

TEACHER GUIDE

Station Rotation Day

Cluster 7

3rd Grade



Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

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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Teacher Answer and Observation Guide	35
Student Response Booklet (4 pages, one per station)	36
Teacher Tracking Page	40

A separate "Print All Four Stations" packet holds only the table materials, the booklet, and the tracking page.

How Station Rotation Day Works

Teach and practice the routine first (PREPARE). Then run the rotation after the class has finished the instruction each station uses.

The 38-minute day

Minutes	What happens
2	Launch: review the four station names, the Help routine, and the timer signal.
8 + 1	Station round 1, then Transition 1: move clockwise to the next station.
8 + 1	Station round 2, then Transition 2
8 + 1	Station round 3, then Transition 3
8	Station round 4
1	Close: students turn in the Response Booklet.
38	2 launch + 32 at stations + 3 transitions + 1 close. This is about 13 minutes more than the usual 25-minute block.

Inside every 8-minute station

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

Rotation map (four groups)

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

Rules that make independence possible

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

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

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 3, Cluster 7
Module connection	Module 3: The Moment That Stays: Artistic Language and Sound
Station area	Conventions

Exact TEKS practiced (TEA wording)

3.11D(iii)	edit drafts using standard English conventions, including: (iii) singular, plural, common, and proper nouns
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Standards deck: Grade 3 Editing Standards Sweep Teaching Deck, Cluster 7, SHEET 31 of 36, Common Nouns (deck label (11)(D)(viii); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 3, Day 5 editing check, and the Editing Standards Sweep Teaching Deck sheet named below. The deck stays the instructional resource; this station is extra practice.

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," paragraph [26].

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

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

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

Preparation

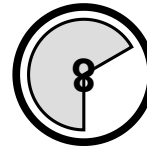
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

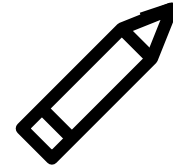
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



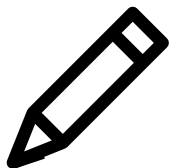
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

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

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

**Station 1: CORRECT IT! Task Card**

My goal: I can fix 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.

✂ cut

Reset Directions: Station 1

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix 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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) The dream grew as hope moved through the crowd. (3) Mama heard the voice and listened with care. (4) Grandpa told the story about service in winter. Sentence (2) is correct and should not be changed.

Convention: Common Nouns (Editing deck SHEET 31 of 36).

Acceptable explanations

- I changed Dream to dream because dream is a common noun.
- I changed Voice to voice because voice is a common noun.

Common misunderstandings to watch

- Changing sentence (2) because poet starts with lowercase p. The sentence starts with The, so poet stays lowercase.
- Fixing (1) by changing grew to grows. That makes a new verb, but ask the student to name the noun rule.
- Reading Mama and Grandpa as common nouns. They name special people, so they stay uppercase.

Observation notes

Look for	Notes
Finds the common noun before fixing the letter	
Leaves the correct sentence alone	
Explanation names the common noun rule	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 3, Cluster 7
Module connection	Module 2: Whose Voice? Emotion, Experience, and the Speaker
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

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

Prerequisite instruction

Module 2 voice and emotion work and the LEAVES Poetry Framework.

Where it lives

Grade 3 Cluster 7 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 2, "A Dream Can Grow," paragraphs [29] to [32].

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

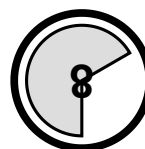
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- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

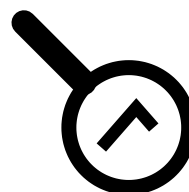
A three-sentence answer: thesis (central idea), evidence, explanation.

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

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

My goal: I can answer a question 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.

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

Teacher Answer and Observation Guide: Station 2

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

Question

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

Acceptable response

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.

Evidence choices on the Help card

Choice	Why
A. "A dream grows stronger when we share,"	Weak. True but it tells what makes a dream grow. It does not tell whose voice tells the poem or the feeling it shapes.
B. "Dr. King spoke hope for us to see,"	Strong. Strong. It names the feeling, hope, and shows the voice that moved the speaker.
C. "And now that dream is part of me."	Strong. Strong. The word me shows the speaker's own voice and a personal feeling.

Common misunderstandings to watch

- Retelling the poem instead of answering the question.
- Copying a quote without quotation marks or a signal phrase.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers the question	
Evidence is a line from the poem	
Explanation in own words	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 3, Cluster 7
Module connection	Module 3: The Moment That Stays: Artistic Language and Sound
Station area	Writing Process

Exact TEKS practiced (TEA wording)

3.11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
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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

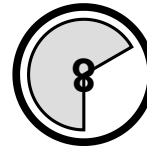
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Expected student product

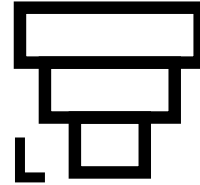
A revised sentence plus one sentence explaining the word choice.

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

8 MINUTES



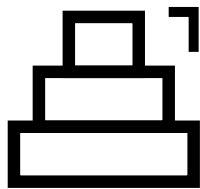
Shape It!



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

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.

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

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 4, Create It!

Cluster	Grade 3, Cluster 7
Module connection	Module 4: Meaning and Significance: Bringing All of LEAVES Together
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

3.12A	compose literary texts, including personal narratives and poetry, using genre characteristics and craft
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Prerequisite instruction

Module 4 LEAVES Poetry Framework work with a clear thesis (central idea), and this cluster's poetry passages.

Where it lives

Grade 3 Cluster 7 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 4, "A Dream Can Grow," paragraphs [41], [42], [45].

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

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

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

Preparation

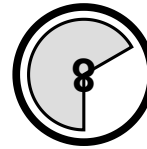
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled poem of four or more lines that uses images and sounds to share what one experience means.

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 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 Answer and Observation Guide: Station 4

What this station is (and is not)

A short poem with genre characteristics (title, short lines, images, and sounds) that shares one experience. It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- A poem that shows one experience and what it means.
- A poem with a title and short lines.
- A poem that uses words to help a reader see or hear.

Details to accept

- Lines about one memory or moment.
- An image such as light, rain, or a sound.
- A line that shows a feeling.
- Words that repeat a sound on purpose.

Common misunderstandings to watch

- A list of sentences with no images or feelings.
- Lines that tell a story with no meaning.
- A title only, with no poem below it.

Observation notes

Look for	Notes
Title	
Short poem lines	
Images or sounds	
A meaning a reader can feel	

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	
	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	