

STUDENT STATION BOOK

Station Book: Prove It!

Responding with Evidence Stations

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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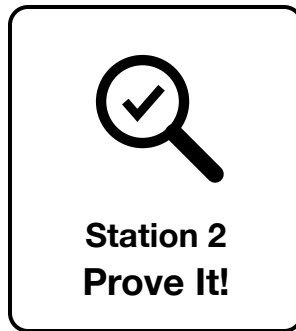
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Responding with Evidence Stations

Station 2: Prove It! • Grade 5



PREPARE and Clusters 1 to 8. Pull the section for your current cluster; the other three books hold the matching stations.

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Each cluster section has 8 pages: setup guide, sign, task and Remember cards, text card, Check and Improve card, Help/Stretch/Reset cards, student response page, and teacher answer and observation guide.

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 2, Prove It!

Cluster	Grade 5, PREPARE
Module connection	Module 2: Purpose and Audience Change the Response
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 naming the writing job, and the three-sentence response: thesis (central idea), evidence, explanation.

Where it lives

Grade 5 PREPARE Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 2, "The Great Chocolate Chip Cookie Mystery," paragraphs [13] to [15].

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

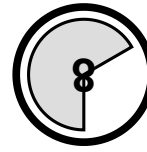
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

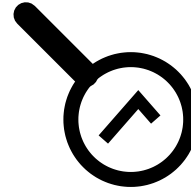
A three-sentence response (thesis (central idea), evidence, explanation).

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, with 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 It**

1. Thesis (central idea)	Answers the exact question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).

Clue word WHY = give a reason.

Passage Card: Station 2**My question:** Why did Maya say the accident story might not be completely true?**The Great Chocolate Chip Cookie Mystery**

[13] "That doesn't sound like somebody randomly throwing things into a bowl," Maya said. They kept reading. Several websites repeated the famous story Eli had heard: Wakefield supposedly added pieces of chocolate to cookie dough expecting them to melt completely. But other accounts described the story differently.

[14] Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound. Jordan frowned. "So the accident story might not be completely true?" "It might be an oversimplified version," Maya said. Eli looked disappointed. "I liked the part where she just threw chocolate into the bowl." "Of course you did," Maya said. They compared several sources instead of stopping after the first one. They learned that Wakefield's cookie became extremely popular and eventually became closely connected with Nestle chocolate. Her recipe helped make the chocolate chip cookie a favorite across the country.

[15] Mrs. Delgado walked over. "What have you discovered?" "That the most exciting version of a story isn't always the most accurate one," Maya said. Mrs. Delgado smiled.

From PREPARE, Module 2, "The Great Chocolate Chip Cookie Mystery," paragraphs [13] to [15].

Check and Improve: Station 2

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

Checklist

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

Acceptable example

Maya said the accident story might not be completely true because other accounts and evidence showed Wakefield baked carefully on purpose. The passage states, "But other accounts described the story differently." This shows that not every source told the same story, so Maya knew the exciting version might be missing facts.

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. "They learned that Wakefield's cookie became extremely popular and eventually became closely connected with Nestle chocolate."
- B. "Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound."
- C. "But other accounts described the story differently."

Frame: Maya said the accident story might not be completely true because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that summarizes the excerpt and keeps the events 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.

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can answer a question and prove my answer with a detail from the text.

Question: Why did Maya say the accident story might not be completely true?

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 did Maya say the accident story might not be completely true?

Acceptable response

Maya said the accident story might not be completely true because other accounts and evidence showed Wakefield baked carefully on purpose. The passage states, "But other accounts described the story differently." This shows that not every source told the same story, so Maya knew the exciting version might be missing facts.

Evidence choices on the Help card

Choice	Why
A. "They learned that Wakefield's cookie became extremely popular and eventually became closely connected with Nestle chocolate."	Weak. True but does not answer WHY. It tells how famous the cookie became, not why the story might be wrong.
B. "Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound."	Strong. Strong. Connects to WHY: the evidence shows she baked on purpose.
C. "But other accounts described the story differently."	Strong. Strong. Names a reason: sources did not agree.

Common misunderstandings to watch

- Retelling the whole passage instead of answering WHY.
- Copying evidence 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 WHY	
Evidence is a strong choice, not the weak one	
Explanation uses my own words	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 5, Cluster 1
Module connection	Module 2: Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER
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 thesis (central idea) work with WHAT prompts, and the SCR Ladder (thesis (central idea), evidence, explanation).

Where it lives

Grade 5 Cluster 1 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 2, "From Tension to Revolution," paragraphs [1] to [3].

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

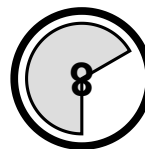
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
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- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

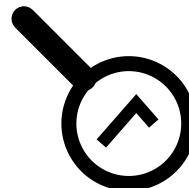
A three-sentence SCR (thesis (central idea), evidence, explanation).

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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



Station 2: PROVE IT! Task Card

My goal: I can answer a question and prove my answer with a detail from the text.

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2

The SCR Ladder (exactly three sentences)

1. Thesis (central idea)	Answers the exact question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).

A strong thesis (central idea) has TOPIC, CHARGE, and ANSWER. Clue word CAUSED means give a cause.

Passage Card: Station 2**My question:** What caused tension between Great Britain and the colonies?**From Tension to Revolution**

[1] Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. Many colonists considered themselves loyal to the king and were proud to be British subjects. They followed British laws, traded with British merchants, and depended on Great Britain for protection. However, this began to change after the French and Indian War. Although Great Britain gained land, it also gained significant debt. To recover money, Parliament placed new taxes on the colonies.

[2] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, and playing cards. Colonists strongly opposed this law because they had no representatives in Parliament. They argued that it was unfair to be taxed without a voice, which led to the phrase "taxation without representation." Many colonists began to meet together, write letters, and speak out against the tax. Some refused to buy stamped paper, while others protested in the streets. These actions showed that the colonists were beginning to challenge British authority.

[3] Tensions continued to rise. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. Before the shooting, colonists had gathered near the soldiers and shouted angrily. Some threw snowballs and other objects. The event shocked many people and increased anger and distrust toward British authority. Leaders such as Samuel Adams used the event to remind colonists that British soldiers were a threat to their rights.

From Cluster 1, Module 2, "From Tension to Revolution," paragraphs [1] to [3].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers WHAT CAUSED with a cause.
- ☐ 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

Tension between Great Britain and the colonies was caused by new taxes without a voice for colonists. The passage states, "To recover money, Parliament placed new taxes on the colonies." This shows new taxes made colonists feel the laws were unfair, so anger grew.

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. "Many colonists considered themselves loyal to the king and were proud to be British subjects."

B. "To recover money, Parliament placed new taxes on the colonies."

C. "Colonists strongly opposed this law because they had no representatives in Parliament."

Frame: Tension between Great Britain and the colonies was caused by _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that sums up how taxes led to protests and then to more anger 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.

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: What caused tension between Great Britain and the colonies?

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

What caused tension between Great Britain and the colonies?

Acceptable response

Tension between Great Britain and the colonies was caused by new taxes without a voice for colonists. The passage states, "To recover money, Parliament placed new taxes on the colonies." This shows new taxes made colonists feel the laws were unfair, so anger grew.

Evidence choices on the Help card

Choice	Why
A. "Many colonists considered themselves loyal to the king and were proud to be British subjects."	Weak. True but does not answer WHAT CAUSED. It tells how colonists felt before, not what caused tension.
B. "To recover money, Parliament placed new taxes on the colonies."	Strong. Strong. Names a cause of tension: new taxes on the colonies.
C. "Colonists strongly opposed this law because they had no representatives in Parliament."	Strong. Strong. Gives the reason colonists protested the law.

Common misunderstandings to watch

- Retelling the passage instead of answering WHAT CAUSED.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

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

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 5, Cluster 2
Module connection	Module 2: Writing a Strong Thesis (central idea)
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 thesis (central idea) work with WHY prompts, and the CSI Evidence Chain (Connect, Support, explain).

Where it lives

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

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

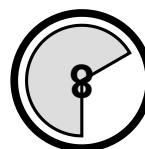
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- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

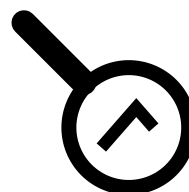
A three-sentence response: thesis (central idea), evidence, explanation.

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 write a thesis (central idea) that answers WHY, then prove it with a detail from the text.

1. Read the passage card and the question.
2. Write a thesis (central idea) that answers WHY.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2

The CSI Evidence Chain (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 why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.

A Harvest to Remember

[2] Things began to improve when Native Americans from the Wampanoag tribe helped them. A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. He also understood the geography of the area and showed them how to use the land in ways that worked best. This knowledge was important because the Pilgrims did not yet understand the soil, rivers, forests, or seasons of their new home. Squanto showed them that learning from others could make a hard situation easier. With this help, the Pilgrims were able to grow enough food for a productive harvest.

[3] After gathering their crops, the Pilgrims decided to celebrate. During the celebration, Massasoit and about 90 Wampanoag men joined them. The gathering lasted for several days. People shared food, played games, and spent time together. It was a way to give thanks for the harvest and the help they had received. The Pilgrims learned that many hands make light work. They had not reached this moment alone. The support of the Wampanoag people helped them survive and prepare for the future. The celebration showed how cooperation can help people overcome difficult times.

From Cluster 2, Module 2, "A Harvest to Remember," paragraphs [2], [3].

Check and Improve: Station 2

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

Checklist

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

Acceptable example

Cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest because the Wampanoag taught them how to grow food and use the new land. The passage states, "The support of the Wampanoag people helped them survive and prepare for the future." This shows that the Wampanoag help kept the Pilgrims alive and ready for what came next, so working together was the reason for their success.

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. "The gathering lasted for several days."
- B. "With this help, the Pilgrims were able to grow enough food for a productive harvest."
- C. "The support of the Wampanoag people helped them survive and prepare for the future."

Frame: Cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that summarizes the excerpt and keeps the meaning and order of events: who helped, what they taught, and how the harvest changed.

✂ 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 write a thesis (central idea) that answers WHY, then prove it with a detail from the text.

Question: Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.

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 why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.

Acceptable response

Cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest because the Wampanoag taught them how to grow food and use the new land. The passage states, "The support of the Wampanoag people helped them survive and prepare for the future." This shows that the Wampanoag help kept the Pilgrims alive and ready for what came next, so working together was the reason for their success.

Evidence choices on the Help card

Choice	Why
A. "The gathering lasted for several days."	Weak. True but does not answer WHY. It tells how long the gathering lasted, not why cooperation helped.
B. "With this help, the Pilgrims were able to grow enough food for a productive harvest."	Strong. Strong. Shows the Wampanoag help led to a good harvest.
C. "The support of the Wampanoag people helped them survive and prepare for the future."	Strong. Strong. Names both survive and prepare, which the question asks.

Common misunderstandings to watch

- Retelling the passage instead of answering WHY.
- Copying evidence without quotation marks or a signal marker.
- 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 2, Prove It!

Cluster	Grade 5, Cluster 3
Module connection	Module 2: Hidden WHY and HOW Prompt Clues
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 on WHY and HOW prompt clues, and the SCR Ladder (thesis (central idea), evidence, explanation).

Where it lives

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

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

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

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

Preparation

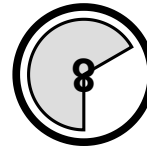
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- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

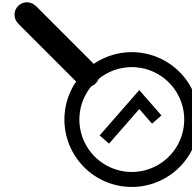
A three-sentence SCR (thesis (central idea), evidence, explanation).

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

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

My goal: I can answer a question about a poem and prove my answer with a detail from the text.

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

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2**The SCR Ladder (exactly three sentences)**

1. Thesis (central idea)	Answers the exact question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).

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

Passage Card: Station 2

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

Our Rights, Our Voices

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

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

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

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

Check and Improve: Station 2

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

Checklist

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

Acceptable example

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

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

Help Card: Station 2

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

Same goal, more support: Choose one evidence card below. Then still write all three sentences.

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

B. "Each amendment has an important role."

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

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

✂ cut

Stretch Card: Station 2 (optional)

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

✂ cut

Reset Directions: Station 2

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

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can answer a question about a poem and prove my answer with a detail from the text.

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

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 2

Color key (teacher page): reason / thesis (central idea) in green, evidence in yellow.

Question

Explain the importance of the rights in the poem.

Acceptable response

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

Evidence choices on the Help card

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

Common misunderstandings to watch

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

Observation notes

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

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 5, Cluster 4
Module connection	Module 2: Turning Parts into a Coherent Line of Argument with Thinking
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 thesis (central idea) work with WHY prompts, and The C-R-E Foundation (thesis (central idea), evidence, explanation).

Where it lives

Grade 5 Cluster 4 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 2, "The Garden That Wouldn't Grow," paragraphs [3] to [5].

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

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

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

Preparation

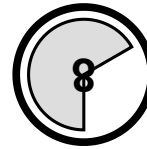
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

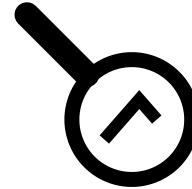
A three-sentence response (thesis (central idea), evidence, explanation).

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

The C-R-E Foundation (exactly three sentences)

1. Thesis (central idea)	Answers the exact question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).

Clue word WHY = give a reason.

Passage Card: Station 2

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

The Garden That Wouldn't Grow

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

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

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

From Cluster 4, Module 2, "The Garden That Wouldn't Grow," paragraphs [3] to [5].

Check and Improve: Station 2

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

Checklist

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

Acceptable example

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

Improve: Does your explanation use your own words? Add one word that tells why the detail matters.

Help Card: Station 2

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

Same goal, more support: Choose one evidence card below. Then still write all three sentences.

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

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

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

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

✂ cut

Stretch Card: Station 2 (optional)

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

✂ cut

Reset Directions: Station 2

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

Response Booklet, Page 2



Station 2: Prove It!

Name _____

My goal: I can answer a question and prove my answer with a detail from the text.

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

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 2

Color key (teacher page): reason / thesis (central idea) in green, evidence in yellow.

Question

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

Acceptable response

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

Evidence choices on the Help card

Choice	Why
A. "Thinking she understood the problem, Kendrix suggested that the plants needed more water."	Weak. True but does not answer WHY. It shows her first assumption, not why the extra water hurt the plants.
B. "Without proper air, the roots cannot function effectively."	Strong. Strong. Explains why too much water made the plants worse.
C. "Her grandmother examined the soil and explained that while water is necessary for plant growth, too much water can prevent roots from getting enough air."	Strong. Strong. Names the cause of the problem.

Common misunderstandings to watch

- Retelling the whole passage instead of answering WHY.
- Choosing a quote that is true but does not explain the problem.
- 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 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.

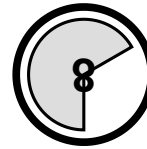
Preparation

- 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.

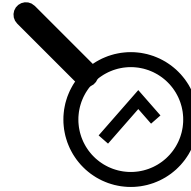
Expected student product

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

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



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 2, Prove It!

Cluster	Grade 5, Cluster 6
Module connection	Module 2: Coherent Argument and Thinking
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 thesis (central idea) work with WHY prompts, and Building U, R, E, and S.

Where it lives

Grade 5 Cluster 6 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 2, "A Voice in the Community," paragraphs [7] to [9].

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

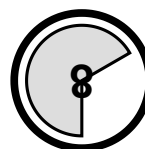
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

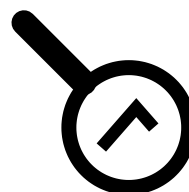
A three-sentence response (thesis (central idea), evidence, explanation).

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**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.

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

Teacher Answer and Observation Guide: Station 2

Color key (teacher page): reason / thesis (central idea) in green, evidence in yellow.

Question

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

Acceptable response

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.

Evidence choices on the Help card

Choice	Why
A. "National decisions can involve taxes, national defense, immigration, or the environment."	Weak. True but does not answer the question. It lists topics, not why small actions matter.
B. "Some voices are heard more often, but every action can still have an effect over time."	Strong. Strong. It answers whether small actions matter. It says every action can have an effect.
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."	Strong. Strong. It names small choices and links each choice to shaping a community.

Common misunderstandings to watch

- Retelling the passage instead of answering whether.
- Copying evidence 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 whether	
Evidence is relevant (not the weak choice)	
Explanation in own words	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 5, Cluster 7
Module connection	Module 2: Voices and Responses
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 thesis (central idea) work with WHY prompts, and the LEAVES Framework for using text evidence.

Where it lives

Grade 5 Cluster 7 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 2, "Try, Learn, Change," paragraphs [1] to [3].

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

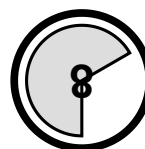
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

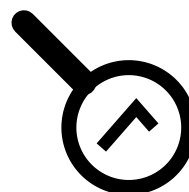
A three-sentence response: thesis (central idea), evidence, explanation.

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 poem card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it. Use quotation marks.
4. Explain how the detail proves your thesis (central idea).

Required: three sentences: thesis (central idea), evidence, explanation.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2

The Response Ladder (exactly three sentences)

1. Thesis (central idea)	Answers the exact question.
2. Evidence	A detail from the text: The passage states, "..."
3. Explanation	Tells how the evidence proves the thesis (central idea).

Clue word WHY = give a reason.

Passage Card: Station 2

My question: How does Kendrix change her response when new evidence appears?

Try, Learn, Change

[1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.

[2] Kendrix saw her garden fade; More water was the choice she made. But yellow leaves and muddy ground Showed different clues were all around.

[3] She checked the soil and changed her plan, And healthier growth at last began. She learned that guessing can't explain What careful evidence can make plain.

From Cluster 7, Module 2, "Try, Learn, Change," paragraphs [1] to [3].

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 a detail from the poem in quotation marks.
- ☐ The detail Connects to the question and Supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Kendrix changed her response when she stopped guessing and checked the soil for facts. The passage states, "She checked the soil and changed her plan, And healthier growth at last began." This shows that new evidence made her try a new step, so her garden could grow.

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. "Kendrix saw her garden fade; More water was the choice she made."

B. "She checked the soil and changed her plan, And healthier growth at last began."

C. "She learned that guessing can't explain What careful evidence can make plain."

Frame: Kendrix changed her response when _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that summarizes the excerpt in order: first a person looks for facts, then Kendrix saw new clues, checked the soil, changed her plan, and her garden grew healthier.

✂ 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: How does Kendrix change her response when new evidence appears?

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

How does Kendrix change her response when new evidence appears?

Acceptable response

Kendrix changed her response when she stopped guessing and checked the soil for facts. The passage states, "She checked the soil and changed her plan, And healthier growth at last began." This shows that new evidence made her try a new step, so her garden could grow.

Evidence choices on the Help card

Choice	Why
A. "Kendrix saw her garden fade; More water was the choice she made."	Weak. True but does not answer the question. It shows her first guess, not how new evidence changed her response.
B. "She checked the soil and changed her plan, And healthier growth at last began."	Strong. Strong. Shows her new response after she checked the soil.
C. "She learned that guessing can't explain What careful evidence can make plain."	Strong. Strong. Shows that evidence shaped how she responded.

Common misunderstandings to watch

- Retelling the poem instead of answering how Kendrix changed.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

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

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].

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

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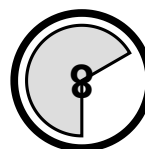
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Expected student product

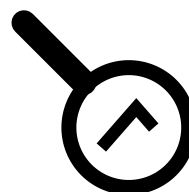
A three-sentence response: thesis (central idea), evidence, explanation.

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	