

STUDENT MATERIALS

Print All Four Stations

Cluster 4

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 5 • Cluster 4



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 4.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 1: Building the Argumentative Foundation with Claim, Reasons, and Evidence	5.11D(i)
2. Prove It!	Responding with Evidence	Module 2: Turning Parts into a Coherent Line of Argument with Thinking	5.7B, 5.7C
3. Shape It!	Writing Process	Module 3: Understanding Others and Building an Evidence-Based Rebuttal	5.11B(ii)
4. Create It!	Writing Genres	Module 4: Completing the Argument with Ending, Significance, and the Full CREATURES Response	5.12C

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Print All Four Stations: Grade 5, Cluster 4

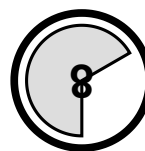
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

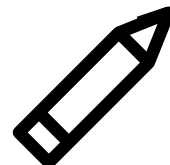
Station 1: Correct It!	Conventions	5.11D(i)
Station 2: Prove It!	Responding with Evidence	5.7B, 5.7C
Station 3: Shape It!	Writing Process	5.11B(ii)
Station 4: Create It!	Writing Genres	5.12C

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

8 MINUTES



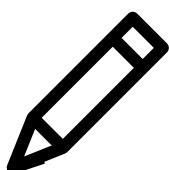
Correct It!



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 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 subject	Kendrix observes ...	verb often ends in -s
More than one	The plants recover ...	no -s

Practice Text: Station 1

Practice draft: contains errors

The Garden Trouble

- (1) Kendrix observe the pale leaves each morning.
- (2) The plants recover after the soil dries.
- (3) The roots needs air to stay healthy.
- (4) Her grandmother explain that too much water harms roots.

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 (The Garden That Wouldn't Grow, paragraph [1]):

"Kendrix enjoyed spending time in her grandmother's garden."

Kendrix (one subject) matches enjoyed.

The Garden That Wouldn't Grow

[1] Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.

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)	Kendrix observes the pale leaves each morning.	Kendrix is one person, so the verb ends in -s.
(2)	The plants recover after the soil dries.	Already correct: plants (more than one) matches recover.
(3)	The roots need air to stay healthy.	Roots means more than one, so use need with no -s.
(4)	Her grandmother explains that too much water harms roots.	Grandmother is one person, so the verb ends in -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 garden: one with a subject that is one thing and one with a subject that is more than one. Underline each verb.

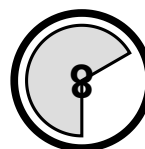
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Reset Directions: Station 1

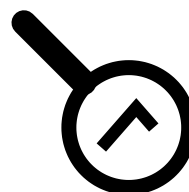
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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 C-R-E Foundation (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 WHY = give a reason.

Passage Card: Station 2

My question: Why did Kendrix's extra watering make the garden worse instead of better?

The Garden That Wouldn't Grow

[3] After two weeks, Kendrix noticed that the plants appeared weak. Their leaves were pale instead of a healthy green, and several stems were beginning to droop. Some plants looked smaller than they had the week before, while others had stopped growing altogether. Thinking she understood the problem, Kendrix suggested that the plants needed more water. The following day, she watered each plant much more than usual. She carefully poured water around every stem until the soil looked dark and soaked. She hoped the extra water would help the plants recover quickly.

[4] Instead of improving, the garden's condition worsened. The soil became overly wet and muddy, and many of the leaves started to turn yellow. Small puddles remained around several plants long after Kendrix had finished watering. Even though the plants had plenty of water, they looked less healthy each day. Kendrix felt puzzled and slightly frustrated. She had believed that adding more water would help the plants grow stronger. Instead, her plan seemed to be making the problem worse.

[5] Her grandmother examined the soil and explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air. Without proper air, the roots cannot function effectively. She gently dug into the soil to show Kendrix how wet it had become beneath the surface. Her grandmother explained that healthy roots need both water and air to do their job. She reminded Kendrix that caring for plants means paying attention to several conditions instead of focusing on only one.

From Cluster 4, Module 2, "The Garden That Wouldn't Grow," 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 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

Kendrix's extra watering made the garden worse because too much water kept the roots from getting enough air. The passage states, "Without proper air, the roots cannot function effectively." This shows that the plants were harmed by the extra water, since their roots needed air as well as water.

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. "Thinking she understood the problem, Kendrix suggested that the plants needed more water."

B. "Without proper air, the roots cannot function effectively."

C. "Her grandmother examined the soil and explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air."

Frame: Kendrix's extra watering made the garden worse because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Summarize the whole excerpt in one sentence, keeping the events in the same order.

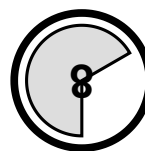
✂ cut

Reset Directions: Station 2

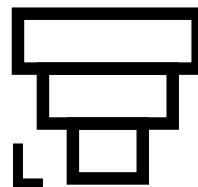
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



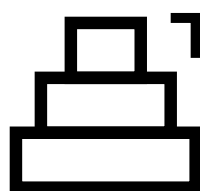
Shape It!



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 specific detail that deepens the idea.

1. Read the practice draft. Sentence 2 is too general.
2. Read the passage card. Find a detail about the promised rights.
3. Rewrite sentence 2 with that detail added.
4. Tell why your change makes the claim deeper.

Required: one revised sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Deepen by ADDING a Detail

Shape It! asks: How can the idea be deeper and clearer?

A general sentence says something was important. A deep sentence shows why with a fact or detail.

General	This claim was important.
Deeper	This claim promised rights like life and liberty.

The C-R-E Foundation: the detail adds Evidence that supports the claim.

Practice Text: Station 3**Practice draft: needs one improvement****A Promise for Everyone?**

- (1) The Declaration of Independence claimed that all men are created equal.
- (2) This claim was important for the new nation.
- (3) However, many people were not protected by this promise in 1776.
- (4) Later, Americans kept working to include more people in the promise.

Sentence 2 is too general. It says the claim was important but gives no specific fact or detail.

Words That Changed a Nation

[6] This document did more than announce freedom from Great Britain. It explained the ideas the new nation would be built on. One of its most important claims was that "all men are created equal." It also stated that people are born with certain unalienable rights, including life, liberty, and the pursuit of happiness. These rights were considered natural, meaning they could not be taken away by a government.

[14] Other groups also recognized that the promises in the Declaration did not apply equally to everyone. Enslaved people remained in bondage despite the document's statement that all people are created equal. Many Native American nations faced growing conflicts as settlers expanded westward. Free Black Americans also recognized the difference between the ideals written in the Declaration and the realities many people experienced. These questions about equality would continue to shape the nation for generations.

From Cluster 4, Module 3, "Words That Changed a Nation," paragraphs [6], [14].

Check and Improve: Station 3

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

- ☐ My new sentence tells why the claim was important.
- ☐ My detail comes from the passage card.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my change makes the idea deeper.

Acceptable example

This claim was important for the new nation because it promised rights like life, liberty, and the pursuit of happiness.

Reason: Now the reader sees the specific rights the claim promised, not just that it was important.

Improve: Read your whole draft in your head. Does every sentence stay on the topic of the Declaration's promise of equality?

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: This claim was important for the new nation because _____. 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 explain how the promise affected a group that was left out. Explain the choice.

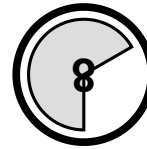
✂ cut

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.

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 opinion card with an ending and a Bluebird Moment of significance.

1. Read the job box and the small model.
2. Read the fact card about the Declaration.
3. Write your title and your opinion sentence.
4. Add a reason, evidence, an ending, and a Bluebird Moment.

Required: a title, an opinion sentence, a reason, evidence, an ending, and a Bluebird Moment.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An opinion card has:

Title	names my topic and hints at my opinion
Opinion sentence	one sentence that tells my position
Reason and evidence	why I believe it, with facts from the text
Ending	wraps up my argument
Significance (Bluebird Moment)	why this idea matters beyond the paper

Evidence comes from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: Why the Declaration's ideas about rights and consent kept influencing later movements

Purpose: to persuade **Audience:** families at our class history night

Small model (different topic)

Title: Keep a Discovery Notebook

Opinion sentence: Our class should keep a discovery notebook every day.

Reason and evidence: Writing down what we notice helps us think clearly, and we can find patterns we would forget.

Ending: A discovery notebook is worth the time it takes.

Significance (Bluebird Moment): The careful thinking we practice now will help us solve real problems later.

Words That Changed a Nation

[23] Free Black Americans also recognized the difference between the Declaration's promises and everyday life. Many believed that if the nation truly believed in equality, those principles should apply to everyone. Throughout American history, people seeking equal rights often pointed back to the words of the Declaration to support their arguments.

[24] Although the Declaration did not solve every problem, it introduced ideas that continued to influence the nation. Many later movements for greater equality and expanded rights referred to its principles. Abolitionists used its language to argue against slavery. Women's rights advocates pointed to its promises while seeking equal treatment. Civil rights leaders later reminded Americans that the nation's founding ideals should apply to all citizens.

[25] The influence of the Declaration reached beyond the United States. People in other countries read the document and were inspired by its ideas about freedom, self-government, and natural rights. Some nations created governments based on similar principles, while others used its ideas to support their own movements for independence.

From Cluster 4, Module 4, "Words That Changed a Nation," paragraphs [23] to [25].

Check and Improve: Station 4

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

- ☐ My title names my topic and hints at my opinion.
- ☐ My opinion sentence states my position clearly.
- ☐ My reason and evidence come from the fact card.
- ☐ My ending wraps up my argument.
- ☐ My Bluebird Moment tells why this matters beyond the paper.

Acceptable example**The Declaration Still Speaks**

The Declaration's ideas about rights and consent kept influencing later movements for equality. Its promise that all people are created equal gave later Americans words to point to. Abolitionists, women's rights advocates, and civil rights leaders all used those words to argue for fair treatment. The Declaration was meant to last far beyond 1776. Its words still push people today to keep working for equal rights for all.

Improve: Does your ending tie your argument together? If not, rewrite one sentence to wrap it up.

Help Card: Station 4

1. Reread the direction.
2. Look at the example.
3. Use the Remember card.
4. Signal for help if you still need it.

Same goal, more support: Use this frame: I believe ____ because _____. The evidence is _____. This matters because _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one sentence that connects your Bluebird Moment to something happening in your own life or community.

✂ 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: Why did Kendrix's extra watering make the garden worse instead of better?

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 specific detail that deepens the idea.

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 opinion card with an ending and a Bluebird Moment of significance.

Title

Opinion sentence

Reason and evidence

Ending

Significance (Bluebird Moment)

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! 5.11B(ii)	St. 4: Create It! 5.12C	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	
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