

STUDENT STATION BOOK

Station Book: Shape It!

Writing Process Stations

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

THE WRITING ACADEMY®, LLC

© 2026 The Writing Academy®, LLC

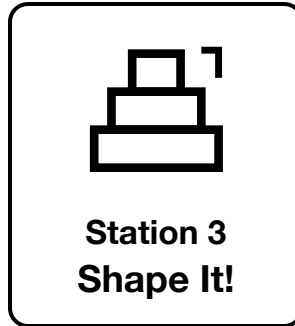
All rights reserved.

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

Writing Process Stations

Station 3: Shape It! • Grade 5



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

Contents

How Station Rotation Day Works	3
PREPARE: Module 3, 5.11A	4
Cluster 1: Module 3, 5.11C	12
Cluster 2: Module 3, 5.11B(i)	20
Cluster 3: Module 3, 5.11C	28
Cluster 4: Module 3, 5.11B(ii)	36
Cluster 5: Module 3, 5.11C	44
Cluster 6: Module 3, 5.11C	52
Cluster 7: Module 3, 5.11C	60
Cluster 8: Module 3, 5.11E	68

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 3, Shape It!

Cluster	Grade 5, PREPARE
Module connection	Module 3: Choose the Route and the Planning Strategy
Station area	Writing Process

Exact TEKS practiced (TEA wording)

5.11A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
--------------	---

The one writing move: plan for a named audience and purpose.

Prerequisite instruction

Module 3 lesson Choose the Route and the Planning Strategy, and the Cookie Commission evidence gathering in this cluster.

Where it lives

Grade 5 PREPARE Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 3, "The Fifth-Grade Cookie Commission," paragraphs [1], [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

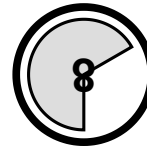
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

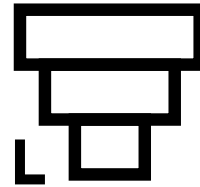
One revised sentence that names the audience and purpose, plus one reason for the choice.

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

8 MINUTES



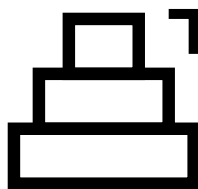
Shape It!



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 plan a draft by naming my audience and my purpose.

1. Read the practice draft. Sentence 1 has no audience or purpose.
2. Read the passage card to find who will read your plan and why.
3. Rewrite sentence 1 to name the audience and the purpose.
4. Write one reason your change helps your reader.

Required: one revised sentence naming the audience and purpose, and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Plan for your reader

Shape It! asks: Who will read this, and why am I writing it?

A named audience and a named purpose help you pick the right genre.

Weak	I will write about Friday treats.
Strong	I will recommend our Friday treat plan to Principal Bennett.

Name the Writing Job: name your audience and your purpose.

Practice Text: Station 3

Practice draft: needs one improvement

Our Friday Treat Plan

- (1) I want to tell everyone about our class plan for Friday treats.
- (2) We asked students what they liked and checked what each choice would cost.
- (3) We learned that more than half the students picked something other than cookies.
- (4) Our plan rotates the Friday treat and keeps a safe choice every week.

Sentence 1 does not name the audience or the purpose. Who will read this plan, and why are you writing it?

The Fifth-Grade Cookie Commission

[1] Principal Bennett smiled. “Well, Ms. Ruiz would like student input before she plans next month’s Friday treats. So I’m giving fifth grade a challenge.” She wrote three words on the board: COOKIE COMMISSION The room exploded. “We’re in charge of dessert?” “Can we choose doughnuts?” “Can Friday have two Fridays?” “Can we abolish raisins?” Principal Bennett held up one hand. “You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation.”

[3] “Disagreement isn’t always a problem,” she continued. “It can show that people value different things. Your job isn’t to make everybody think alike. Your job is to decide how to make a reasonable recommendation.”

From PREPARE, Module 3, “The Fifth-Grade Cookie Commission,” paragraphs [1], [3].

Check and Improve: Station 3

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

- ☐ My sentence names who will read my writing.
- ☐ My sentence names why I am writing.
- ☐ My audience and purpose fit the passage card.
- ☐ The draft still makes sense with the other sentences.

Acceptable example

I will write a recommendation to Principal Bennett so she will choose our class plan for Friday treats.

Reason: Now the student knows who will read the plan and why, which helps pick the best genre.

Improve: Read your whole plan in your head. Does every sentence help you get ready to write for your audience?

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: I am writing to _____ so that _____. Look at the first paragraph on the card first.

✂ cut

Stretch Card: Station 3 (optional)

Add the genre you would choose for this audience, such as a letter or a list, and tell why it fits.

✂ 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 plan a draft by naming my audience and my purpose.

Revise. Write sentence 1 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

5.11A: plan for a named audience and purpose. One move only. This is not an editing task.

Acceptable revisions

- I will write a recommendation to Principal Bennett so she will choose our class plan for Friday treats.
- I am writing a letter to Principal Bennett to explain why our class should rotate the Friday treat.
- We are writing to Ms. Ruiz to show why students should vote before she orders the treats.
- A version that names both Principal Bennett and Ms. Ruiz is acceptable if the purpose is clear.

Common misunderstandings to watch

- Naming a topic instead of an audience, such as I am writing about desserts.
- Naming an audience but not naming the purpose.
- Rewriting the whole draft instead of the one sentence.

Observation notes

Look for	Notes
Sentence names the audience	
Sentence names the purpose	
Choice matches the passage card	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 5, Cluster 1
Module connection	Module 3: Using Evidence to Support Thinking
Station area	Writing Process

Exact TEKS practiced (TEA wording)

5.11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
--------------	---

The one writing move: adding a detail for clarity.

Prerequisite instruction

Module 3 evidence selection with the CSI Evidence Check, and the recursive revision work in this cluster.

Where it lives

Grade 5 Cluster 1 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 3, "From Tension to Revolution," paragraphs [3], [4].

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

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

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

Preparation

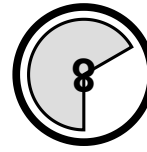
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

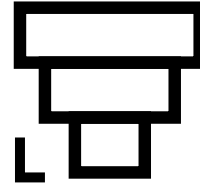
A revised sentence plus one sentence explaining the revision choice.

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

8 MINUTES



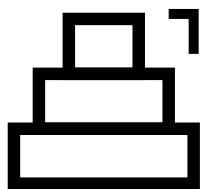
Shape It!



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 by adding one detail that makes it clearer.

1. Read the practice draft. Sentence 2 is too general.
2. Read the passage card. Find what the colonists did to protest.
3. Rewrite sentence 2 with that detail added.
4. Tell why your change makes the draft clearer.

Required: one revised sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Revise by ADDING

Correct It! asks: Is it written correctly? Shape It! asks: How can the idea be clearer?

A general sentence says what happened. A clear sentence shows how with a detail.

General	The colonists responded to the law.
Clearer	The colonists refused to buy stamped paper and wrote letters.

CSI: the detail Connects and Supports.

Practice Text: Station 3**Practice draft: needs one improvement****Why Did Colonists Protest?**

- (1) Parliament passed the Stamp Act, which taxed printed materials.
- (2) The colonists responded to the new law.
- (3) Groups such as the Sons of Liberty helped organize protests.
- (4) These protests helped unite the colonies.

Sentence 2 is too general. What did the colonists actually do to respond?

From Tension to Revolution

[3] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, pamphlets, and even playing cards. Colonists strongly opposed this law because they had no representatives in Parliament. They believed that only their own colonial governments should have the power to tax them. They argued that it was unfair to be taxed without a voice, which led to the phrase “taxation without representation.” This phrase became one of the most important ideas during the time before the American Revolution.

[4] Many colonists began to protest the Stamp Act. Some refused to buy stamped paper. Others wrote letters, gave speeches, and printed articles explaining why the law was unfair. Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York. Sometimes colonists gathered in large crowds to show their anger. They wanted Parliament to understand that the colonies would not accept unfair taxes without a fight. These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies. Now they began to see that they shared the same problem.

From Cluster 1, Module 3, "From Tension to Revolution," paragraphs [3], [4].

Check and Improve: Station 3

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

- ☐ My new sentence tells what the colonists did.
- ☐ My detail comes from the passage card.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my change makes it clearer.

Acceptable example

The colonists responded to the new law by refusing to buy stamped paper and writing letters explaining why it was unfair.

Reason: Now the reader knows exactly what the colonists did, not just that they responded.

Improve: Read your whole draft in your head. Does every sentence stay on the topic of why colonists protested?

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: The colonists responded to the new law by _____. Look only at the first paragraph on the card first.

✂ cut

Stretch Card: Station 3 (optional)

Add a second detail to a different sentence, or combine two short ideas into one clear sentence. 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 by adding one detail that makes it clearer.

Revise. Write sentence 2 again with your one change.

Why is it clearer now?

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 3

The revision move

5.11C: adding a detail for clarity. One move only. This is not an editing task.

Acceptable revisions

- The colonists responded to the new law by refusing to buy stamped paper and writing letters explaining why it was unfair.
- The colonists responded to the new law by refusing to buy stamped paper.
- The colonists responded to the new law by writing letters and giving speeches explaining why it was unfair.
- A protest detail is acceptable if the student connects it: colonists gathered in large crowds to show their anger.

Common misunderstandings to watch

- Adding a detail that does not explain the protest (for example, how much the tea cost).
- Rewriting the whole draft or only fixing spelling.
- Adding an opinion (It was really unfair) instead of a detail.

Observation notes

Look for	Notes
Detail is specific and from the text	
Detail explains the general sentence	
Reason names clarity for the reader	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 5, Cluster 2
Module connection	Module 3: The Reason/Way Branch of the ECR
Station area	Writing Process

Exact TEKS practiced (TEA wording)

5.11B(i)	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion
-----------------	---

The one writing move: organizing with purposeful structure: an introduction, a transition, and a conclusion.

Prerequisite instruction

Module 3 evidence selection with the CSI Evidence Chain, and the Reason/Way branch of the ECR (TREE) Thinking Chart in this cluster.

Where it lives

Grade 5 Cluster 2 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 3, "A Harvest to Remember," paragraphs [3], [4].

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

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

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

Preparation

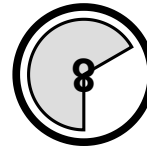
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

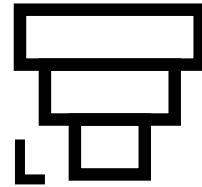
A revised sentence with one transition, plus one sentence telling why it helps the reader.

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

8 MINUTES



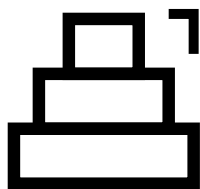
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

My goal: I can revise a draft by adding one transition that connects two ideas.

1. Read the practice draft about how the Wampanoag helped.
2. Sentence 3 adds a second way but has no transition.
3. Add a transition at the start of sentence 3 to connect the ways.
4. Tell how your transition helps the reader follow the ideas.

Required: one revised sentence with a transition and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Add a TRANSITION

Shape It! asks: How can the ideas connect more clearly?

A transition is a word or phrase that links one idea to the next.

Narrow your reasons or ways to two or three, then connect them.

No transition	Squanto taught the Pilgrims to plant corn. They learned to catch fish.
With a transition	Squanto taught the Pilgrims to plant corn. Also, they learned to catch fish.

The first branch of the growing TREE is the Reason/Way branch. A transition links your reasons or ways.

Practice Text: Station 3**Practice draft: needs one improvement****Help in a New Land**

- (1) The Wampanoag people helped the Pilgrims live in a new land.
- (2) Squanto showed the Pilgrims how to plant corn.
- (3) The Pilgrims learned to catch fish from nearby waters.
- (4) This help led to a harvest the Pilgrims could celebrate.

Sentence 3 adds a second way, but it has no transition. How can you link the two ways?

A Harvest to Remember

[3] Things began to improve when Native Americans from the Wampanoag tribe helped them. The Wampanoag people had lived in the region for a long time. They understood the land, the seasons, and the resources nearby. Their knowledge helped the Pilgrims learn how to survive in Plymouth. 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 was important because geography affects how people live. The location of rivers, forests, fields, and coastlines can help people decide where to build homes, plant crops, and gather food.

[4] Squanto showed the Pilgrims how to plant corn in a way that helped the crop grow better. Corn was an important food because it could be stored and used in different ways. He also taught them how to catch fish from nearby waters. Fish could be eaten fresh or used to help the soil. These lessons gave the Pilgrims a better chance of surviving. They learned that the land could provide what they needed if they understood how to use it. Squanto's help made a major difference. Instead of trying to survive by guessing, the Pilgrims began learning from someone who knew the area well.

From Cluster 2, Module 3, "A Harvest to Remember," paragraphs [3], [4].

Check and Improve: Station 3

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

- ☐ My revised sentence starts with a transition.
- ☐ My transition links sentence 3 to sentence 2.
- ☐ My transition word fits the ideas it connects.
- ☐ I wrote one sentence telling why the transition helps.

Acceptable example

In addition, the Pilgrims learned to catch fish from nearby waters.

Reason: The transition In addition shows the reader that sentence 3 gives a second way the Wampanoag helped.

Improve: Read the whole draft in your head. Do the two ways connect, or do they feel like two separate lists?

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: In addition, _____. Look at the second excerpt card to find the second way.

✂ cut

Stretch Card: Station 3 (optional)

Add a second transition, or link the conclusion to the ways with a transition word. Explain your choice.

✂ cut

Reset Directions: Station 3

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

My goal: I can revise a draft by adding one transition that connects two ideas.

Revise. Write your new introduction sentence.

Why is it clearer now?

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 3

The revision move

5.11B(i): organizing with purposeful structure: an introduction, a transition, and a conclusion. One move only. This is not an editing task.

Acceptable revisions

- In addition, the Pilgrims learned to catch fish from nearby waters.
- Also, the Pilgrims learned to catch fish from nearby waters.
- Next, Squanto taught the Pilgrims to catch fish from nearby waters.
- Any clear transition works if it shows sentence 3 is a second way, such as Also, In addition, or Next.

Common misunderstandings to watch

- Adding a new fact instead of a transition word or phrase.
- Rewriting the whole draft or only fixing spelling.
- Using a transition that does not match the ideas, such as However for two ideas that agree.

Observation notes

Look for	Notes
A transition word or phrase is added	
The transition links the two ways	
The reason tells how the reader follows the ideas	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 5, Cluster 3
Module connection	Module 3: Magnifying WHY Reasons into Topic Sentences
Station area	Writing Process

Exact TEKS practiced (TEA wording)

5.11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
--------------	---

The one writing move: deleting an idea that does not belong.

Prerequisite instruction

Module 3 evidence selection with the CSI Evidence Check, and The Magnifying Process work in this cluster.

Where it lives

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

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

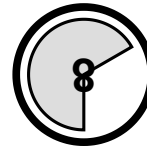
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

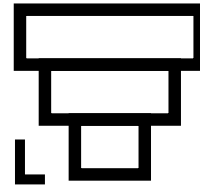
A deleted sentence number plus one sentence explaining the revision choice.

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

8 MINUTES



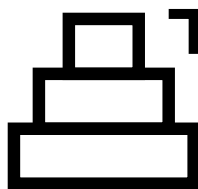
Shape It!



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 by deleting one idea that does not belong.

1. Read the practice draft about fairness and voice.
2. Find the sentence that does not belong.
3. Write the draft again without that sentence.
4. Tell why deleting it makes the draft clearer.

Required: one deleted sentence number and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Shape It! Delete What Does Not Belong

Correct It! checks conventions. Shape It! checks ideas and order.

A sentence that does not support the reason does not belong. Delete it.

Use The Magnifying Process to grow one strong WHY reason, not extra ideas.

Belongs	The poem lists freedoms that protect people.
Does not belong	My cousin visited a museum last summer.

CSI: a detail must Connect and Support the reason.

Practice Text: Station 3**Practice draft: needs one improvement****Why Fairness and Voice Matter**

- (1) The poem and the drama both show that fairness and voice are important.
- (2) In the poem, the Bill of Rights lists freedoms that help protect people.
- (3) My cousin visited a museum last summer and saw old documents.
- (4) In the drama, colonists began asking whether they should have a voice in decisions.
- (5) Together, these texts show why every person needs a voice.

Sentence 3 is about a cousin and a museum. It does not support the reason. Which sentence should you delete?

Our Rights, Our Voices

[2] 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. People also have the right to meet Peacefully along a town or street. They can ask leaders to hear their plea, And work together respectfully.

From Cluster 3, Module 3, "Our Rights, Our Voices," paragraph [2].

Check and Improve: Station 3

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

- ☐ I found the sentence that does not belong.
- ☐ My new draft keeps the sentences that support the reason.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my change makes it clearer.

Acceptable example

The poem and the drama both show that fairness and voice are important. In the poem, the Bill of Rights lists freedoms that help protect people. In the drama, colonists began asking whether they should have a voice in decisions. Together, these texts show why every person needs a voice.

Reason: Deleting sentence 3 keeps the draft on the topic of fairness and voice. Every sentence left supports the reason.

Improve: Read your draft again. Does every sentence tell about fairness or voice?

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: Look at each sentence. Ask: Does this sentence help prove the thesis (central idea)? If not, mark it to delete.

✂ cut

Stretch Card: Station 3 (optional)

Delete the off-topic sentence, then combine two short sentences into one clear sentence. Explain both choices.

✂ cut

Reset Directions: Station 3

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

My goal: I can revise a draft by deleting one idea that does not belong.

Revise. Write the number of the sentence you deleted.

Why is it clearer now?

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 3

The revision move

5.11C: deleting an idea that does not belong. One move only. This is not an editing task.

Acceptable revisions

- The poem and the drama both show that fairness and voice are important. In the poem, the Bill of Rights lists freedoms that help protect people. In the drama, colonists began asking whether they should have a voice in decisions. Together, these texts show why every person needs a voice.
- Sentence 3 should be deleted because it is about a cousin and a museum, not about fairness and voice.
- Deleting sentence 3 keeps every sentence on the topic of rights and voice.
- A student may say sentence 3 does not support the reason, as long as the deletion is sentence 3.

Common misunderstandings to watch

- Deleting a sentence that does support the reason.
- Rewriting the whole draft instead of deleting one sentence.
- Adding a new idea that also does not belong.

Observation notes

Look for	Notes
Deletes the sentence about the cousin and museum	
Every remaining sentence supports the reason	
Reason names clarity for the reader	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 5, Cluster 4
Module connection	Module 3: Understanding Others and Building an Evidence-Based Rebuttal
Station area	Writing Process

Exact TEKS practiced (TEA wording)

5.11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts and details
------------------	---

The one writing move: developing depth of thought with a specific fact, detail, or example.

Prerequisite instruction

Module 3 evidence selection with The C-R-E Foundation, and the recursive revision work in this cluster.

Where it lives

Grade 5 Cluster 4 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 3, "Words That Changed a Nation," paragraphs [6], [14].

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.

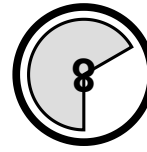
Preparation

- 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.

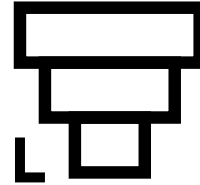
Expected student product

A revised sentence plus one sentence explaining the revision choice.

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



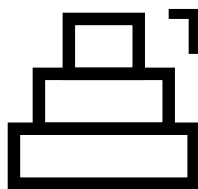
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

My goal: I can revise a draft by adding one specific detail that deepens the idea.

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

Required: one revised sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Deepen by ADDING a Detail

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

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

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

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

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

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

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

Words That Changed a Nation

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

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

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

Check and Improve: Station 3

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

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

Acceptable example

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

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

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

Help Card: Station 3

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

Same goal, more support: Use this frame: This claim was important for the new nation because _____. Look only at the first paragraph on the card first.

✂ cut

Stretch Card: Station 3 (optional)

Add a second detail to a different sentence, or explain how the promise affected a group that was left out. Explain the choice.

✂ cut

Reset Directions: Station 3

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

My goal: I can revise a draft by adding one specific detail that deepens the idea.

Revise. Write sentence 2 again with your one change.

Why is it clearer now?

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 3

The revision move

5.11B(ii): developing depth of thought with a specific fact, detail, or example. One move only. This is not an editing task.

Acceptable revisions

- This claim was important for the new nation because it promised rights like life, liberty, and the pursuit of happiness.
- This claim was important for the new nation because it named rights such as life and liberty.
- This claim was important for the new nation because it said these rights could not be taken away by a government.
- A detail from the second paragraph is acceptable if the student connects it: the promise was meant for everyone, yet enslaved people remained in bondage.

Common misunderstandings to watch

- Adding a detail that does not show why the claim was important.
- Rewriting the whole draft or only fixing spelling.
- Adding an opinion (It was really great) instead of a fact or detail.

Observation notes

Look for	Notes
Detail is specific and from the text	
Detail shows why the claim was important	
Reason names depth or clarity for the reader	

Teacher Setup Guide: Station 3, Shape It!

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

Exact TEKS practiced (TEA wording)

5.11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
--------------	---

The one writing move: rearranging ideas into a helpful order.

Prerequisite instruction

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

Where it lives

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

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

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

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

Preparation

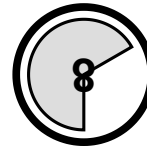
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

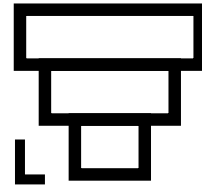
A reordered sentence plus one sentence explaining the order choice.

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

8 MINUTES



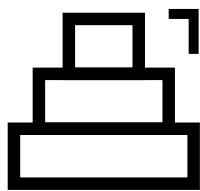
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

My goal: I can revise a draft by rearranging ideas into a helpful order.

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

Required: one reordered sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Rearrange Ideas for Order

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

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

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

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

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

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

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

A Visit to the Workshop

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

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

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

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

Check and Improve: Station 3

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

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

Acceptable example

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

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

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

Help Card: Station 3

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

Same goal, more support: Use this frame: Start with the central idea. Then give evidence from each passage. Then tell why it matters.

✂ cut

Stretch Card: Station 3 (optional)

Rewrite the last sentence so it clearly finishes the thinking, then explain your choice.

✂ cut

Reset Directions: Station 3

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

My goal: I can revise a draft by rearranging ideas into a helpful order.

Revise. Write the sentence numbers in your new order.

Why is it clearer now?

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 3

The revision move

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

Acceptable revisions

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

Common misunderstandings to watch

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

Observation notes

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

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 5, Cluster 6
Module connection	Module 3: Understanding, Rebuttal, Ending, and Significance
Station area	Writing Process

Exact TEKS practiced (TEA wording)

5.11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
--------------	---

The one writing move: combining two short sentences.

Prerequisite instruction

Module 3 work with Understanding, Rebuttal, Ending, and Significance, and the recursive revision work in this cluster.

Where it lives

Grade 5 Cluster 6 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 3, "A Voice in the Community," paragraphs [16], [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

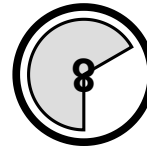
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

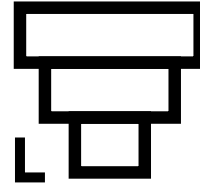
One combined sentence plus one sentence explaining the revision choice.

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

8 MINUTES



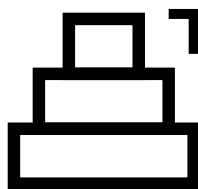
Shape It!



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 by combining two short sentences into one clear sentence.

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

Required: one combined sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Combine Two Short Sentences

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

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

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

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

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

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

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

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

A Voice in the Community

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

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

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

Check and Improve: Station 3

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

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

Acceptable example

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

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

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

Help Card: Station 3

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

Same goal, more support: Use this frame: Listening to another viewpoint matters because _____. Look at the passage card first.

✂ cut

Stretch Card: Station 3 (optional)

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

✂ cut

Reset Directions: Station 3

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

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

Revise. Combine the two short sentences into one sentence.

Why is it clearer now?

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 3

The revision move

5.11C: combining two short sentences. One move only. This is not an editing task.

Acceptable revisions

- Listening to another viewpoint matters because it helps people understand why others think differently.
- Listening to another viewpoint matters because it helps people understand why others think differently.
- Listening to another viewpoint matters and helps people understand why others think differently.
- A rearranged order is acceptable if it keeps the meaning: It helps people understand why others think differently, so listening to another viewpoint matters.

Common misunderstandings to watch

- Joining the two sentences with only a comma, which makes a run-on.
- Rewriting the whole draft or only fixing spelling.
- Changing the meaning of the two sentences.
- Combining sentences that do not share one idea.

Observation notes

Look for	Notes
Two short sentences joined into one	
Meaning stays the same	
Correct joining word and punctuation	
Reason names clarity for the reader	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 5, Cluster 7
Module connection	Module 3: Evidence Can Change the Story
Station area	Writing Process

Exact TEKS practiced (TEA wording)

5.11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
--------------	---

The one writing move: word choice: replacing a plain word with a precise one.

Prerequisite instruction

Module 3 evidence selection and the recursive revision work in this cluster, using the TRAILS and LEAVES Framework.

Where it lives

Grade 5 Cluster 7 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 3, "Try, Learn, Change," paragraphs [7], [8].

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.

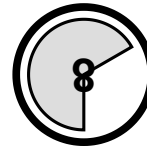
Preparation

- 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.

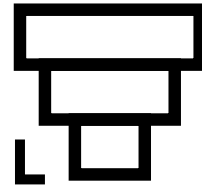
Expected student product

A revised sentence with one precise word, plus one sentence explaining the choice.

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



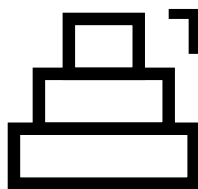
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

My goal: I can revise a draft by replacing a plain word with a precise one.

1. Read the practice draft. Sentence 2 is too plain.
2. Read the passage card. Find the exact word that shows how the leaves looked.
3. Rewrite sentence 2 with that precise word.
4. Tell why your precise word helps the reader.

Required: one revised sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Revise by REPLACING

Correct It! asks: Is it written correctly? Shape It! asks: How can the idea be clearer?

A plain word is fuzzy. A precise word shows exactly what you mean.

Plain	The leaves looked bad.
Precise	The leaves looked yellow.

TRAILS and LEAVES Framework: the precise word shows exactly what the evidence says.

Practice Text: Station 3**Practice draft: needs one improvement****Why Kendrix Changed Her Answer**

- (1) Kendrix thought her plants needed water.
- (2) The soil felt wet, and the leaves looked bad.
- (3) She checked the roots and saw they were too wet.
- (4) Kendrix changed her first thought because the facts did not fit.
- (5) New evidence helped her find a stronger answer.

Sentence 2 uses the plain word bad. Which exact word from the passage card shows how the leaves looked?

Try, Learn, Change

[7] Kendrix thought her plants were dry, And more water seemed the reason why. But muddy soil and yellow leaves Did not support what she believed.

[8] She had to let her first thought go, Observe the roots and watch them grow. Changing her answer did not mean Her thinking failed or was unseen.

From Cluster 7, Module 3, "Try, Learn, Change," paragraphs [7], [8].

Check and Improve: Station 3

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

- ☐ My new sentence uses a precise word in place of a plain one.
- ☐ The precise word comes from the passage card.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my word helps the reader.

Acceptable example

The soil felt wet, and the leaves looked yellow.

Reason: Now the reader can see exactly how the leaves looked, not just that they looked bad.

Improve: Read your whole draft in your head. Does every sentence stay on the topic of changing an answer when facts change?

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: The soil felt wet, and the leaves looked _____. Look at the first paragraph on the card, and find the word that tells the color.

✂ cut

Stretch Card: Station 3 (optional)

Replace a plain word in a different sentence, or choose a precise word for how the soil felt. 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 by replacing a plain word with a precise one.

Revise. Write sentence 2 again with your one change.

Why is it clearer now?

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 3

The revision move

5.11C: word choice: replacing a plain word with a precise one. One move only. This is not an editing task.

Acceptable revisions

- The soil felt wet, and the leaves looked yellow.
- The soil felt wet, and the leaves looked yellow.
- The soil was muddy, and the leaves looked yellow.
- Another precise word is acceptable only if it names a detail from the card, such as muddy for the soil.

Common misunderstandings to watch

- Rewriting the whole draft or only fixing spelling.
- Choosing a word that sounds fancy but does not name a detail on the card.
- Adding an opinion (It was really bad) instead of a precise word.

Observation notes

Look for	Notes
Precise word replaces the plain word	
Word comes from the text	
Reason names clarity for the reader	

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.

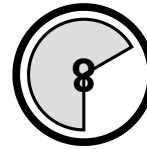
Preparation

- 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.

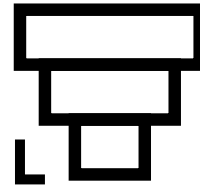
Expected student product

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

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



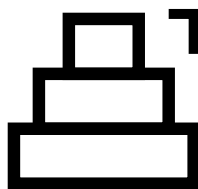
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

My goal: I can revise a draft 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	