

TEACHER GUIDE

Station Rotation Day

Cluster 5

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

Grade 5 • Cluster 5



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 5.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 3: Building a Conclusion That Finishes the Thinking	5.11D(ix)
2. Prove It!	Responding with Evidence	Module 2: HOW Responses: Similarities, Differences, and Relationships	5.7B, 5.7C
3. Shape It!	Writing Process	Module 3: Building a Conclusion That Finishes the Thinking	5.11C
4. Create It!	Writing Genres	Module 4: Color Coding the Exemplar and Controlling the Whole Paper	5.12B

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

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

How Station Rotation Day Works

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

The 38-minute day

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

Inside every 8-minute station

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

Rotation map (four groups)

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

Rules that make independence possible

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

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

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 5, Cluster 5
Module connection	Module 3: Building a Conclusion That Finishes the Thinking
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 5, SHEET 23 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 23 of 36, (11)(D)(ix), Common and Proper Nouns. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 5 Cluster 5 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 3, "A Difficult Compromise," paragraph [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

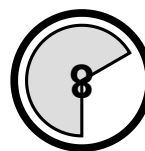
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

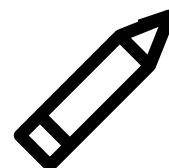
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



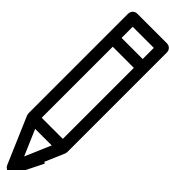
Correct It!



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 sentences so names and proper nouns start with a capital letter.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the naming word in each sentence that needs a capital.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**Common noun**

Any person, place, or thing: delegates

Proper noun

One exact group or person: Congress, J.
Madison

A proper noun names one exact thing and starts with a capital letter.

Common noun	the delegates	no capital letter
Proper noun	Congress	starts with a capital letter

Practice Text: Station 1**Practice draft: contains errors****A Hard Agreement**

- (1) The new government gave congress more power than before.
- (2) The notes were written by j. Madison.
- (3) The Delegates argued about how to count people.
- (4) The compromise helped the group move forward.

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 Difficult Compromise, paragraph [4]):

"The delegates settled part of that argument by creating two parts of Congress."

Congress is the name of an organization, so it starts with a capital letter.

A Difficult Compromise

[4] The delegates settled part of that argument by creating two parts of Congress. In the Senate, every state would have two members. In the House of Representatives, the number of members from each state would depend on population. This agreement raised another difficult question: Who would be included when a state's population was counted?

Check and Improve: Station 1

Try first. Then check. Keep your first try readable and fix with a new line.

Sentence	Correct sentence	Why
(1)	The new government gave Congress more power than before.	Congress names one group, so it needs a capital letter.
(2)	The notes were written by J. Madison.	J. is a person's initial, so it needs a capital letter.
(3)	The delegates argued about how to count people.	Delegates is a common noun here, so it stays lowercase.
(4)	The compromise helped the group move forward.	Already correct: no naming word in this sentence needs a capital letter.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told why that word needs a capital letter.

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. Read the naming word. Ask: Does it name one exact group or person? If yes, it needs a capital letter.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the convention. Use one proper noun and one common noun in each, then underline both.

✂ 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 sentences so names and proper nouns start with a capital letter.

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

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

Completion strip: ☐ I finished ☐ I checked my work ☐ I used the Help card ☐ I tried the Stretch

Teacher Answer and Observation Guide: Station 1

Answer key

(1) The new government gave Congress more power than before. (2) The notes were written by J. Madison. (3) The delegates argued about how to count people. Sentence (4) is correct and should not be changed.

Convention: Common and Proper Nouns (Editing deck SHEET 23 of 36).

Acceptable explanations

- I changed congress to Congress because it names one group.
- I changed j. to J. because it is a person's initial.

Common misunderstandings to watch

- Capitalizing every noun. Only proper nouns, like exact names and titles, get a capital letter.
- Fixing sentence (2) by changing the whole name. Only the initial J. needs a capital.
- Changing the verb in sentence (3) along with the noun. Only the naming word needs the fix.

Observation notes

Look for	Notes
Names the exact word that needs a capital	
Leaves the correct sentence alone	
Explains that a proper noun names one exact thing	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 5, Cluster 5
Module connection	Module 2: HOW Responses: Similarities, Differences, and Relationships
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 HOW response work, The HABIT Structure, and the three-sentence pattern: thesis (central idea), evidence, explanation.

Where it lives

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

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

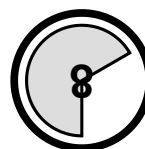
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

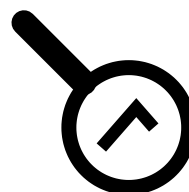
A three-sentence response that proves a thesis (central idea) with one exact detail from the excerpt.

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 excerpt card closely.
2. Write a thesis (central idea) that answers the question.
3. Copy one exact 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 HABIT Structure (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 how information influences Edison's next action.

A Visit to the Workshop

[5] Zaylen watched as one of the men carefully adjusted a thin wire inside a glass bulb. Edison leaned closer to study it. A moment later, the bulb began to glow. The room filled with a steady, warm light. Zaylen gasped. It was brighter than any candle she had ever seen.

[6] The light stayed on as the workers watched. One of them checked the time. Edison did not cheer. Instead, he asked how long the wire had lasted and what material had been used. Then he told the group to prepare another test.

[7] We're getting closer, Edison said. People should have light that is safe and lasts longer.

From Cluster 5, Module 2, "A Visit to the Workshop," paragraphs [5] to [7].

Check and Improve: Station 2

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

Checklist

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

Acceptable example

Information from the test pushes Edison to keep working, because he uses what he learns to plan his next move. The passage states, "Then he told the group to prepare another test." This shows that what Edison learned from the glowing wire led him to run another test instead of stopping.

Improve: Does your explanation say how the detail connects to the next action? If not, add a short phrase that tells why it 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 room filled with a steady, warm light."

B. "Instead, he asked how long the wire had lasted and what material had been used."

C. "Then he told the group to prepare another test."

Frame: Information influences Edison's next action because _____. The passage states, "_____." This shows that _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that summarizes the excerpt and keeps the meaning and order:
Edison sees the bulb glow, checks how long the wire lasted and what it was made of, then tells his workers to run another test.

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

Question: Explain how information influences Edison's next action.

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 how information influences Edison's next action.

Acceptable response

Information from the test pushes Edison to keep working, because he uses what he learns to plan his next move. The passage states, "Then he told the group to prepare another test." This shows that what Edison learned from the glowing wire led him to run another test instead of stopping.

Evidence choices on the Help card

Choice	Why
A. "The room filled with a steady, warm light."	Weak. True but does not answer HOW information leads to the next action. It only describes the light.
B. "Instead, he asked how long the wire had lasted and what material had been used."	Strong. Strong. Shows Edison gathering information from the test.
C. "Then he told the group to prepare another test."	Strong. Strong. Shows the next action that followed the information.

Common misunderstandings to watch

- Summarizing each paragraph instead of explaining how information leads to the next action.
- Copying a detail without quotation marks or a signal phrase.
- An explanation that repeats the quote word for word.

Observation notes

Look for	Notes
Thesis (central idea) answers the exact question	
Evidence is an exact quote from the excerpt	
Explanation tells how the evidence proves the thesis (central idea)	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 5, Cluster 5
Module connection	Module 3: Building a Conclusion That Finishes the Thinking
Station area	Writing Process

Exact TEKS practiced (TEA wording)

5.11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
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The one writing move: rearranging ideas into a helpful order.

Prerequisite instruction

Module 3 conclusion work with the R1 R2 R3 Conclusion HABIT, and the recursive revision work in this cluster.

Where it lives

Grade 5 Cluster 5 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 3, "A Visit to the Workshop," paragraphs [24], [17], [30].

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.

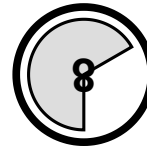
Preparation

- 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.

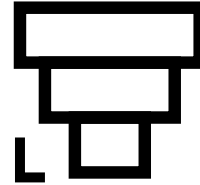
Expected student product

A reordered sentence plus one sentence explaining the order choice.

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



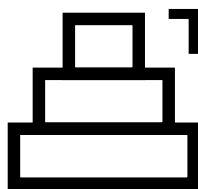
Shape It!



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 rearranging ideas into a helpful order.

1. Read the practice draft about progress in both passages.
2. Find the sentence that states the central idea.
3. Move that sentence to the front of the draft.
4. Tell why that order helps the reader.

Required: one reordered sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Rearrange Ideas for Order

Shape It! asks: How can the ideas be ordered to help the reader?

A conclusion finishes the thinking when R1 states the central idea first, then R2, then R3.

Jumbled	Evidence comes before the central idea.
Ordered	The central idea comes first, then evidence.

R1 states the central idea. R2 refers back to both passages. R3 tells why it matters.

Practice Text: Station 3**Practice draft: needs one improvement****Finishing the Thinking About Progress**

- (1) Edison and his workers tested many materials before one bulb glowed steadily.
- (2) Both passages show that progress depends on people who keep working after a breakthrough or a hard decision.
- (3) The delegates at the convention kept working after the Three-Fifths Compromise, and the country kept arguing about fairness for years.
- (4) That is why both passages are still worth studying today.

Sentence 2 states the central idea, but it is in the middle. Where should it go so the conclusion starts with R1?

A Visit to the Workshop

[24] For the first time, Zaylen understood that an invention was not created in one lucky moment. It grew from patience, careful work, and many mistakes. The bright bulb in front of her had come after many dark ones.

[17] The Three-Fifths Compromise is important because it shows that an agreement can keep a group working together without being fair to everyone affected by it. The delegates solved an immediate political problem, but they left millions of people without freedom or representation. Their decision influenced the government for decades.

[30] Behind them, Edison and his workers continued their experiments. Another bulb glowed, another result was recorded, and another small step was taken toward changing the way people lived.

From Cluster 5, Module 3, "A Visit to the Workshop," paragraphs [24], [17], [30].

Check and Improve: Station 3

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

- ☐ My moved sentence starts the conclusion.
- ☐ The central idea comes before the evidence.
- ☐ The draft still makes sense in the new order.
- ☐ I wrote one reason the order helps the reader.

Acceptable example

Both passages show that progress depends on people who keep working after a breakthrough or a hard decision.

Reason: Now the central idea comes first, so R1 starts the conclusion and the evidence follows.

Improve: Read the reordered draft in your head. Does each sentence connect to the one before it?

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: Start with the central idea. Then give evidence from each passage. Then tell why it matters.

✂ cut

Stretch Card: Station 3 (optional)

Rewrite the last sentence so it clearly finishes the thinking, then 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 rearranging ideas into a helpful order.

Revise. Write the sentence numbers in your new order.

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

5.11C: rearranging ideas into a helpful order. One move only. This is not an editing task.

Acceptable revisions

- Both passages show that progress depends on people who keep working after a breakthrough or a hard decision.
- A student who moves sentence 2 to the front is correct.
- A student who explains that R1 states the central idea first is correct.
- A student who keeps the evidence sentences after the central idea is correct.

Common misunderstandings to watch

- Rewriting every sentence instead of moving one sentence.
- Moving an evidence sentence to the front instead of the central idea.
- Adding a new idea that is not in the draft.

Observation notes

Look for	Notes
The central idea sentence starts the conclusion	
Evidence from both passages follows the central idea	
The reason names how the order helps the reader	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 5, Cluster 5
Module connection	Module 4: Color Coding the Exemplar and Controlling the Whole Paper
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 Paired-Passage Plan and The HABIT Structure for a clear thesis (central idea), and this cluster's paired passages, "A Difficult Compromise" and "A Visit to the Workshop".

Where it lives

Grade 5 Cluster 5 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 5, Module 4, "A Visit to the Workshop," paragraphs [115], [14], [17].

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

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

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

Preparation

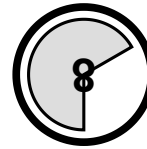
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

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 fact card and the small model.
2. Write a title and a central idea sentence.
3. Add two facts in your own words from the texts.
4. Check that each fact proves your central idea.

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 both texts show that lasting change takes review and more tries

Purpose: to inform **Audience:** readers at our class paired-passage display board

Small model (different topic)

Title: Trying Again at the Bakery

Central idea: A bakery improved its bread by testing each loaf and trying again.

Fact: The bakers measured how long the last loaf took to rise.

Fact: They changed the recipe after the loaf came out flat.

A Visit to the Workshop

[115] "Do not stop watching it," he said. "We need to know exactly how long it lasts."

[14] Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer. The compromise helped the group move forward, but it didn't solve the deeper problem.

[17] Even after the meeting ended, people continued to question the decision. Was it fair? Should representation be based on total population, or only on those who had rights? Different groups had different opinions, and those disagreements did not go away.

From Cluster 5, Module 4, "A Visit to the Workshop," paragraphs [115], [14], [17].

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

Acceptable example**A Result Is Just a Step**

Lasting change takes review, honesty, and more tries. In the workshop, Edison watched the bulb and asked how long it lasted. At the convention, the leaders made a compromise, but the deeper problem did not go away. Both texts show that a result is a step, not the end.

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: Lasting change happens when _____. In one text, _____. In the other text, _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one sentence that tells what the pair proves. Then mark it in a new color.

✂ 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

- Lasting change takes review, honesty, and more tries.
- Both texts show that a result is a step, not the end.
- People keep improving when they study what happened.

Details to accept

- Edison watched the bulb and asked how long it lasted.
- The delegates moved forward, but the deeper problem stayed.
- People kept asking if the decision was fair.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- Retelling one text but not the other.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	
Both texts used	

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so names and proper nouns start with a capital letter.

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: Explain how information influences Edison's next action.

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 rearranging ideas into a helpful order.

Revise. Write the sentence numbers in your new order.

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! 5.11C	St. 4: Create It! 5.12B	One point to revisit
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	