

STUDENT MATERIALS

Print All Four Stations

Cluster 6

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

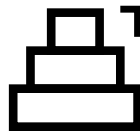
Grade 5 • Cluster 6



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 6.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 4: Full CREATURES in Argumentative Correspondence for a Real Audience	5.11D(xi)
2. Prove It!	Responding with Evidence	Module 2: Coherent Argument and Thinking	5.7B, 5.7C
3. Shape It!	Writing Process	Module 3: Understanding, Rebuttal, Ending, and Significance	5.11C
4. Create It!	Writing Genres	Module 4: Full CREATURES in Argumentative Correspondence for a Real Audience	5.12D

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Print All Four Stations: Grade 5, Cluster 6

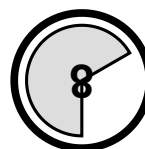
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

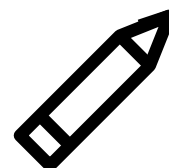
Station 1: Correct It!	Conventions	5.11D(xi)
Station 2: Prove It!	Responding with Evidence	5.7B, 5.7C
Station 3: Shape It!	Writing Process	5.11C
Station 4: Create It!	Writing Genres	5.12D

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

8 MINUTES



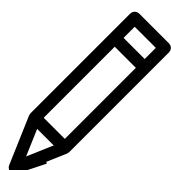
Correct It!



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 spell high frequency words correctly.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the misspelled high frequency word 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**High Frequency Word**

A word used often

Spelling

Letters in the right order

Spell high frequency words correctly.

because	Schools hold votes because leaders decide.	b e c a u s e
their	People vote for their leaders.	t h e i r

Practice Text: Station 1

Practice draft: contains errors

Voices in Our Town

- (1) People can vote to choose leaders for their town.
- (2) Students learn about civic life becuse schools hold votes.
- (3) Thier voices can help shape rules at school.
- (4) Neighbors woud meet to share ideas for the town.

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 in the Community, paragraph [9]):

"People may have different ideas about what is best for a community."

People and different are spelled correctly.

A Voice in the Community

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

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)	People can vote to choose leaders for their town.	Already correct. All high frequency words are spelled correctly.
(2)	Students learn about civic life because schools hold votes.	becuse should be spelled because.
(3)	Their voices can help shape rules at school.	Thier should be spelled Their.
(4)	Neighbors would meet to share ideas for the town.	woud should be spelled would.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I spelled the high frequency word correctly.

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 (2) first. Point to because. Ask the student how it should look.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about civic life. Use because and their correctly. Underline each correct word.

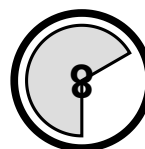
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Reset Directions: Station 1

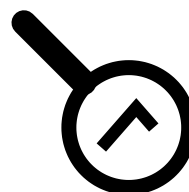
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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**Building U, R, E, and S (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: Explain whether people should participate in civic life even when one person's action seems small.

A Voice in the Community

[7] At the national level, citizens can vote for leaders, write letters, sign petitions, or learn about issues that affect the country. National decisions can involve taxes, national defense, immigration, or the environment. These topics can be complex, so people may need to read different sources and listen to more than one point of view before forming an opinion.

[8] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

From Cluster 6, Module 2, "A Voice in the Community," paragraphs [7] to [9].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers whether 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

People should participate in civic life even when one action seems small because every action can still have an effect over time. The passage states, "Some voices are heard more often, but every action can still have an effect over time." This shows that even a small choice counts because it can help shape a community over time.

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. "National decisions can involve taxes, national defense, immigration, or the environment."

B. "Some voices are heard more often, but every action can still have an effect over time."

C. "Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives."

Frame: People should participate in civic life even when one action seems small because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that summarizes paragraphs 7 to 9 in order.

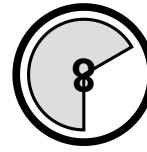
✂ cut

Reset Directions: Station 2

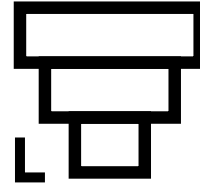
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



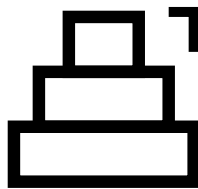
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

My goal: I can revise a draft by combining two short sentences into one clear sentence.

1. Read the practice draft. Sentences 2 and 3 are short.
2. Read the passage card about listening to another viewpoint.
3. Combine sentences 2 and 3 into one clear sentence.
4. Tell why your combined sentence is clearer.

Required: one combined sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Combine Two Short Sentences

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

Two short sentences that share one idea can become one clear sentence.

Join them with a word like because, and, or but.

Two short sentences	Listening to another viewpoint matters. It helps people understand others.
One clear sentence	Listening to another viewpoint matters because it helps people understand others.

Join only when the two sentences share one idea. Keep the meaning.

Practice Text: Station 3**Practice draft: needs one improvement****Why Listening Matters**

- (1) In a community, people often have different ideas about what is best.
- (2) Listening to another viewpoint matters.
- (3) It helps people understand why others think differently.
- (4) A community can then make a fairer decision.

Sentences 2 and 3 are both short and choppy. Combine them into one clear sentence.

A Voice in the Community

[16] Listening is another important part of civic life. People may strongly disagree about a law, school rule, or community project. If they only listen to people who already agree with them, they may miss important information. Hearing another point of view does not mean a person must change an opinion. It can help people understand why others think differently and may lead to better solutions.

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

From Cluster 6, Module 3, "A Voice in the Community," paragraphs [16], [9].

Check and Improve: Station 3

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

- ☐ My combined sentence joins the two ideas into one.
- ☐ My sentence keeps the same meaning.
- ☐ My sentence uses a joining word and correct punctuation.
- ☐ I wrote one reason my change is clearer.

Acceptable example

Listening to another viewpoint matters because it helps people understand why others think differently.

Reason: The two short sentences are now one smooth sentence, and the meaning stays the same.

Improve: Read your combined sentence aloud. Does it sound smooth, and does it keep the meaning?

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: Listening to another viewpoint matters because _____. Look at the passage card first.

✂ cut

Stretch Card: Station 3 (optional)

Combine two other short sentences in the draft, or add a detail from the passage card that explains why listening leads to a better solution.

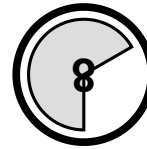
✂ cut

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 letter that asks a real person for information.

1. Read the job box and the small model.
2. Read the idea card about civic life.
3. Write a short letter to a real person.
4. Ask for information with one question and one reason.

Required: a greeting, a clear request, one reason, one question, and a closing.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A letter that asks for information has:

Greeting	names the person I am writing to
The request	one sentence that asks for information
One reason	why I want the information
A question	something I want to know
Closing	thanks the person and signs my name

I write to a real person. I ask for facts, not a favor.

Job Box, Model, and Source Card: Station 4

Topic: How young people can take part in civic life and help the community

Purpose: to request information **Audience:** our school principal

Small model (different topic)

Greeting: Dear Ms. Alvarez,

The request: I am writing to ask for information about volunteer chances at our town library.

One reason: Our class wants to help our community, and the library is close to our school.

A question: What jobs can students do, and when can we start?

Closing: Thank you for your time. Sincerely, Jayden

A Voice in the Community

[10] One way people begin participating is by paying attention to what is happening around them. They may read a newspaper, watch a meeting, or talk with neighbors about a problem. Learning about an issue can help people understand why a decision matters. It can help them decide what questions to ask and which actions may be useful.

[12] Young people can also take part in civic life, even before they are old enough to vote. Students may organize a food drive, write letters about an issue, or help improve a park. They can learn how local government works and practice listening to different opinions. These experiences can prepare them to make informed choices as adults.

[13] Schools often give students chances to practice civic participation. A class may vote on a project, choose representatives, or discuss rules that affect everyone. Students may disagree, but they can learn to explain their ideas respectfully. They can also learn that decisions are not always based on what one person wants. A group must often consider what is fair, safe, and helpful for many people.

From Cluster 6, Module 4, "A Voice in the Community," paragraphs [10], [12], [13].

Check and Improve: Station 4

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

- ☐ My greeting names the real person I am writing to.
- ☐ My request asks for information in one clear sentence.
- ☐ I give one reason why I want the information.
- ☐ I ask one question, and I close with thanks and my name.

Acceptable example

A Letter About Civic Life

Dear Principal Rivera, I am writing to ask for information about ways students can take part in civic life. Our class wants to help our community, and we can write letters or join a service project. What chances are open to students, and how can we begin?
Thank you for your time. Sincerely, Maya

Improve: Does your letter ask for information, or just share an opinion? Add a clear request or question.

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: Dear _____, I am writing to ask about _____. I want to know because _____. My question is _____. Thank you, _____.

✂ cut

Stretch Card: Station 4 (optional)

Trade letters with a partner. Answer your partner's question as if you were the person who got the letter.

✂ 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 spell high frequency words correctly.

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 whether people should participate in civic life even when one person's action seems small.

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 combining two short sentences into one clear sentence.

Revise. Combine the two short sentences into one sentence.

Why is it clearer now?

Stretch (optional):

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short letter that asks a real person for information.

Greeting

The request

One reason

A question

Closing

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