

TEACHER GUIDE

# Station Rotation Day

*Cluster 3*

5th Grade



**Correct It!**



**Prove It!**



**Shape It!**



**Create It!**

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The Writing Academy®, LLC

# Station Rotation Day

Grade 5 • Cluster 3



**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 3.

| Station        | Area                     | Module                                                  | TEKS practiced |
|----------------|--------------------------|---------------------------------------------------------|----------------|
| 1. Correct It! | Conventions              | Module 4: Proving Reasons with Evidence and Explanation | 5.11D(xi)      |
| 2. Prove It!   | Responding with Evidence | Module 2: Hidden WHY and HOW Prompt Clues               | 5.7B, 5.7C     |
| 3. Shape It!   | Writing Process          | Module 3: Magnifying WHY Reasons into Topic Sentences   | 5.11C          |
| 4. Create It!  | Writing Genres           | Module 4: Proving Reasons with Evidence and Explanation | 5.12B          |

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| <b>Teacher Tracking Page</b>                                                 | <b>40</b> |

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.                                                                             |
| <b>38</b> | <b>2 launch + 32 at stations + 3 transitions + 1 close.</b> 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!

|                          |                                                         |
|--------------------------|---------------------------------------------------------|
| <b>Cluster</b>           | Grade 5, Cluster 3                                      |
| <b>Module connection</b> | Module 4: Proving Reasons with Evidence and Explanation |
| <b>Station area</b>      | Conventions                                             |

### Exact TEKS practiced (TEA wording)

|                  |                                                                                                                                                                           |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5.11D(xi)</b> | edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Standards deck:** Grade 5 Editing Standards Sweep Teaching Deck, Cluster 3, SHEET 16 of 36, Spelling High-Frequency Words (deck label (11)(D)(xxxv); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

### Prerequisite instruction

Module 4, 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 3 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 4, "A Voice of Their Own," paragraph [8].

### 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

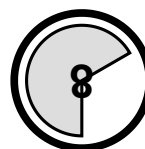
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

### Expected student product

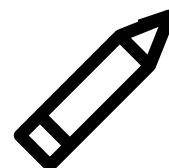
Three corrected sentences and one short explanation of a correction.

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

**8 MINUTES**



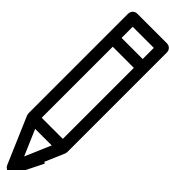
**Correct It!**



**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 the spelling of high-frequency words in sentences.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the word that is spelled wrong in each mistake sentence.
3. On your response page, write each 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****High-frequency word**

A word I read and write often

**Check it**

Every letter in the right order

**Check every high-frequency word, part by part.**

|            |                  |                                     |
|------------|------------------|-------------------------------------|
| Short word | fair, their      | spell each sound you hear           |
| Long word  | because, believe | say it by parts and check each part |

**Practice Text: Station 1****Practice draft: contains errors****A Voice for Everyone**

- (1) Many people wanted to beleive that their voices mattered.
- (2) Their voices could help leaders understand what the people needed.
- (3) They asked for laws that were fair for evryone.
- (4) People worked together becuase they wanted fairness.

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 Voice of Their Own, paragraph [8]):

"Many colonists came to believe that representative government gave people a stronger voice in the decisions that affected their daily lives."

High-frequency words like many, people, their, believe, and because are all spelled correctly.

**A Voice of Their Own**

**[8] NARRATOR:** These ideas continued to spread throughout the colonies. Neighbors shared news, families discussed important events, and community members gathered to listen and learn. Many colonists came to believe that representative government gave people a stronger voice in the decisions that affected their daily lives. Their conversations encouraged others to ask questions, think carefully, and share their own ideas. Although change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government.

## 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)      | Many people wanted to believe that their voices mattered.          | Beleive is misspelled; the correct spelling is believe.          |
| (2)      | Their voices could help leaders understand what the people needed. | Already correct: every high-frequency word is spelled correctly. |
| (3)      | They asked for laws that were fair for everyone.                   | Evryone is misspelled; the correct spelling is everyone.         |
| (4)      | People worked together because they wanted fairness.               | Becuase is misspelled; the correct spelling is because.          |

### My explanation checklist:

- ☐ I named the word I changed.
- ☐ I wrote the correct spelling of the high-frequency word.

### 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. Say the word slowly by parts. Then write the letters you hear.

✂ cut

### Stretch Card: Station 1 (optional)

---

Write two new sentences about fairness and voice. Use three high-frequency words in each sentence. Check the spelling.

✂ 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 the spelling of high-frequency words in sentences.

**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) Many people wanted to believe that their voices mattered. (3) They asked for laws that were fair for everyone. (4) People worked together because they wanted fairness. Sentence (2) is correct and should not be changed.

Convention: Spelling High-Frequency Words (Editing deck SHEET 16 of 36).

## Acceptable explanations

- I changed beleive to believe because the word has two parts: be and lieve.
- I changed evryone to everyone because the word is every plus one.

## Common misunderstandings to watch

- Trying to change sentence (2), which is already correct. Ask the student to read each word slowly before changing anything.
- Fixing the same sentence twice and skipping another. Have the student mark each sentence when it is done.
- Writing the misspelled word again. Point to the corrected word and have the student copy it letter by letter.

## Observation notes

| Look for                                                 | Notes |
|----------------------------------------------------------|-------|
| Finds the one misspelled word in each of the 3 sentences |       |
| Leaves the correct sentence alone                        |       |
| Spells the high-frequency words correctly                |       |

## Teacher Setup Guide: Station 2, Prove It!

|                          |                                           |
|--------------------------|-------------------------------------------|
| <b>Cluster</b>           | Grade 5, Cluster 3                        |
| <b>Module connection</b> | Module 2: Hidden WHY and HOW Prompt Clues |
| <b>Station area</b>      | Responding with Evidence                  |

### Exact TEKS practiced (TEA wording)

|             |                                                                                                                                |
|-------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>5.7B</b> | write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources |
| <b>5.7C</b> | 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 work on WHY and HOW prompt clues, and the SCR Ladder (thesis (central idea), evidence, explanation).

### Where it lives

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

### 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

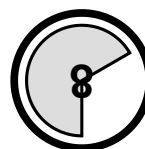
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

### Expected student product

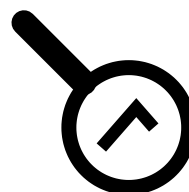
A three-sentence SCR (thesis (central idea), evidence, explanation).

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 and prove my answer with a detail from the text.

1. Read the poem excerpt. Find the clue word.
2. Decide if the clue asks WHY or HOW.
3. Write a thesis (central idea) that answers the question.
4. Copy a detail, then explain how it 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). |

Clue word IMPORTANCE = give reasons. Clue word WAYS = explain how.

## Passage Card: Station 2

**My question:** Explain the importance of the rights in the poem.

### Our Rights, Our Voices

[3] The First says you can speak your mind, Practice religion of any kind, Write your thoughts and gather too, And transmit ideas as others do.

[4] The Second says you have a right To keep and bear arms, day or night, The Third says soldiers cannot stay, Inside your home without your say.

[5] Each amendment has an important role. Together they help protect the whole. They remind the government what it can do, While protecting the rights of me and you.

From Cluster 3, Module 2, "Our Rights, Our Voices," paragraphs [3] to [5].

## 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 poem 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

The rights in the poem are important because they protect people and guide what the government can do. The passage states, "They remind the government what it can do, While protecting the rights of me and you." This shows that the rights matter because they keep people safe while they put limits on the government.

**Improve:** Does your explanation use your own words? Add one word that tells why the rights matter.

**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 First says you can speak your mind, Practice religion of any kind, Write your thoughts and gather too, And transmit ideas as others do."

B. "Each amendment has an important role."

C. "They remind the government what it can do, While protecting the rights of me and you."

Frame: The rights in the poem are important because \_\_\_\_\_. The passage states, "\_\_\_\_\_." This shows \_\_\_\_\_.

✂ cut

**Stretch Card: Station 2 (optional)**

One sentence: The poem names rights like speaking freely and staying safe, then explains that each right has an important role in protecting people.

✂ 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 and prove my answer with a detail from the text.

**Question:** Explain the importance of the rights in the poem.

#### 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 the importance of the rights in the poem.

### Acceptable response

The rights in the poem are important because they protect people and guide what the government can do. The passage states, "They remind the government what it can do, While protecting the rights of me and you." This shows that the rights matter because they keep people safe while they put limits on the government.

### Evidence choices on the Help card

| Choice                                                                                                                                           | Why                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| A. "The First says you can speak your mind, Practice religion of any kind, Write your thoughts and gather too, And transmit ideas as others do." | <b>Weak.</b> True but does not answer WHY. It names one right, but it does not tell why the rights are important. |
| B. "Each amendment has an important role."                                                                                                       | <b>Strong.</b> Strong. It says the rights have an important job, which answers WHY they matter.                   |
| C. "They remind the government what it can do, While protecting the rights of me and you."                                                       | <b>Strong.</b> Strong. It explains that the rights protect people and guide the government.                       |

### Common misunderstandings to watch

- Retelling the poem instead of explaining importance.
- Copying evidence without quotation marks or a signal phrase.
- An explanation that just repeats the quote word for word.

### Observation notes

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

## Teacher Setup Guide: Station 3, Shape It!

|                          |                                                       |
|--------------------------|-------------------------------------------------------|
| <b>Cluster</b>           | Grade 5, Cluster 3                                    |
| <b>Module connection</b> | Module 3: Magnifying WHY Reasons into Topic Sentences |
| <b>Station area</b>      | Writing Process                                       |

### Exact TEKS practiced (TEA wording)

|              |                                                                                                                                             |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5.11C</b> | 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 evidence selection with the CSI Evidence Check, and The Magnifying Process work in this cluster.

### Where it lives

Grade 5 Cluster 3 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 3, "Our Rights, Our Voices," paragraph [2].

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

|                               |                             |
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| Station sign (tent)           | 1                           |
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| 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

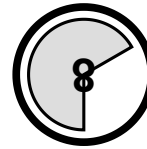
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- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

### Expected student product

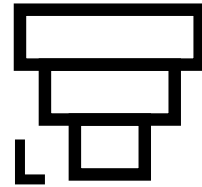
A deleted sentence number plus one sentence explaining the revision choice.

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

8 MINUTES



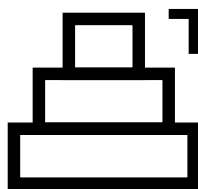
**Shape It!**



**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 deleting one idea that does not belong.

1. Read the practice draft about fairness and voice.
2. Find the sentence that does not belong.
3. Write the draft again without that sentence.
4. Tell why deleting it makes the draft clearer.

**Required: one deleted sentence number and one reason.**

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

### Remember: Station 3

#### Shape It! Delete What Does Not Belong

Correct It! checks conventions. Shape It! checks ideas and order.

A sentence that does not support the reason does not belong. Delete it.

Use The Magnifying Process to grow one strong WHY reason, not extra ideas.

|                 |                                              |
|-----------------|----------------------------------------------|
| Belongs         | The poem lists freedoms that protect people. |
| Does not belong | My cousin visited a museum last summer.      |

CSI: a detail must Connect and Support the reason.

**Practice Text: Station 3****Practice draft: needs one improvement****Why Fairness and Voice Matter**

- (1) The poem and the drama both show that fairness and voice are important.
- (2) In the poem, the Bill of Rights lists freedoms that help protect people.
- (3) My cousin visited a museum last summer and saw old documents.
- (4) In the drama, colonists began asking whether they should have a voice in decisions.
- (5) Together, these texts show why every person needs a voice.

Sentence 3 is about a cousin and a museum. It does not support the reason. Which sentence should you delete?

**Our Rights, Our Voices**

**[2]** The First says you can speak your mind, Practice religion of any kind, Write your thoughts and gather too, And transmit ideas as others do. People also have the right to meet Peacefully along a town or street. They can ask leaders to hear their plea, And work together respectfully.

From Cluster 3, Module 3, "Our Rights, Our Voices," paragraph [2].

### Check and Improve: Station 3

---

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

- ☐ I found the sentence that does not belong.
- ☐ My new draft keeps the sentences that support the reason.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my change makes it clearer.

#### Acceptable example

The poem and the drama both show that fairness and voice are important. In the poem, the Bill of Rights lists freedoms that help protect people. In the drama, colonists began asking whether they should have a voice in decisions. Together, these texts show why every person needs a voice.

*Reason:* Deleting sentence 3 keeps the draft on the topic of fairness and voice. Every sentence left supports the reason.

**Improve:** Read your draft again. Does every sentence tell about fairness or voice?

### 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:** Look at each sentence. Ask: Does this sentence help prove the thesis (central idea)? If not, mark it to delete.

✂ cut

### Stretch Card: Station 3 (optional)

---

Delete the off-topic sentence, then combine two short sentences into one clear sentence. Explain both choices.

✂ 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?**

---

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---

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

5.11C: deleting an idea that does not belong. One move only. This is not an editing task.

### Acceptable revisions

- The poem and the drama both show that fairness and voice are important. In the poem, the Bill of Rights lists freedoms that help protect people. In the drama, colonists began asking whether they should have a voice in decisions. Together, these texts show why every person needs a voice.
- Sentence 3 should be deleted because it is about a cousin and a museum, not about fairness and voice.
- Deleting sentence 3 keeps every sentence on the topic of rights and voice.
- A student may say sentence 3 does not support the reason, as long as the deletion is sentence 3.

### Common misunderstandings to watch

- Deleting a sentence that does support the reason.
- Rewriting the whole draft instead of deleting one sentence.
- Adding a new idea that also does not belong.

### Observation notes

| Look for                                         | Notes |
|--------------------------------------------------|-------|
| Deletes the sentence about the cousin and museum |       |
| Every remaining sentence supports the reason     |       |
| Reason names clarity for the reader              |       |

## Teacher Setup Guide: Station 4, Create It!

|                          |                                                         |
|--------------------------|---------------------------------------------------------|
| <b>Cluster</b>           | Grade 5, Cluster 3                                      |
| <b>Module connection</b> | Module 4: Proving Reasons with Evidence and Explanation |
| <b>Station area</b>      | Writing Genres                                          |

### Exact TEKS practiced (TEA wording)

|              |                                                                                                                                                                 |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5.12B</b> | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Prerequisite instruction

Module 4 full SCR Ladder work with a clear thesis (central idea), and this cluster's informational passages.

### Where it lives

Grade 5 Cluster 3 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 4, "A Voice of Their Own," paragraphs [6], [8].

### 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

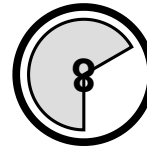
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

### Expected student product

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

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 information card with a clear central idea.

1. Read the job box and the small model.
2. Read the fact card twice.
3. Write a title and a 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:** Why colonists believed people should have a voice in laws

**Purpose:** to inform **Audience:** readers of our class history wall

### Small model (different topic)

**Title:** Rights Keep Us Fair

**Central idea:** Rights protect people from unfair treatment.

**Fact:** People can speak and meet in peace.

**Fact:** People can ask leaders to hear their plea.

### A Voice of Their Own

[6] THOMAS: When I first started working here, I thought this shop was only about selling supplies. MR. HARRIS: Shops can be places where people exchange ideas as well as goods. THOMAS: I've learned more this week than I expected. MR. HARRIS: Learning often begins with asking questions. THOMAS: I'm glad I asked mine. MR. HARRIS: So am I. THOMAS: I used to think government had nothing to do with ordinary people. MR. HARRIS: Many young people think that. THOMAS: Now I see that laws affect families, businesses, farmers, and workers. MR. HARRIS: They certainly do. THOMAS: If laws affect everyone, shouldn't everyone have someone to speak for them? MR. HARRIS: That became an important belief for many colonists. THOMAS: I can understand why. NARRATOR: As Thomas learned more, he realized that government was not just something discussed by important leaders. It affected the daily lives of people throughout the colonies. Many colonists believed those people deserved to have a voice.

[8] NARRATOR: These ideas continued to spread throughout the colonies. Neighbors shared news, families discussed important events, and community members gathered to listen and learn. Many colonists came to believe that representative government gave people a stronger voice in the decisions that affected their daily lives. Their conversations encouraged others to ask questions, think carefully, and share their own ideas. Although change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government.

From Cluster 3, Module 4, "A Voice of Their Own," paragraphs [6], [8].

## 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 tells why voice mattered to colonists.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

### Acceptable example

#### **Colonists Wanted a Voice**

Colonists believed people deserved a voice in the laws they followed. Laws affect families, businesses, farmers, and workers. Neighbors shared news and talked about events, and many colonists came to believe that representative government gave people a stronger voice.

**Improve:** Read each fact. Does it prove your central idea? Fix 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: Colonists wanted a voice because \_\_\_\_\_.  
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 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

- Colonists believed people deserved a voice in the laws they followed.
- People who follow laws should have a part in making them.
- Representative government gave colonists a stronger voice.

### Details to accept

- Laws affect families, businesses, farmers, and workers.
- People shared news and met to discuss events.
- Representative government gave people a stronger voice in decisions.
- Many colonists believed ordinary people deserved a voice.

### 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 fix the spelling of high-frequency words in sentences.

**Fix it.** Write each sentence that has a mistake the correct way.

**Sentence \_\_\_\_:**

---

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**Sentence \_\_\_\_:**

---

---

**Sentence \_\_\_\_:**

---

---

**Explain one fix.** I changed \_\_\_\_\_ to \_\_\_\_\_ because

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---

Stretch (optional):

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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 and prove my answer with a detail from the text.

**Question:** Explain the importance of the rights in the poem.

#### 1. Thesis (central idea)

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#### 2. Evidence: The passage states,

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#### 3. Explanation

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Stretch (optional):

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---

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 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

## 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!<br>5.11D(xi) | St. 2: Prove It!<br>5.7B, 5.7C | St. 3: Shape It!<br>5.11C | St. 4: Create It!<br>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                        |                      |