

TEACHER GUIDE

Station Rotation Day

Cluster 2

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

Grade 5 • Cluster 2



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 2.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 3: The Reason/Way Branch of the ECR	5.11D(ix)
2. Prove It!	Responding with Evidence	Module 2: Writing a Strong Thesis (central idea)	5.7B, 5.7C
3. Shape It!	Writing Process	Module 3: The Reason/Way Branch of the ECR	5.11B(i)
4. Create It!	Writing Genres	Module 4: The Evidence Branch of the ECR Tree	5.12B

Contents

How Station Rotation Day Works	3
Station 1: Correct It! (Conventions, 5.11D(ix), Module 3)	4
Teacher Setup Guide	4
Station Sign	5
Task Card and Remember Card	6
Passage or Practice Text Card	7
Check and Improve Card	8
Help, Stretch, and Reset Cards	9
Student Response Page	10
Teacher Answer and Observation Guide	11
Station 2: Prove It! (Responding with Evidence, 5.7B, 5.7C, Module 2)	12
Teacher Setup Guide	12
Station Sign	13
Task Card and Remember Card	14
Passage or Practice Text Card	15
Check and Improve Card	16
Help, Stretch, and Reset Cards	17
Student Response Page	18
Teacher Answer and Observation Guide	19
Station 3: Shape It! (Writing Process, 5.11B(i), Module 3)	20
Teacher Setup Guide	20
Station Sign	21
Task Card and Remember Card	22
Passage or Practice Text Card	23
Check and Improve Card	24
Help, Stretch, and Reset Cards	25
Student Response Page	26
Teacher Answer and Observation Guide	27
Station 4: Create It! (Writing Genres, 5.12B, Module 4)	28
Teacher Setup Guide	28
Station Sign	29
Task Card and Remember Card	30
Passage or Practice Text Card	31
Check and Improve Card	32
Help, Stretch, and Reset Cards	33
Student Response Page	34
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 5, Cluster 2
Module connection	Module 3: The Reason/Way Branch of the ECR
Station area	Conventions

Exact TEKS practiced (TEA wording)

5.11D(ix)	edit drafts using standard English conventions, including: (ix) capitalization of abbreviations, initials, acronyms, and organizations
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Standards deck: Grade 5 Editing Standards Sweep Teaching Deck, Cluster 2, SHEET 11 of 36, Common and Proper Nouns (deck label (11)(D)(ix); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

The Grade 5 TEKS list has no separate common and proper noun breakout, so this practice is aligned to 5.11D(ix): capitalizing names of organizations, initials, abbreviations, and acronyms.

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 5 Cluster 2 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 3, "Spanish Rule in Early Texas," paragraph [1].

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

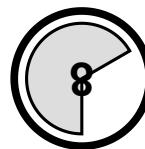
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

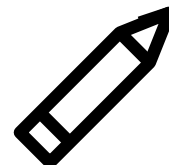
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



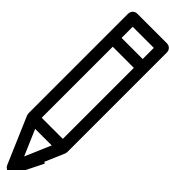
Correct It!



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 capitalize names of organizations, initials, and abbreviations.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find each proper noun and each common noun 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**Organization**

Catholic Church, Congress

Initial or abbreviation

J. Ruiz, Mr. Lopez

Capitalize names of organizations, initials, and title abbreviations.

Organization	the Catholic Church	capital letters
Initial	J. Ruiz	capital letter and period
Abbreviation	Mr. Lopez	capital letter and period

Practice Text: Station 1**Practice draft: contains errors****Missions and Presidios in Texas**

- (1) Spanish priests served the Catholic church.
- (2) Soldiers at the presidio guarded the missions each day.
- (3) Our guide, Ms. j. Ruiz, showed us an old map of the missions.
- (4) Our class visited a mission with mr. Lopez.

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 (Spanish Rule in Early Texas, paragraph [1]):

"Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries."

Spanish and Catholic are special names, so they start with capitals.

Spanish Rule in Early Texas

[1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

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)	Spanish priests served the Catholic Church.	Catholic Church is the name of an organization, so Church needs a capital C.
(2)	Soldiers at the presidio guarded the missions each day.	Already correct: presidio and missions are common nouns.
(3)	Our guide, Ms. J. Ruiz, showed us an old map of the missions.	J. is an initial, so it is a capital letter.
(4)	Our class visited a mission with Mr. Lopez.	Mr. is an abbreviation used as a title, so it starts with a capital M.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I said if it is an organization, an initial, or an abbreviation.

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 (3) first. Find the single letter with a period. Ask: is it part of a name?

✂ cut

Stretch Card: Station 1 (optional)

Write one sentence that names an organization and one person with an initial. Circle each capital letter.

✂ 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 capitalize names of organizations, initials, and abbreviations.

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) Spanish priests served the Catholic Church. (3) Our guide, Ms. J. Ruiz, showed us an old map of the missions. (4) Our class visited a mission with Mr. Lopez. Sentence (2) is correct and should not be changed.

Convention: Common and Proper Nouns (Editing deck SHEET 11 of 36).

Acceptable explanations

- I changed church to Church because Catholic Church names an organization.
- I changed mr. to Mr. because it is a title abbreviation before a name.

Common misunderstandings to watch

- Capitalizing common nouns such as mission or presidio.
- Forgetting that an initial is a capital letter with a period.
- Changing sentence (2), which is already correct.

Observation notes

Look for	Notes
Finds the initial and the title abbreviation	
Leaves the correct sentence alone	
Explanation names the capital-letter rule	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 5, Cluster 2
Module connection	Module 2: Writing a Strong Thesis (central idea)
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

5.7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
5.7C	use text evidence to support an appropriate response

Stretch connection: 5.7D: retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and the CSI Evidence Chain (Connect, Support, explain).

Where it lives

Grade 5 Cluster 2 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 2, "A Harvest to Remember," paragraphs [2], [3].

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

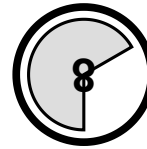
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

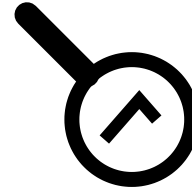
A three-sentence response: thesis (central idea), evidence, explanation.

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 write a thesis (central idea) that answers WHY, then prove it with a detail from the text.

1. Read the passage card and the question.
2. Write a thesis (central idea) that answers WHY.
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 CSI Evidence Chain (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).

Clue word WHY = give a reason.

Passage Card: Station 2

My question: Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.

A Harvest to Remember

[2] Things began to improve when Native Americans from the Wampanoag tribe helped them. A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. He also understood the geography of the area and showed them how to use the land in ways that worked best. This knowledge was important because the Pilgrims did not yet understand the soil, rivers, forests, or seasons of their new home. Squanto showed them that learning from others could make a hard situation easier. With this help, the Pilgrims were able to grow enough food for a productive harvest.

[3] After gathering their crops, the Pilgrims decided to celebrate. During the celebration, Massasoit and about 90 Wampanoag men joined them. The gathering lasted for several days. People shared food, played games, and spent time together. It was a way to give thanks for the harvest and the help they had received. The Pilgrims learned that many hands make light work. They had not reached this moment alone. The support of the Wampanoag people helped them survive and prepare for the future. The celebration showed how cooperation can help people overcome difficult times.

From Cluster 2, Module 2, "A Harvest to Remember," paragraphs [2], [3].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers WHY with a reason.
- ☐ Sentence 2 copies a detail from the passage in quotation marks.
- ☐ The detail Connects to the question and Supports my thesis (central idea) (CSI).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest because the Wampanoag taught them how to grow food and use the new land. The passage states, "The support of the Wampanoag people helped them survive and prepare for the future." This shows that the Wampanoag help kept the Pilgrims alive and ready for what came next, so working together was the reason for their success.

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. "The gathering lasted for several days."
- B. "With this help, the Pilgrims were able to grow enough food for a productive harvest."
- C. "The support of the Wampanoag people helped them survive and prepare for the future."

Frame: Cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that summarizes the excerpt and keeps the meaning and order of events: who helped, what they taught, and how the harvest changed.

✂ 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 write a thesis (central idea) that answers WHY, then prove it with a detail from the text.

Question: Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.

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

Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.

Acceptable response

Cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest because the Wampanoag taught them how to grow food and use the new land. The passage states, "The support of the Wampanoag people helped them survive and prepare for the future." This shows that the Wampanoag help kept the Pilgrims alive and ready for what came next, so working together was the reason for their success.

Evidence choices on the Help card

Choice	Why
A. "The gathering lasted for several days."	Weak. True but does not answer WHY. It tells how long the gathering lasted, not why cooperation helped.
B. "With this help, the Pilgrims were able to grow enough food for a productive harvest."	Strong. Strong. Shows the Wampanoag help led to a good harvest.
C. "The support of the Wampanoag people helped them survive and prepare for the future."	Strong. Strong. Names both survive and prepare, which the question asks.

Common misunderstandings to watch

- Retelling the passage instead of answering WHY.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers WHY	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 5, Cluster 2
Module connection	Module 3: The Reason/Way Branch of the ECR
Station area	Writing Process

Exact TEKS practiced (TEA wording)

5.11B(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
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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 Chain, and the Reason/Way branch of the ECR (TREE) Thinking Chart in this cluster.

Where it lives

Grade 5 Cluster 2 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 3, "A Harvest to Remember," paragraphs [3], [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

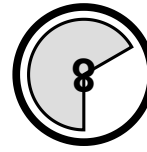
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

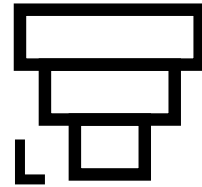
A revised sentence with one transition, plus one sentence telling why it helps the reader.

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

8 MINUTES



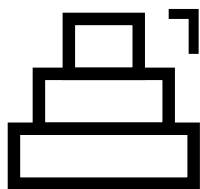
Shape It!



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 about how the Wampanoag helped.
2. Sentence 3 adds a second way but has no transition.
3. Add a transition at the start of sentence 3 to connect the ways.
4. Tell how your transition helps the reader follow the 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

Add a TRANSITION

Shape It! asks: How can the ideas connect more clearly?

A transition is a word or phrase that links one idea to the next.

Narrow your reasons or ways to two or three, then connect them.

No transition	Squanto taught the Pilgrims to plant corn. They learned to catch fish.
With a transition	Squanto taught the Pilgrims to plant corn. Also, they learned to catch fish.

The first branch of the growing TREE is the Reason/Way branch. A transition links your reasons or ways.

Practice Text: Station 3**Practice draft: needs one improvement****Help in a New Land**

- (1) The Wampanoag people helped the Pilgrims live in a new land.
- (2) Squanto showed the Pilgrims how to plant corn.
- (3) The Pilgrims learned to catch fish from nearby waters.
- (4) This help led to a harvest the Pilgrims could celebrate.

Sentence 3 adds a second way, but it has no transition. How can you link the two ways?

A Harvest to Remember

[3] Things began to improve when Native Americans from the Wampanoag tribe helped them. The Wampanoag people had lived in the region for a long time. They understood the land, the seasons, and the resources nearby. Their knowledge helped the Pilgrims learn how to survive in Plymouth. A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. He also understood the geography of the area and showed them how to use the land in ways that worked best. This was important because geography affects how people live. The location of rivers, forests, fields, and coastlines can help people decide where to build homes, plant crops, and gather food.

[4] Squanto showed the Pilgrims how to plant corn in a way that helped the crop grow better. Corn was an important food because it could be stored and used in different ways. He also taught them how to catch fish from nearby waters. Fish could be eaten fresh or used to help the soil. These lessons gave the Pilgrims a better chance of surviving. They learned that the land could provide what they needed if they understood how to use it. Squanto's help made a major difference. Instead of trying to survive by guessing, the Pilgrims began learning from someone who knew the area well.

From Cluster 2, Module 3, "A Harvest to Remember," paragraphs [3], [4].

Check and Improve: Station 3

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

- ☐ My revised sentence starts with a transition.
- ☐ My transition links sentence 3 to sentence 2.
- ☐ My transition word fits the ideas it connects.
- ☐ I wrote one sentence telling why the transition helps.

Acceptable example

In addition, the Pilgrims learned to catch fish from nearby waters.

Reason: The transition In addition shows the reader that sentence 3 gives a second way the Wampanoag helped.

Improve: Read the whole draft in your head. Do the two ways connect, or do they feel like two separate lists?

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 excerpt card to find the second way.

✂ cut

Stretch Card: Station 3 (optional)

Add a second transition, or link the conclusion to the ways with a transition word. Explain your choice.

✂ cut

Reset Directions: Station 3

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

My goal: I can revise a draft by adding one transition that connects two ideas.

Revise. Write your new introduction 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

5.11B(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, the Pilgrims learned to catch fish from nearby waters.
- Also, the Pilgrims learned to catch fish from nearby waters.
- Next, Squanto taught the Pilgrims to catch fish from nearby waters.
- Any clear transition works if it shows sentence 3 is a second way, such as Also, In addition, or Next.

Common misunderstandings to watch

- Adding a new fact instead of a transition word or phrase.
- Rewriting the whole draft or only fixing spelling.
- Using a transition that does not match the ideas, such as However for two ideas that agree.

Observation notes

Look for	Notes
A transition word or phrase is added	
The transition links the two ways	
The reason tells how the reader follows the ideas	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 5, Cluster 2
Module connection	Module 4: The Evidence Branch of the ECR Tree
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

5.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
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Prerequisite instruction

Module 4 work with the ECR (TREE) Thinking Chart and the CSI Evidence Chain, and this cluster's informational passages.

Where it lives

Grade 5 Cluster 2 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 4, "A Harvest to Remember," paragraphs [7], [2], [3].

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.

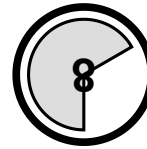
Preparation

- 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 information card: one central idea sentence and two supporting facts in the student's own words.

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 job box and the small model.
2. Read the fact card about the Wampanoag and the Pilgrims.
3. Write a title and one central idea sentence.
4. Add two facts in your own words that support it.

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 the Wampanoag helped the Pilgrims adapt to their new land

Purpose: to inform **Audience:** visitors at our class history table

Small model (different topic)

Title: Missions and Presidios in Texas

Central idea: Spain built missions and presidios to hold its land in Texas.

Fact: Spanish leaders wanted to expand their empire.

Fact: They also wanted to protect their land from other countries.

A Harvest to Remember

[7] In the end, the 1621 celebration in Plymouth was more than a meal. It was a moment of thanks after a time of hunger, sickness, hard work, and learning. It connected the Pilgrims' survival to the help of the Wampanoag people and the knowledge of the land. It showed that geography affects how people live and that cooperation can help people succeed. Today, Thanksgiving is often remembered as a time to give thanks, share food, and spend time with others. The early harvest celebration helps explain why those ideas continue to matter.

[2] Squanto helped the Pilgrims understand that the land had resources, but they had to know how to use them. He showed them how to plant corn so it would grow better. Corn was an important crop because it could be eaten, dried, and stored for later. It could help families have food during colder months when fresh food was harder to find. Squanto also taught the Pilgrims ways to catch fish.

[3] The Pilgrims learned that many hands make light work. This saying means that a difficult job becomes easier when many people help.

From Cluster 2, Module 4, "A Harvest to Remember," paragraphs [7], [2], [3].

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 the Wampanoag helped the Pilgrims.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example**Learning from the Wampanoag**

The Wampanoag people helped the Pilgrims adapt to their new land. Squanto taught the Pilgrims how to grow corn and catch fish. The Pilgrims also learned that working together makes hard jobs easier.

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: The Wampanoag helped the Pilgrims by _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Add a third fact from the fact card. Underline the words that show it came from the text.

✂ 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 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 Answer and Observation Guide: Station 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- The Wampanoag helped the Pilgrims adapt to their new land.
- The Wampanoag shared knowledge that helped the Pilgrims survive.
- Squanto taught the Pilgrims how to grow food and find fish.

Details to accept

- Squanto taught the Pilgrims how to plant corn so it would grow well.
- Corn could be eaten, dried, and stored for later.
- Squanto taught the Pilgrims ways to catch fish.
- The Pilgrims learned that many hands make light work.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can capitalize names of organizations, initials, and abbreviations.

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 write a thesis (central idea) that answers WHY, then prove it with a detail from the text.

Question: Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.

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 transition that connects two ideas.

Revise. Write your new introduction 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

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(ix)	St. 2: Prove It! 5.7B, 5.7C	St. 3: Shape It! 5.11B(i)	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	