asks: Does every sentence belong with the other sentences?

An on topic sentence stays on decisions shaping Texas. An off topic sentence does not belong.

On topic	People talked about gains and losses for Texas.
Off topic	I like pizza on Friday nights.

The Magnifying Process: keep ideas that belong together.

Practice Text: Station 3**Practice draft: needs one improvement****Decisions Shape Texas**

- (1) Texas leaders talked about joining the U.S. and what was right.
- (2) People shared hopes and concerns about gains and losses.
- (3) I like pizza on Friday nights with my family.
- (4) The decision would shape the path Texas would tread.

Sentence 3 is off topic. It does not belong with decisions shaping Texas.

A Lone Star Choice

[2] The U.S. gained land across the West, Changing the map and passing the test. For Texas, the choice had shaped its way, A state in the U.S. from that day. Its story still helps people see How choices reshape history. Some believed the nation would grow, With stronger trade and room to show That Texas could become a place To prosper, learn, and keep its pace. Others worried what might come, If Texas joined and became one. Would laws and leaders stay the same? Or would statehood bring a different name? People shared opinions near and far, In towns, on ranches, and by the bar. The future seemed unclear to many, Though hopes and concerns were both plenty.

[4] People spoke respectfully. They knew the decision ahead Would shape the path their state would tread.

From Cluster 3, Module 3, "A Lone Star Choice," paragraphs [2], [4].

Check and Improve: Station 3

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

- ☐ I removed the off topic sentence.
- ☐ The other sentences stay on Texas decisions.
- ☐ My detail comes from the passage card.
- ☐ I wrote one reason my change helps focus.

Acceptable example

Delete sentence 3 about pizza. The draft stays on decisions shaping Texas.

Reason: Now every sentence belongs. The reader can focus on Texas decisions.

Improve: Read your draft again. Does every sentence stay on decisions shaping Texas?

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 delete sentence 3 because _____.
Look at the card first.

✂ cut

Stretch Card: Station 3 (optional)

Combine two short on topic 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 deleting one idea that does not belong.

Revise. Write the number of the sentence you deleted.

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

4.11C: deleting an idea that does not belong. One move only. This is not an editing task.

Acceptable revisions

- Delete sentence 3 about pizza. The draft stays on decisions shaping Texas.
- Delete sentence 3.
- Delete sentence 3 because it is about pizza, not Texas decisions.
- Any answer is acceptable if the student removes sentence 3 and keeps focus on decisions.

Common misunderstandings to watch

- Deleting an on topic sentence instead of the off topic one.
- Rewriting the whole draft or only fixing spelling.
- Adding a new detail instead of deleting the extra idea.

Observation notes

Look for	Notes
Off topic sentence is removed	
Kept sentences stay on decisions	
Reason names focus for the reader	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, Cluster 4
Module connection	Module 3: Understanding Others and Rebuttal
Station area	Writing Process

Exact TEKS practiced (TEA wording)

4.11B(i)	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion
-----------------	---

The one writing move: adding a transition that connects two ideas.

Prerequisite instruction

Module 3 work on the Mali topic, including the U + R Deep Focus, and the recursive revision work in this cluster.

Where it lives

Grade 4 Cluster 4 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 3, "The Wealth of Mansa Musa," paragraphs [4], [6], [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

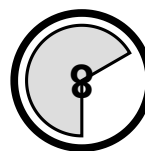
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

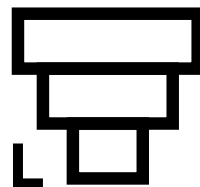
A revised sentence with a transition plus one sentence telling why it connects the ideas.

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

8 MINUTES



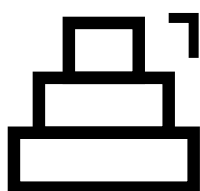
Shape It!



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 transition that connects two ideas.

1. Read the practice draft. Sentence 3 needs a connection.
2. Read the passage cards to see both ideas.
3. Add a transition at the start of sentence 3.
4. Tell why the transition connects the two ideas.

Required: one revised sentence with a transition and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Connect ideas with transitions

Correct It! asks: Is it written correctly? Shape It! asks: How can the ideas connect?

A transition shows how one idea connects to the next idea.

Adds an idea	Mali protected trade. It also built schools.
Shows a contrast	Trade made Mali rich. However, learning made it strong.

Use only one transition. It should connect the two ideas in the draft.

Practice Text: Station 3**Practice draft: needs one improvement****How Mali Grew Strong**

- (1) Mansa Musa wanted his kingdom to grow strong.
- (2) He protected trade routes so merchants could travel safely.
- (3) He paid for schools and mosques.
- (4) These choices helped Mali become a famous kingdom.

Sentence 3 starts a new idea with no transition. Add a word that connects learning to the trade idea before it.

The Wealth of Mansa Musa

[4] Mansa Musa understood how important trade was to his kingdom. He made smart choices that helped merchants feel safe while traveling. Soldiers guarded many of the trade routes, and laws helped protect people and their goods. Because traders knew they could travel safely, more merchants visited Mali. Every new trade journey brought more people, more products, and more opportunities for the kingdom to grow stronger.

[6] Timbuktu was known for much more than trade. It also became one of the greatest centers of learning during its time. Students traveled long distances to study with respected teachers. They learned subjects such as math, science, history, geography, and religion. Since printing presses had not yet been invented in the area, books were carefully copied by hand. These books were treated with great care because they contained valuable knowledge. Many families believed that education could help improve a person's future.

[11] Mansa Musa believed that wealth should also be used to improve his kingdom. He supported the building of mosques, schools, and other important buildings. Skilled workers and builders helped create places where people could gather, worship, and learn. These improvements made cities more beautiful and gave people more opportunities to study and work together.

From Cluster 4, Module 3, "The Wealth of Mansa Musa," paragraphs [4], [6], [11].

Check and Improve: Station 3

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

- ☐ My sentence has one transition.
- ☐ My transition connects learning to trade.
- ☐ My ideas come from the passage cards.
- ☐ I wrote one reason for my move.

Acceptable example

He also paid for schools and mosques.

Reason: The transition also shows that learning is another way Mansa Musa helped Mali, right after the idea about trade.

Improve: Read the whole draft in your head. Do the two ideas now connect smoothly?

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 at the start of sentence 3: _____, he paid for schools, libraries, and mosques. Try also or in addition.

✂ cut

Stretch Card: Station 3 (optional)

Add a transition to a different sentence, such as the conclusion, and 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 transition that connects two ideas.

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

Teacher Answer and Observation Guide: Station 3

The revision move

4.11B(i): adding a transition that connects two ideas. One move only. This is not an editing task.

Acceptable revisions

- He also paid for schools and mosques.
- In addition, he paid for schools and mosques.
- He also paid for schools and mosques.
- Any transition that shows addition is acceptable, such as also or in addition.

Common misunderstandings to watch

- Changing the whole draft instead of adding one transition.
- Adding a transition that does not connect the two ideas.
- Fixing only spelling or punctuation.

Observation notes

Look for	Notes
One transition added	
Transition connects trade and learning	
Reason names how the ideas connect	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, Cluster 5
Module connection	Module 3: The RRR Conclusion Paragraph
Station area	Writing Process

Exact TEKS practiced (TEA wording)

4.11C	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 RRR conclusion work and the revision work in this cluster.

Where it lives

Grade 4 Cluster 5 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 3, "Looking Back to Move Forward," paragraphs [28], [14].

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

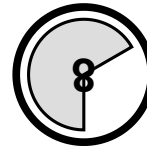
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

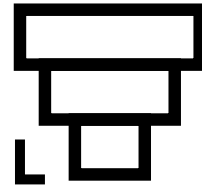
A reordered conclusion plus one sentence explaining the order choice.

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

8 MINUTES



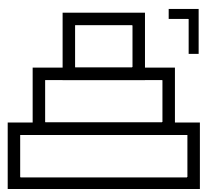
Shape It!



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 conclusion by rearranging ideas into RRR order.

1. Read the practice draft. Notice the order of ideas.
2. Read the passage card. Find what each text shows.
3. Rewrite the conclusion with ideas in RRR order.
4. Tell why the new order makes sense.

Required: one reordered conclusion and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Revise by REARRANGING

Correct It! asks: Is it written correctly? Shape It! asks: Is the order helpful?

A mixed order confuses the reader. RRR order helps the reader follow.

Mixed	Final thought first, then thesis (central idea).
RRR order	Start with thesis (central idea), then reference, then reflect.

RRR: restate, reference, reflect.

Practice Text: Station 3**Practice draft: needs one improvement****Ideas That Shape Communities**

- (1) Music and art still matter today because they help people learn and feel connected.
- (2) Both passages show that ideas can shape communities.
- (3) Raphael shared old ideas in art, and Texas singers shared culture in music.

Sentence 1 gives the final thought first. It belongs last in RRR order.

Looking Back to Move Forward

[28] Mrs. Lopez nodded. “Yes. Art can send a message. Raphael was not just painting people in a building. He was showing respect for knowledge, thinking, and discussion.”

[14] These artists also remind us that culture is not created by only one person or one group. Culture grows when people share their voices, stories, and traditions. It grows when music is passed from one generation to the next. It grows when people listen with respect. Texas culture became richer because artists from different backgrounds were brave enough to share their talents.

From Cluster 5, Module 3, "Looking Back to Move Forward," paragraphs [28], [14].

Check and Improve: Station 3

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

- ☐ My conclusion starts with thesis (central idea).
- ☐ My middle sentence references both passages.
- ☐ My last sentence shares a bigger idea.
- ☐ I wrote one reason my order helps.

Acceptable example

Both passages show that ideas can shape communities. Raphael shared old ideas in art, and Texas singers shared culture in music. Music and art still matter today because they help people learn and feel connected.

Reason: Now the reader follows restate, reference, then reflect.

Improve: Read your conclusion in order. Does it end with a bigger 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 order: restate first, reference next, reflect last. Find sentence 2 first.

✂ cut

Stretch Card: Station 3 (optional)

Add a detail from the card to the middle sentence, or explain the bigger idea more.
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 conclusion by rearranging ideas into RRR order.

Revise. Write the sentence numbers in your new order.

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

4.11C: rearranging ideas into a helpful order. One move only. This is not an editing task.

Acceptable revisions

- Both passages show that ideas can shape communities. Raphael shared old ideas in art, and Texas singers shared culture in music. Music and art still matter today because they help people learn and feel connected.
- Order 2, 3, 1 with the same sentences is correct.
- Small word changes are fine if RRR order stays and meaning stays.
- A card detail is fine in the middle if the student keeps RRR order.

Common misunderstandings to watch

- Rewriting all sentences instead of moving them in order.
- Putting the reflect sentence first or in the middle.
- Adding a detail that does not connect to shaping communities.

Observation notes

Look for	Notes
Order follows RRR	
Reference names both passages	
Reason names order for the reader	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, Cluster 6
Module connection	Module 3: Finishing the Argumentative Paper with CREATURES
Station area	Writing Process

Exact TEKS practiced (TEA wording)

4.11C	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 weather and climate reading, and the CREATURES framework work in this cluster.

Where it lives

Grade 4 Cluster 6 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 3, "A Day That Changed," paragraphs [5], [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

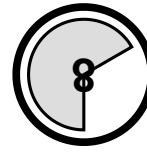
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

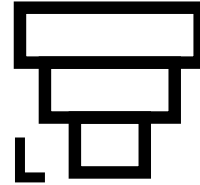
One combined sentence plus one sentence explaining the revision choice.

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

8 MINUTES



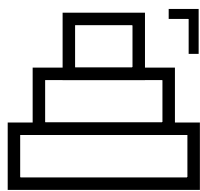
Shape It!



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 revise a draft by combining two short sentences into one clear sentence.

1. Read the practice draft about weather and climate.
2. Sentences 2 and 3 are short and choppy.
3. Combine them into one clear sentence.
4. Tell why your combined sentence is clearer.

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 be clearer?

Two short, choppy sentences can join into one clear sentence with and, but, or because.

Choppy	Weather changes quickly. Climate stays the same.
Combined	Weather changes quickly, but climate stays the same.

CREATURES: combining keeps the Claim and Reasons clear for the reader.

Practice Text: Station 3**Practice draft: needs one improvement****Weather or Climate?**

- (1) Jayden learned about weather and climate at school.
- (2) Weather can change in just a few hours.
- (3) Climate describes the usual weather over a long time.
- (4) Now Jayden watches the sky more carefully.

Sentences 2 and 3 are short and choppy. Combine them into one clear sentence.

A Day That Changed

[5] "This is weather," she said. "Weather describes the condition of the atmosphere at a certain time and place. It can change quickly, even within a few hours."

[7] "Climate," Ms. Rios continued, "describes the usual weather patterns of a place over a long period of time. Even though today became rainy and cool, our area is still known for having mostly hot summers."

From Cluster 6, Module 3, "A Day That Changed," paragraphs [5], [7].

Check and Improve: Station 3

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

- ☐ My combined sentence joins both short ideas.
- ☐ My sentence uses and, but, or because.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my change makes it clearer.

Acceptable example

Weather can change in just a few hours, but climate describes the usual weather over a long time.

Reason: Now the reader sees how weather and climate differ in one clear sentence.

Improve: Read your whole draft in your head. Does each sentence stay on the topic of weather and climate?

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: Weather can change in a few hours, but _____. Look only at the first paragraph on the card first.

✂ cut

Stretch Card: Station 3 (optional)

Combine two other short ideas in the draft, or add a third detail to your combined 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 combining two short sentences into one clear sentence.

Revise. Combine the two short sentences into one sentence.

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

4.11C: combining two short sentences. One move only. This is not an editing task.

Acceptable revisions

- Weather can change in just a few hours, but climate describes the usual weather over a long time.
- Weather can change in just a few hours, while climate describes the usual weather over a long time.
- Weather can change in a few hours, but climate is the usual weather over a long time.
- Any combined sentence is acceptable if it joins both ideas with and, but, or while and keeps both meanings.

Common misunderstandings to watch

- Rewriting the whole draft or only fixing spelling.
- Combining the sentences with and when the ideas need but.
- Writing two separate sentences that do not join the ideas.

Observation notes

Look for	Notes
Sentence joins both short ideas	
Uses and, but, or because correctly	
Reason names clarity for the reader	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, Cluster 7
Module connection	Module 3: Connections Create Change
Station area	Writing Process

Exact TEKS practiced (TEA wording)

4.11C	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 reading with evidence selection, and the recursive revision work earlier in this cluster.

Where it lives

Grade 4 Cluster 7 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 3, "The Roads Between Us," paragraphs [9], [13], [14].

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

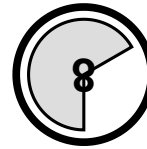
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

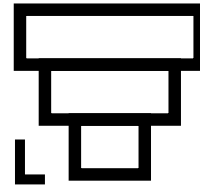
One revised sentence with a precise word, plus one sentence telling why the word is better.

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

8 MINUTES



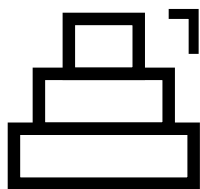
Shape It!



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 2 has a plain word.
2. Read the passage card. Find a precise word for what canoes carried.
3. Replace the plain word in sentence 2 with the 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 WORD CHOICE

Shape It! asks how one idea can be clearer and stronger.

A plain word names something in a general way. A precise word names it exactly.

Plain	things
Precise	goods

LEAVES E: a precise word gives the reader a clear image. TRAILS I: it keeps the idea clear.

Practice Text: Station 3**Practice draft: needs one improvement****Caddo Trade on the Rivers**

- (1) The Caddo knew the rivers of Texas well.
- (2) Their canoes carried things to other communities.
- (3) People traded food and pottery there.
- (4) The meetings shared stories and customs too.

Sentence 2 uses the plain word things. Which precise word from the passage card names what the canoes carried?

The Roads Between Us

- [9] With useful goods and hopeful dreams.
- [13] Canoes could carry food for trade,
- [14] Or pottery carefully formed and made.

From Cluster 7, Module 3, "The Roads Between Us," paragraphs [9], [13], [14].

Check and Improve: Station 3

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

- ☐ My new word is precise, not plain.
- ☐ My precise word comes from the passage card.
- ☐ The sentence still makes sense with the others.
- ☐ I wrote one reason my new word is better.

Acceptable example

Their canoes carried goods to other communities.

Reason: Goods is a precise word. It shows the canoes carried items for trade, not just any things.

Improve: Read your whole draft in your head. Does every sentence stay on the topic of Caddo trade on the rivers?

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: Their canoes carried _____ to other communities. Look at the first line on the card for a precise word.

✂ cut

Stretch Card: Station 3 (optional)

Find a second plain word in the draft and replace it with a precise word. 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 replacing a plain word with a precise one.

Revise. Write sentence 2 again with your one change.

Why is it clearer now?

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 3

The revision move

4.11C: word choice: replacing a plain word with a precise one. One move only. This is not an editing task.

Acceptable revisions

- Their canoes carried goods to other communities.
- Their canoes carried goods to other communities.
- Their canoes carried pottery to other communities.
- Food is acceptable if the student ties it to what the canoes carried.

Common misunderstandings to watch

- Replacing things with another plain word, such as stuff.
- Rewriting the whole draft or only fixing spelling.
- Choosing a word that does not fit what canoes carried, such as dreams.

Observation notes

Look for	Notes
New word is specific and from the text	
New word fits what the canoes carried	
Reason names why the word is more precise	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 4, Cluster 8
Module connection	Module 3: LEGACY AND EVIDENCE: What Lasts, and How Do We Know?
Station area	Writing Process

Exact TEKS practiced (TEA wording)

4.11E	publish written work for appropriate audiences.
--------------	---

The one writing move: publishing for a real audience.

Prerequisite instruction

The Evidence Decision Path with Power, Limit, and Corroboration, plus the recursive revision work in this cluster.

Where it lives

Grade 4 Cluster 8 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 3, "The Evidence Room: What Did They Leave Behind?, Part 4," paragraphs [21] to [23].

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

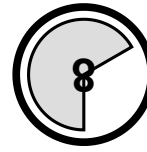
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

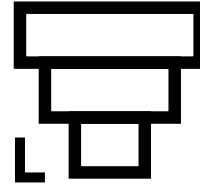
A revised sentence plus one sentence naming the audience and why the change fits.

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

8 MINUTES



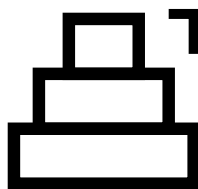
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

My goal: I can publish a short draft for a real audience by changing one sentence.

1. Read the practice draft. Sentence 4 is written only for the writer.
2. Read the exhibit card. It is written for museum visitors.
3. Rewrite sentence 4 so it speaks to the exhibit audience.
4. Tell why your change fits the audience.

Required: one revised 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

Correct It! asks: Is it written correctly? Shape It! asks: Who will read this, and does it fit them?

A published sentence speaks to the reader, not only to the writer.

Writer only	I learned that the Magna Carta still matters.
Published	The Magna Carta still shapes ideas about law today.

The change must help the reader, not just fix a mistake.

Practice Text: Station 3**Practice draft: needs one improvement****What the Magna Carta Left Behind**

- (1) In 1215, the Magna Carta was created in England.
- (2) It placed some limits on the king's power.
- (3) The document helped people ask how much power a ruler should have.
- (4) I learned that the Magna Carta still shapes ideas about law today.

Sentence 4 is written for the writer, not for the exhibit audience. How can it speak to visitors?

The Evidence Room: What Did They Leave Behind?, Part 4

[21] The Magna Carta was created after conflict between King John and powerful barons. The document placed some limits on the king's power and strengthened the idea that rulers should also be subject to law. It did not create equal rights for everyone.

[22] What This Evidence May Show:

[23] The document provides evidence that people were questioning how much power a ruler should have.

From Cluster 8, Module 3, "The Evidence Room: What Did They Leave Behind?, Part 4," paragraphs [21] to [23].

Check and Improve: Station 3

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

- ☐ My new sentence speaks to the exhibit audience.
- ☐ My sentence still tells about the Magna Carta.
- ☐ My sentence uses correct capitals and end marks.
- ☐ I wrote one reason my change fits the audience.

Acceptable example

Even today, the Magna Carta shapes how people think about law and fair rules.

Reason: The sentence now speaks to the exhibit audience, not only to the writer.

Improve: Read your whole draft in your head. Does sentence 4 sound like it was written for a reader or only for you?

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 Magna Carta still _____ today. Look only at the museum caption on the card first.

✂ cut

Stretch Card: Station 3 (optional)

Add a short title for the exhibit label, or rewrite another sentence so it addresses visitors. 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 publish a short draft for a real audience by changing one sentence.

Revise. Write sentence 4 again with your one change.

Why is it clearer now?

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 3

The revision move

4.11E: publishing for a real audience. One move only. This is not an editing task.

Acceptable revisions

- Even today, the Magna Carta shapes how people think about law and fair rules.
- The Magna Carta still affects laws and ideas about fairness today.
- Visitors can see how one old document still shapes rules about power.
- A sentence is acceptable if it drops the words I learned and speaks to the reader about the document.

Common misunderstandings to watch

- Fixing only spelling or capitals instead of the audience fit.
- Rewriting the whole draft or adding a new topic.
- Leaving I learned in the sentence, so it still speaks only to the writer.

Observation notes

Look for	Notes
Sentence speaks to the exhibit audience	
Meaning about the Magna Carta stays the same	
Reason names the audience and the change	