

TEACHER GUIDE

Station Rotation Day

Cluster 8

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

THE WRITING ACADEMY®, LLC

© 2026 The Writing Academy®, LLC

All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

The Writing Academy®, LLC

Station Rotation Day

Grade 5 • Cluster 8

**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 8.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 3: Action, Consequence, and Revision	5.11D(ix)
2. Prove It!	Responding with Evidence	Module 2: Evidence and Choice	5.7B, 5.7C
3. Shape It!	Writing Process	Module 3: Action, Consequence, and Revision	5.11E
4. Create It!	Writing Genres	Module 4: Synthesis and Publication	5.12B, 5.13C

Contents

How Station Rotation Day Works	3
Station 1: Correct It! (Conventions, 5.11D(ix), Module 3)	4
Teacher Setup Guide	4
Station Sign	5
Task Card and Remember Card	6
Passage or Practice Text Card	7
Check and Improve Card	8
Help, Stretch, and Reset Cards	9
Student Response Page	10
Teacher Answer and Observation Guide	11
Station 2: Prove It! (Responding with Evidence, 5.7B, 5.7C, Module 2)	12
Teacher Setup Guide	12
Station Sign	13
Task Card and Remember Card	14
Passage or Practice Text Card	15
Check and Improve Card	16
Help, Stretch, and Reset Cards	17
Student Response Page	18
Teacher Answer and Observation Guide	19
Station 3: Shape It! (Writing Process, 5.11E, Module 3)	20
Teacher Setup Guide	20
Station Sign	21
Task Card and Remember Card	22
Passage or Practice Text Card	23
Check and Improve Card	24
Help, Stretch, and Reset Cards	25
Student Response Page	26
Teacher Answer and Observation Guide	27
Station 4: Create It! (Writing Genres, 5.12B, 5.13C, Module 4)	28
Teacher Setup Guide	28
Station Sign	29
Task Card and Remember Card	30
Passage or Practice Text Card	31
Check and Improve Card	32
Help, Stretch, and Reset Cards	33
Student Response Page	34
Teacher Answer and Observation Guide	35
Student Response Booklet (4 pages, one per station)	36
Teacher Tracking Page	40

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

How Station Rotation Day Works

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

The 38-minute day

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

Inside every 8-minute station

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

Rotation map (four groups)

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

Rules that make independence possible

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

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

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 5, Cluster 8
Module connection	Module 3: Action, Consequence, and Revision
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
------------------	--

Standards deck: Grade 5 Editing Standards Sweep Teaching Deck, Cluster 8, SHEET 35 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, and the Editing Standards Sweep Teaching Deck sheet named below (deck label (11)(D)(ix), Common and Proper Nouns). The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 5 Cluster 8 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 3, "From Protest to Participation: How a Nation Changes," paragraphs [16] to [20].

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

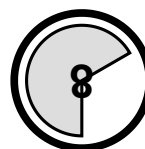
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

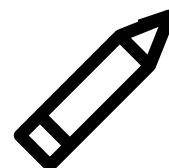
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



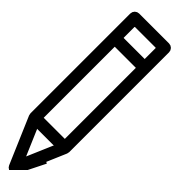
Correct It!



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 common and proper nouns are capitalized correctly.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the noun that needs a capital letter in each sentence.
3. On your response page, write each wrong sentence the right 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**Proper noun**

Names one exact person, place, group, or thing. It starts with a capital letter.

Common noun

Names any person, place, or thing. It stays lowercase unless it begins a sentence.

A proper noun needs a capital letter. A common noun does not.

Proper noun	Congress, Sons of Liberty	starts with a capital letter
Common noun	citizen, colony, government	lowercase unless it starts a sentence

Practice Text: Station 1**Practice draft: contains errors****A Nation Changes**

- (1) congress meets to make laws for the nation.
- (2) Some colonists joined the sons of Liberty.
- (3) Every Citizen can speak at the meeting.
- (4) The Bill of Rights protects important freedoms.

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 (From Protest to Participation: How a Nation Changes, paragraph [16]):

"Parliament passed new taxes affecting the colonies."

Parliament names one exact group, so it is a proper noun and starts with a capital. The common noun colonies stays lowercase.

From Protest to Participation: How a Nation Changes

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

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)	Congress meets to make laws for the nation.	Congress is the name of one exact group, so it needs a capital C.
(2)	Some colonists joined the Sons of Liberty.	Sons of Liberty is the name of an organization, so Sons needs a capital S.
(3)	Every citizen can speak at the meeting.	Citizen is a common noun here, so it stays lowercase.
(4)	The Bill of Rights protects important freedoms.	Already correct: Bill of Rights is the name of a set of amendments and is capitalized.

My explanation checklist:

- ☐ I found the noun that needs a capital.
- ☐ I told if the noun is common or proper.

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. Ask: Does this noun name one exact group or any group? If it names one exact group, it needs a capital.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the passage. Use one proper noun that needs a capital and one common noun that stays lowercase. Underline each noun.

✂ 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 common and proper nouns are capitalized 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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) Congress meets to make laws for the nation. (2) Some colonists joined the Sons of Liberty. (3) Every citizen can speak at the meeting. Sentence (4) is correct and should not be changed.

Convention: Common and Proper Nouns (Editing deck SHEET 35 of 36).

Acceptable explanations

- I changed congress to Congress because it names one exact group.
- I changed Citizen to citizen because it is a common noun here.

Common misunderstandings to watch

- Capitalizing every noun. Only proper nouns take a capital.
- Changing sentence (2) by fixing the word Liberty. That word already starts with a capital.
- Keeping Citizen capitalized because it comes early in the sentence. It comes after Every, so it is a common noun.

Observation notes

Look for	Notes
Names the noun that needs a capital	
Leaves the correct sentence alone	
Tells if the noun is common or proper	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 5, Cluster 8
Module connection	Module 2: Evidence and Choice
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 work with the Evidence Court Decision Chart and three-sentence evidence responses.

Where it lives

Grade 5 Cluster 8 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 2, "From Protest to Participation: How a Nation Changes," paragraphs [61] to [68].

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

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

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

Preparation

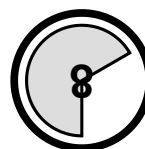
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

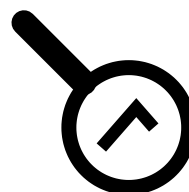
A three-sentence response: thesis (central idea), evidence, explanation.

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

**Station 2: PROVE IT! Task Card**

My goal: I can 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**Three Sentences That Prove**

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 was creating a government for the new nation difficult?

From Protest to Participation: How a Nation Changes

[61] Winning independence did not automatically solve the problem of governing a new nation.

[62] Americans had to create a system that could unite the states while also protecting liberty.

[63] In 1787, delegates met at the Constitutional Convention.

[64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

[65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf.

[67] However, creating a government required difficult choices.

[68] Not all of those choices were fair.

From Cluster 8, Module 2, "From Protest to Participation: How a Nation Changes," paragraphs [61] to [68].

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 supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Creating a government for the new nation was difficult because the delegates disagreed about many important issues. The passage states, "They disagreed about representation, federal power, state power, slavery, trade, and many other issues." This shows the delegates had to settle many big arguments before they could agree on one plan, and not all of their choices were fair.

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. "In 1787, delegates met at the Constitutional Convention."

B. "They disagreed about representation, federal power, state power, slavery, trade, and many other issues."

C. "Americans had to create a system that could unite the states while also protecting liberty."

Frame: Creating a government was difficult because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

In one sentence, summarize the excerpt in order: after independence, Americans had to build a government, the delegates disagreed on many issues, and some of their choices were not fair.

✂ 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: Why was creating a government for the new nation difficult?

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

Why was creating a government for the new nation difficult?

Acceptable response

Creating a government for the new nation was difficult because the delegates disagreed about many important issues. The passage states, "They disagreed about representation, federal power, state power, slavery, trade, and many other issues." This shows the delegates had to settle many big arguments before they could agree on one plan, and not all of their choices were fair.

Evidence choices on the Help card

Choice	Why
A. "In 1787, delegates met at the Constitutional Convention."	Weak. True but does not answer WHY. It tells when and where they met, not why the work was hard.
B. "They disagreed about representation, federal power, state power, slavery, trade, and many other issues."	Strong. Strong. The delegates disagreed about many big issues.
C. "Americans had to create a system that could unite the states while also protecting liberty."	Strong. Strong. The system had to do two hard things at once.

Common misunderstandings to watch

- Retelling the passage instead of answering WHY.
- Choosing the date of the convention as evidence.
- An explanation that repeats the quote word for word.

Observation notes

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

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 5, Cluster 8
Module connection	Module 3: Action, Consequence, and Revision
Station area	Writing Process

Exact TEKS practiced (TEA wording)

5.11E	publish written work for appropriate audiences.
--------------	---

The one writing move: publishing for a real audience.

Prerequisite instruction

Module 3 evidence selection with the Evidence Court Decision Chart, and the recursive revision work in this cluster.

Where it lives

Grade 5 Cluster 8 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 3, "How Change Happens: Observe, Adapt, Test, and Improve," paragraphs [163] to [169].

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

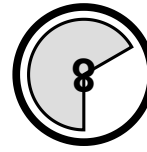
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

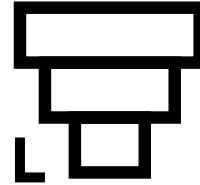
A published sentence that speaks to readers, plus one sentence explaining the choice.

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

8 MINUTES



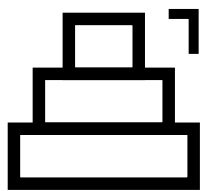
Shape It!



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 so one sentence is ready to publish for a real audience.

1. Read the practice draft. Sentence 4 speaks only to the writer.
2. Read the passage card to find the main idea about researchers.
3. Rewrite sentence 4 so it speaks to a real audience.
4. Tell how your new sentence helps readers understand.

Required: one rewritten sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Publish for a REAL audience

Correct It! asks: Is it written correctly? Shape It! asks: Is it ready for readers?

A published sentence speaks to the audience, not only to the writer.

The strategy note: my explanation grows from the passage and the prompt. It states a reason, uses evidence, and explains what the evidence proves.

Writer only	This is my paper, and I am done.
For readers	When researchers ask these questions, they can judge a change fairly.

Publishing means a real audience can read your final idea and understand it.

Practice Text: Station 3**Practice draft: needs one improvement****How Researchers Judge a Change**

- (1) Researchers can decide whether a change improved a situation by checking the results.
- (2) They ask who benefited from the change and who was harmed.
- (3) They also ask whose voice was missing from the decision.
- (4) This is my paper about researchers, and I am done now.

Sentence 4 talks only to the writer. It is not ready to publish for a real audience. What final idea should readers take away?

How Change Happens: Observe, Adapt, Test, and Improve

[163] Students therefore need to ask more than:

[164] Did it work?

[165] They also need to ask:

[166] Was it fair?

[167] Who benefited?

[168] Who was harmed?

[169] Whose voice was missing?

From Cluster 8, Module 3, "How Change Happens: Observe, Adapt, Test, and Improve," paragraphs [163] to [169].

Check and Improve: Station 3

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

- ☐ My new sentence speaks to readers, not only to me.
- ☐ My final idea comes from the passage card.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my change helps readers.

Acceptable example

When researchers ask who benefited, who was harmed, and whose voice was missing, they can decide whether a change truly improved the situation.

Reason: The new sentence speaks to readers and ends with a clear final idea they can use.

Improve: Read your whole draft in your head. Does every sentence fit a piece that other people will read?

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: When researchers _____, they can _____.
Look at the passage card first.

✂ cut

Stretch Card: Station 3 (optional)

Add one more sentence that tells the audience why this matters, or give the draft a title and 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.

Response Booklet, Page 3



Station 3: Shape It!

Name _____

My goal: I can revise a draft so one sentence is ready to publish for a real audience.

Revise. Write sentence 4 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

Teacher Answer and Observation Guide: Station 3

The revision move

5.11E: publishing for a real audience. One move only. This is not an editing task.

Acceptable revisions

- When researchers ask who benefited, who was harmed, and whose voice was missing, they can decide whether a change truly improved the situation.
- A closing that states the main idea for readers, such as: Researchers must ask who benefited and who was harmed before calling a change an improvement.
- A closing that tells the audience why these questions matter, as long as it speaks to readers and stays on the topic.
- A closing that uses the card questions: Was it fair? Who benefited? Who was harmed? Whose voice was missing?

Common misunderstandings to watch

- Keeping a writer only sentence such as This is my paper and changing only a spelling.
- Rewriting the whole draft instead of the one sentence.
- Adding an opinion (I liked this) instead of a final idea from the text.

Observation notes

Look for	Notes
Sentence speaks to an audience	
Final idea comes from the text	
Reason names how readers are helped	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 5, Cluster 8
Module connection	Module 4: Synthesis and Publication
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
5.13C	identify and gather relevant information from a variety of sources

Prerequisite instruction

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

Where it lives

Grade 5 Cluster 8 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 8, Module 4, "From Protest to Participation: How a Nation Changes," paragraphs [4], [5], [6], [7], [8], [9], [10], [11], [258], [259], [260], [261], [262], [263], [264], [265], [266], [267], [268], [269].

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

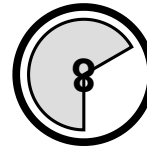
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card with a thesis (central idea) and two supporting facts that name the paragraph each came from.

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 compose a short information card with a clear thesis (central idea) and two facts from the sources.

1. Read the source card and the small model.
2. Pick a thesis (central idea) about how change happens.
3. Gather two facts and name the paragraph each came from.
4. Write your card in your own words.

Required: a title, a thesis (central idea) sentence, and two facts with the paragraph each came from.

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
Thesis (central idea)	one sentence that tells the main point
Supporting facts	two facts from the sources, in my own words
Source note	the paragraph each fact came from

Facts come from the source card. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How people's questions and actions can change a nation

Purpose: to inform **Audience:** families at our class research showcase

Small model (different topic)

Title: The Park That Families Built

Thesis (central idea): A neighborhood park changed because families asked questions and worked together.

Fact: Families asked why the empty lot had no safe place to play.

Fact: Neighbors wrote a plan and asked the city for help.

From Protest to Participation: How a Nation Changes

[4] But some of the most important changes begin with something that cannot be seen on a map.

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

[10] What should citizens do when they believe something needs to change?

[11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[258] They do reveal a shared habit of mind:

[259] Pay attention to what happens next.

[260] Change should create new questions.

[261] What worked?

[262] What failed?

[263] What surprised us?

[264] Who was affected?

[265] What new evidence appeared?

[266] What should happen now?

[267] Progress does not come from changing simply for the sake of change.

[268] It comes from learning.

[269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it, be willing to change again.

From Cluster 8, Module 4, "From Protest to Participation: How a Nation Changes," paragraphs [4], [5], [6], [7], [8], [9], [10], [11], [258], [259], [260], [261], [262], [263], [264], [265], [266], [267], [268], [269].

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 thesis (central idea) sentence tells how change happens.
- ☐ I have two facts that support my thesis (central idea).
- ☐ I name the paragraph each fact came from.

Acceptable example**Questions Start a Change**

A nation changes when people ask questions and pay attention to what happens next. The history of the United States has many examples of people asking questions about fairness (paragraph [11]). Change should also create new questions, such as who was affected (paragraph [260]). Both details show that asking questions and checking results can change a nation.

Improve: Does each fact prove your thesis (central idea)? Swap 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: Change happens when _____. One fact from paragraph ____ is _____. Another fact from paragraph ____ is _____.

✂ cut

Stretch Card: Station 4 (optional)

Add a third fact and explain what it proves about whether a change was an improvement.

✂ 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 compose a short information card with a clear thesis (central idea) and two facts from the sources.

Title

Thesis (central idea)

Fact 1 (my words) and paragraph

Fact 2 (my words) and paragraph

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 thesis (central idea) and genre characteristics (title, thesis (central idea), supporting facts with sources). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- People can change a nation by asking questions and taking action.
- A big change in a nation often starts with a question about fairness.
- Democracy keeps changing as people ask questions, gather evidence, and check results.

Details to accept

- The history of the United States contains many examples of people asking these questions.
- Change should create new questions.
- Change should make people pay attention to what happens next.
- Progress comes from learning, not from changing for no reason.

Common misunderstandings to watch

- A title only, or a list of facts with no thesis (central idea).
- Copying whole sentences from the source card.
- A fact that does not support the thesis (central idea).
- Facts with no paragraph named.

Observation notes

Look for	Notes
Clear thesis (central idea)	
Two supporting facts from the sources	
Own words	
Names the paragraph for each fact	

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so common and proper nouns are capitalized 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: Why was creating a government for the new nation difficult?

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 so one sentence is ready to publish for a real audience.

Revise. Write sentence 4 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 compose a short information card with a clear thesis (central idea) and two facts from the sources.

Title

Thesis (central idea)

Fact 1 (my words) and paragraph

Fact 2 (my words) and paragraph

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! 5.11E	St. 4: Create It! 5.12B, 5.13C	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	