

STUDENT MATERIALS

Print All Four Stations

Cluster 1

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 5 • Cluster 1



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 1.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 1: Understanding and Upgrading Thinking Levels in WHY and HOW Responses	5.11D(i)
2. Prove It!	Responding with Evidence	Module 2: Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER	5.7B, 5.7C
3. Shape It!	Writing Process	Module 3: Using Evidence to Support Thinking	5.11C
4. Create It!	Writing Genres	Module 4: Writing the Explanation Sentence	5.12B

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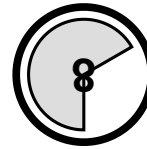
Print All Four Stations: Grade 5, Cluster 1

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

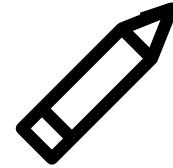
Setup guides, answer keys, and observation guides are in the full teacher book.

Station 1: Correct It!	Conventions	5.11D(i)
Station 2: Prove It!	Responding with Evidence	5.7B, 5.7C
Station 3: Shape It!	Writing Process	5.11C
Station 4: Create It!	Writing Genres	5.12B

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



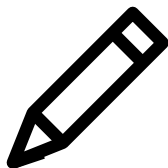
Correct It!



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 sentences so the subject and the verb agree.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the subject (SUN) and the verb (RAINDROP) in each sentence.
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**SUN**

Subject: who or what the sentence is about

RAINDROP

Verb: the action

The SUN and the RAINDROP must agree.

One thing	Parliament passes ...	verb ends with s
More than one	Colonists protest ...	verb has no s

Practice Text: Station 1

Practice draft: contains errors

Taxes Without a Voice

- (1) The colonists protests the Stamp Act in the streets.
- (2) Colonists gather to share news about the law.
- (3) Parliament pass unfair laws without a vote.
- (4) Each colonist need a voice in Parliament.

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 (From Tension to Revolution, paragraph [2]):

"Colonists strongly opposed this law because they had no representatives in Parliament."

Colonists means more than one and opposed fits a plural subject.

From Tension to Revolution

[2] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers and legal documents. Colonists strongly opposed this law because they had no representatives in Parliament. They argued that it was unfair to be taxed without a voice, which led to the phrase "taxation without representation."

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 colonists protest the Stamp Act in the streets.	Colonists means more than one, so use protest with no s.
(2)	Colonists gather to share news about the law.	Already correct: Colonists means more than one and gather has no s.
(3)	Parliament passes unfair laws without a vote.	Parliament acts as one, so use passes with s.
(4)	Each colonist needs a voice in Parliament.	Each colonist means one, so use needs with s.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if the subject is one or more than one.

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 the SUN, then the RAINDROP. Say: One subject or more than one?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the Stamp Act: one with a subject that is one thing and one with a subject that is more than one. Underline each verb.

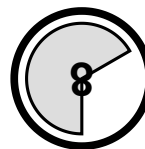
✂ cut

Reset Directions: Station 1

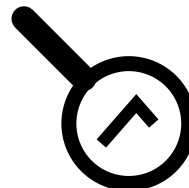
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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 and prove my answer with a detail from the text.

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

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**The SCR Ladder (exactly three sentences)**

1. Thesis (central idea)	Answers the exact question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).

A strong thesis (central idea) has TOPIC, CHARGE, and ANSWER. Clue word CAUSED means give a cause.

Passage Card: Station 2**My question:** What caused tension between Great Britain and the colonies?**From Tension to Revolution**

[1] Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. Many colonists considered themselves loyal to the king and were proud to be British subjects. They followed British laws, traded with British merchants, and depended on Great Britain for protection. However, this began to change after the French and Indian War. Although Great Britain gained land, it also gained significant debt. To recover money, Parliament placed new taxes on the colonies.

[2] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, and playing cards. Colonists strongly opposed this law because they had no representatives in Parliament. They argued that it was unfair to be taxed without a voice, which led to the phrase "taxation without representation." Many colonists began to meet together, write letters, and speak out against the tax. Some refused to buy stamped paper, while others protested in the streets. These actions showed that the colonists were beginning to challenge British authority.

[3] Tensions continued to rise. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. Before the shooting, colonists had gathered near the soldiers and shouted angrily. Some threw snowballs and other objects. The event shocked many people and increased anger and distrust toward British authority. Leaders such as Samuel Adams used the event to remind colonists that British soldiers were a threat to their rights.

From Cluster 1, Module 2, "From Tension to Revolution," paragraphs [1] to [3].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers WHAT CAUSED with a cause.
- ☐ Sentence 2 copies a detail from the passage in quotation marks.
- ☐ The detail connects to the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Tension between Great Britain and the colonies was caused by new taxes without a voice for colonists. The passage states, "To recover money, Parliament placed new taxes on the colonies." This shows new taxes made colonists feel the laws were unfair, so anger grew.

Improve: Does your explanation use your own words? Add one word that tells why the detail matters.

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. "Many colonists considered themselves loyal to the king and were proud to be British subjects."

B. "To recover money, Parliament placed new taxes on the colonies."

C. "Colonists strongly opposed this law because they had no representatives in Parliament."

Frame: Tension between Great Britain and the colonies was caused by _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that sums up how taxes led to protests and then to more anger in order.

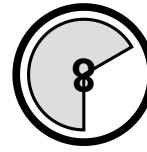
✂ cut

Reset Directions: Station 2

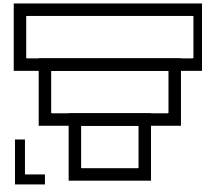
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



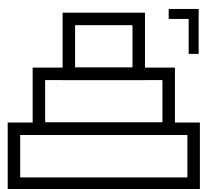
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

My goal: I can revise a draft by adding one detail that makes it clearer.

1. Read the practice draft. Sentence 2 is too general.
2. Read the passage card. Find what the colonists did to protest.
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 what happened. A clear sentence shows how with a detail.

General	The colonists responded to the law.
Clearer	The colonists refused to buy stamped paper and wrote letters.

CSI: the detail Connects and Supports.

Practice Text: Station 3**Practice draft: needs one improvement****Why Did Colonists Protest?**

- (1) Parliament passed the Stamp Act, which taxed printed materials.
- (2) The colonists responded to the new law.
- (3) Groups such as the Sons of Liberty helped organize protests.
- (4) These protests helped unite the colonies.

Sentence 2 is too general. What did the colonists actually do to respond?

From Tension to Revolution

[3] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, pamphlets, and even playing cards. Colonists strongly opposed this law because they had no representatives in Parliament. They believed that only their own colonial governments should have the power to tax them. They argued that it was unfair to be taxed without a voice, which led to the phrase “taxation without representation.” This phrase became one of the most important ideas during the time before the American Revolution.

[4] Many colonists began to protest the Stamp Act. Some refused to buy stamped paper. Others wrote letters, gave speeches, and printed articles explaining why the law was unfair. Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York. Sometimes colonists gathered in large crowds to show their anger. They wanted Parliament to understand that the colonies would not accept unfair taxes without a fight. These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies. Now they began to see that they shared the same problem.

From Cluster 1, Module 3, "From Tension to Revolution," paragraphs [3], [4].

Check and Improve: Station 3

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

- ☐ My new sentence tells what the colonists did.
- ☐ 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 colonists responded to the new law by refusing to buy stamped paper and writing letters explaining why it was unfair.

Reason: Now the reader knows exactly what the colonists did, not just that they responded.

Improve: Read your whole draft in your head. Does every sentence stay on the topic of why colonists protested?

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 colonists responded to the new law by _____. Look only at the first paragraph on the card first.

✂ cut

Stretch Card: Station 3 (optional)

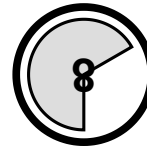
Add a second detail to a different sentence, or combine two short ideas into one clear sentence. Explain the choice.

✂ cut

Reset Directions: Station 3

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

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



Create It!



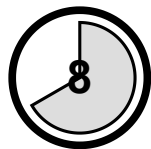
STATION 4

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 information card with a clear central idea.

1. Read the small model with your group.
2. Read the orca fact card.
3. Write a title and a central idea sentence.
4. Add two facts in your own words.

Required: a title, a central idea sentence, and two facts.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How orcas learn to survive in their group

Purpose: to inform **Audience:** families at our class science night

Small model (different topic)

Title: Turtles Know at Birth

Central idea: Sea turtle hatchlings use instinct to reach the ocean.

Fact: They move toward the water without a lesson.

Fact: They act fast to stay safe from danger.

The Ocean Lesson

[23] The trainer explained that, in the wild, orcas often live in groups called pods. A pod may include mothers, young orcas, and other family members. The older orcas help the younger ones by showing them how to survive. Young orcas watch how adults find food, travel, and communicate. They learn what sounds and movements mean. They also learn when to stay close and when to follow the group.

[26] The trainer explained that learned behavior develops through experience. A young orca is not born knowing every hunting strategy. It must observe the pod and practice. For example, older orcas may show younger ones how to work together to find food. A young orca may make mistakes at first, but over time it improves. The more it watches and practices, the better it becomes at using the skills that help the pod survive.

[28] The trainer also explained that cooperation is important because orcas often hunt animals that are difficult to catch alone. Working as a team helps them be more successful. One orca might help guide prey in a certain direction, while others move into place. Because they practice these behaviors, the pod can act together. This teamwork increases their chances of getting food.

From Cluster 1, Module 4, "The Ocean Lesson," paragraphs [23], [26], [28].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea sentence tells how orcas learn.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example**Orcas Learn Together**

Young orcas learn to survive by watching their pod. Older orcas show them how to find food and travel. Young orcas practice hunting together, so the team can catch hard prey.

Improve: Does each fact prove your central idea? Change or remove one that does not.

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: Orcas learn to survive by _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Draw a small labeled sketch for your card. Each label must name a fact from your writing.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so the subject and the verb agree.

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 and prove my answer with a detail from the text.

Question: What caused tension between Great Britain and the colonies?

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 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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea.

Title

Central idea

Fact 1 (my words)

Fact 2 (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! 5.11D(i)	St. 2: Prove It! 5.7B, 5.7C	St. 3: Shape It! 5.11C	St. 4: Create It! 5.12B	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	