

STUDENT STATION BOOK

Station Book: Create It!

Writing Genres Stations

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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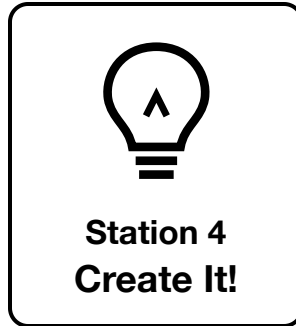
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Writing Genres Stations

Station 4: Create 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 4, Create It!

Cluster	Grade 5, PREPARE
Module connection	Module 4: Independent Genre Decision and Transfer
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

5.12A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft
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Prerequisite instruction

Module 4 reading and writing work with a clear thesis (central idea), plus this cluster's reading passages. Name the Writing Job first: My decision grows from the writing job, not from the passage.

Where it lives

Grade 5 PREPARE Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 4, "The Great Chocolate Chip Cookie Mystery," paragraphs [2] to [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

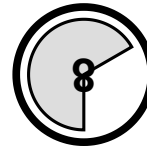
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled narrative moment: one character faces a problem, learns new information, and ends with changed thinking.

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short narrative moment with a problem, a turn, and a changed ending.

1. Read the job box and the small model.
2. Read the story card about the cookie mystery.
3. Write a short story with a problem and a turn.
4. End with the character's changed thinking.

Required: a title, a setting, a problem, a turn, and a changed ending.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A narrative moment has:

Title	names the story
Setting and characters	where, when, and who
Problem	what the character thinks or wants
Turn	new information that changes things
Ending	how the character's thinking changes

The events come from the card. The story words come from me.

Job Box, Model, and Source Card: Station 4

Topic: A character changes their mind after learning the evidence in the cookie mystery

Purpose: to entertain **Audience:** students reading our class anthology

Small model (different topic)

Title: The Morning the Markers Went Missing

Setting and characters: Our art room, right before the bell. I was there.

Problem: I thought a classmate took all the markers.

Turn: Then I saw a note from our teacher on the shelf.

Ending: I learned the truth and said sorry to my classmate.

The Great Chocolate Chip Cookie Mystery

[2] 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 Nestlé chocolate. Her recipe helped make the chocolate chip cookie a favorite across the country.

[3] “So there weren't fewer desserts,” Eli said. “There were fewer cookies,” Maya corrected. “Because you predicted more people would choose fruit,” Jordan said. “Exactly.” Jordan stared at the numbers. “So sixth grade didn't steal them?” “No.” “The teachers didn't eat them?” “No.” “The principal doesn't have a secret cookie vault?” Ms. Ruiz laughed. “Not that I know of.”

[4] The next Friday, Ms. Ruiz adjusted the dessert numbers based on the class survey. There were enough chocolate chip cookies for everyone who wanted one. Jordan took his first bite and nodded thoughtfully. “Research tastes delicious.” Maya laughed. But before she ate hers, she looked at the cookie for a moment. A week earlier, she would have repeated the famous invention story without thinking twice. Now she wondered how many other stories she had heard that sounded true simply because they were interesting. Maybe mysteries were hiding everywhere. And maybe the smartest first question was not: “What do I believe?” Maybe it was: “What does the evidence show?”

From PREPARE, Module 4, “The Great Chocolate Chip Cookie Mystery,” paragraphs [2] to [4].

Check and Improve: Station 4

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

- ☐ My title names my story.
- ☐ My problem shows what the character thought.
- ☐ My turn uses new information from the card.
- ☐ My ending shows how the character changed.

Acceptable example**The Cookie Truth**

I thought sixth grade took our cookies. I told everyone at my table. Then Ms. Ruiz showed us the order chart. The cafeteria had planned for more students to pick fruit. The cafeteria had just guessed wrong. I stopped blaming sixth grade. Next time I will ask for evidence first.

Improve: Does your ending show a changed mind? Add one sentence that shows the change.

Help Card: Station 4

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

Same goal, more support: Use this frame: At first I thought _____. Then I learned _____. Now I think _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one line of dialogue that shows the character's new thinking.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short narrative moment with a problem, a turn, and a changed ending.

Title

Setting and characters

Problem

Turn (new information)

Ending (changed thinking)

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

A short literary text (narrative) with genre characteristics (setting, problem, turn, ending) and a character whose thinking changes. It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- A person can change their mind after learning new information.
- Strong thinking grows when we gather evidence.
- Listening and checking facts can change what we believe.

Details to accept

- The character believes a rumor at first.
- New information comes from a chart or a report.
- The character admits the first idea was wrong.
- The ending shows a changed mind.

Common misunderstandings to watch

- A list of facts with no story.
- Copying sentences from the card.
- A story with no turn or change.

Observation notes

Look for	Notes
Clear problem	
A turn with new information	
Changed thinking	
Genre characteristics	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 5, Cluster 1
Module connection	Module 4: Writing the Explanation Sentence
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

5.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
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Prerequisite instruction

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

Where it lives

Grade 5 Cluster 1 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 1, Module 4, "The Ocean Lesson," paragraphs [23], [26], [28].

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

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

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

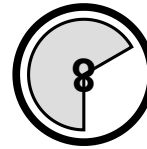
Preparation

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

Expected student product

A titled information card: one central idea sentence and two supporting facts in the student's own words.

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



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea.

1. Read the small model with your group.
2. Read the orca fact card.
3. Write a title and a central idea sentence.
4. Add two facts in your own words.

Required: a title, a central idea sentence, and two facts.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How orcas learn to survive in their group

Purpose: to inform **Audience:** families at our class science night

Small model (different topic)

Title: Turtles Know at Birth

Central idea: Sea turtle hatchlings use instinct to reach the ocean.

Fact: They move toward the water without a lesson.

Fact: They act fast to stay safe from danger.

The Ocean Lesson

[23] The trainer explained that, in the wild, orcas often live in groups called pods. A pod may include mothers, young orcas, and other family members. The older orcas help the younger ones by showing them how to survive. Young orcas watch how adults find food, travel, and communicate. They learn what sounds and movements mean. They also learn when to stay close and when to follow the group.

[26] The trainer explained that learned behavior develops through experience. A young orca is not born knowing every hunting strategy. It must observe the pod and practice. For example, older orcas may show younger ones how to work together to find food. A young orca may make mistakes at first, but over time it improves. The more it watches and practices, the better it becomes at using the skills that help the pod survive.

[28] The trainer also explained that cooperation is important because orcas often hunt animals that are difficult to catch alone. Working as a team helps them be more successful. One orca might help guide prey in a certain direction, while others move into place. Because they practice these behaviors, the pod can act together. This teamwork increases their chances of getting food.

From Cluster 1, Module 4, "The Ocean Lesson," paragraphs [23], [26], [28].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea sentence tells how orcas learn.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example

Orcas Learn Together

Young orcas learn to survive by watching their pod. Older orcas show them how to find food and travel. Young orcas practice hunting together, so the team can catch hard prey.

Improve: Does each fact prove your central idea? Change or remove one that does not.

Help Card: Station 4

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

Same goal, more support: Use this frame: Orcas learn to survive by _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Draw a small labeled sketch for your card. Each label must name a fact from your writing.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Young orcas learn survival skills from older orcas in the pod.
- Orcas learn to survive by watching and practicing with their pod.
- Orcas survive by learning to work together as a team.

Details to accept

- Orcas live in pods with mothers and family members.
- Older orcas show young orcas how to find food and travel.
- Young orcas learn sounds and movements of the pod.
- Young orcas observe and practice and improve over time.
- Teamwork helps orcas catch prey that is hard to catch alone.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 5, Cluster 2
Module connection	Module 4: The Evidence Branch of the ECR Tree
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

5.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
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Prerequisite instruction

Module 4 work with the ECR (TREE) Thinking Chart and the CSI Evidence Chain, and this cluster's informational passages.

Where it lives

Grade 5 Cluster 2 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 2, Module 4, "A Harvest to Remember," paragraphs [7], [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

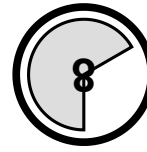
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- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card: one central idea sentence and two supporting facts in the student's own words.

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea.

1. Read the job box and the small model.
2. Read the fact card about the Wampanoag and the Pilgrims.
3. Write a title and one central idea sentence.
4. Add two facts in your own words that support it.

Required: a title, a central idea sentence, and two facts.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How the Wampanoag helped the Pilgrims adapt to their new land

Purpose: to inform **Audience:** visitors at our class history table

Small model (different topic)

Title: Missions and Presidios in Texas

Central idea: Spain built missions and presidios to hold its land in Texas.

Fact: Spanish leaders wanted to expand their empire.

Fact: They also wanted to protect their land from other countries.

A Harvest to Remember

[7] In the end, the 1621 celebration in Plymouth was more than a meal. It was a moment of thanks after a time of hunger, sickness, hard work, and learning. It connected the Pilgrims' survival to the help of the Wampanoag people and the knowledge of the land. It showed that geography affects how people live and that cooperation can help people succeed. Today, Thanksgiving is often remembered as a time to give thanks, share food, and spend time with others. The early harvest celebration helps explain why those ideas continue to matter.

[2] Squanto helped the Pilgrims understand that the land had resources, but they had to know how to use them. He showed them how to plant corn so it would grow better. Corn was an important crop because it could be eaten, dried, and stored for later. It could help families have food during colder months when fresh food was harder to find. Squanto also taught the Pilgrims ways to catch fish.

[3] The Pilgrims learned that many hands make light work. This saying means that a difficult job becomes easier when many people help.

From Cluster 2, Module 4, "A Harvest to Remember," paragraphs [7], [2], [3].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea sentence tells how the Wampanoag helped the Pilgrims.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example**Learning from the Wampanoag**

The Wampanoag people helped the Pilgrims adapt to their new land. Squanto taught the Pilgrims how to grow corn and catch fish. The Pilgrims also learned that working together makes hard jobs easier.

Improve: Does each fact prove your central idea? Change or remove one that does not.

Help Card: Station 4

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

Same goal, more support: Use this frame: The Wampanoag helped the Pilgrims by _____. One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Add a third fact from the fact card. Underline the words that show it came from the text.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- The Wampanoag helped the Pilgrims adapt to their new land.
- The Wampanoag shared knowledge that helped the Pilgrims survive.
- Squanto taught the Pilgrims how to grow food and find fish.

Details to accept

- Squanto taught the Pilgrims how to plant corn so it would grow well.
- Corn could be eaten, dried, and stored for later.
- Squanto taught the Pilgrims ways to catch fish.
- The Pilgrims learned that many hands make light work.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 5, Cluster 3
Module connection	Module 4: Proving Reasons with Evidence and Explanation
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

5.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
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Prerequisite instruction

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

Where it lives

Grade 5 Cluster 3 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 3, Module 4, "A Voice of Their Own," paragraphs [6], [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.

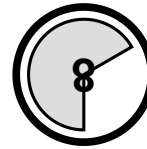
Preparation

- 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 titled information card: one central idea sentence and two supporting facts in the student's own words.

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



Create It!



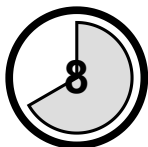
STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea.

1. Read the job box and the small model.
2. Read the fact card twice.
3. Write a title and a central idea sentence.
4. Add two facts in your own words that support it.

Required: a title, a central idea sentence, and two facts.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: Why colonists believed people should have a voice in laws

Purpose: to inform **Audience:** readers of our class history wall

Small model (different topic)

Title: Rights Keep Us Fair

Central idea: Rights protect people from unfair treatment.

Fact: People can speak and meet in peace.

Fact: People can ask leaders to hear their plea.

A Voice of Their Own

[6] THOMAS: When I first started working here, I thought this shop was only about selling supplies. MR. HARRIS: Shops can be places where people exchange ideas as well as goods. THOMAS: I've learned more this week than I expected. MR. HARRIS: Learning often begins with asking questions. THOMAS: I'm glad I asked mine. MR. HARRIS: So am I. THOMAS: I used to think government had nothing to do with ordinary people. MR. HARRIS: Many young people think that. THOMAS: Now I see that laws affect families, businesses, farmers, and workers. MR. HARRIS: They certainly do. THOMAS: If laws affect everyone, shouldn't everyone have someone to speak for them? MR. HARRIS: That became an important belief for many colonists. THOMAS: I can understand why. NARRATOR: As Thomas learned more, he realized that government was not just something discussed by important leaders. It affected the daily lives of people throughout the colonies. Many colonists believed those people deserved to have a voice.

[8] NARRATOR: These ideas continued to spread throughout the colonies. Neighbors shared news, families discussed important events, and community members gathered to listen and learn. Many colonists came to believe that representative government gave people a stronger voice in the decisions that affected their daily lives. Their conversations encouraged others to ask questions, think carefully, and share their own ideas. Although change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government.

From Cluster 3, Module 4, "A Voice of Their Own," paragraphs [6], [8].

Check and Improve: Station 4

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

- ☐ My title names the topic.
- ☐ My central idea tells why voice mattered to colonists.
- ☐ I have two facts that support my central idea.
- ☐ My facts are in my own words, not copied.

Acceptable example

Colonists Wanted a Voice

Colonists believed people deserved a voice in the laws they followed. Laws affect families, businesses, farmers, and workers. Neighbors shared news and talked about events, and many colonists came to believe that representative government gave people a stronger voice.

Improve: Read each fact. Does it prove your central idea? Fix one that does not.

Help Card: Station 4

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

Same goal, more support: Use this frame: Colonists wanted a voice because _____.
One fact is _____. Another fact is _____.

✂ cut

Stretch Card: Station 4 (optional)

Draw a small labeled sketch for your card. Each label must name a fact from your writing.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- Colonists believed people deserved a voice in the laws they followed.
- People who follow laws should have a part in making them.
- Representative government gave colonists a stronger voice.

Details to accept

- Laws affect families, businesses, farmers, and workers.
- People shared news and met to discuss events.
- Representative government gave people a stronger voice in decisions.
- Many colonists believed ordinary people deserved a voice.

Common misunderstandings to watch

- A title only, or a list of facts with no central idea.
- Copying whole sentences from the fact card.
- A fact that does not support the central idea.

Observation notes

Look for	Notes
Clear central idea	
Two supporting facts	
Own words	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 5, Cluster 4
Module connection	Module 4: Completing the Argument with Ending, Significance, and the Full CREATURES Response
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

5.12C	compose argumentative texts, including opinion essays, using genre characteristics and craft
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Prerequisite instruction

Module 4 full CREATURES response work, including Claim, Reasons, Evidence, Argument, Thinking, Understanding Others, and Rebuttal, and a clear thesis (central idea).

Where it lives

Grade 5 Cluster 4 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 4, "Words That Changed a Nation," paragraphs [23] to [25].

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

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

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

Preparation

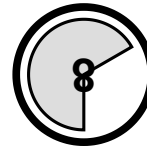
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled opinion card: an opinion sentence, a reason, evidence from the text, a purposeful ending, and a Bluebird Moment of significance.

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short opinion card with an ending and a Bluebird Moment of significance.

1. Read the job box and the small model.
2. Read the fact card about the Declaration.
3. Write your title and your opinion sentence.
4. Add a reason, evidence, an ending, and a Bluebird Moment.

Required: a title, an opinion sentence, a reason, evidence, an ending, and a Bluebird Moment.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An opinion card has:

Title	names my topic and hints at my opinion
Opinion sentence	one sentence that tells my position
Reason and evidence	why I believe it, with facts from the text
Ending	wraps up my argument
Significance (Bluebird Moment)	why this idea matters beyond the paper

Evidence comes from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: Why the Declaration's ideas about rights and consent kept influencing later movements

Purpose: to persuade **Audience:** families at our class history night

Small model (different topic)

Title: Keep a Discovery Notebook

Opinion sentence: Our class should keep a discovery notebook every day.

Reason and evidence: Writing down what we notice helps us think clearly, and we can find patterns we would forget.

Ending: A discovery notebook is worth the time it takes.

Significance (Bluebird Moment): The careful thinking we practice now will help us solve real problems later.

Words That Changed a Nation

[23] Free Black Americans also recognized the difference between the Declaration's promises and everyday life. Many believed that if the nation truly believed in equality, those principles should apply to everyone. Throughout American history, people seeking equal rights often pointed back to the words of the Declaration to support their arguments.

[24] Although the Declaration did not solve every problem, it introduced ideas that continued to influence the nation. Many later movements for greater equality and expanded rights referred to its principles. Abolitionists used its language to argue against slavery. Women's rights advocates pointed to its promises while seeking equal treatment. Civil rights leaders later reminded Americans that the nation's founding ideals should apply to all citizens.

[25] The influence of the Declaration reached beyond the United States. People in other countries read the document and were inspired by its ideas about freedom, self-government, and natural rights. Some nations created governments based on similar principles, while others used its ideas to support their own movements for independence.

From Cluster 4, Module 4, "Words That Changed a Nation," paragraphs [23] to [25].

Check and Improve: Station 4

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

- ☐ My title names my topic and hints at my opinion.
- ☐ My opinion sentence states my position clearly.
- ☐ My reason and evidence come from the fact card.
- ☐ My ending wraps up my argument.
- ☐ My Bluebird Moment tells why this matters beyond the paper.

Acceptable example**The Declaration Still Speaks**

The Declaration's ideas about rights and consent kept influencing later movements for equality. Its promise that all people are created equal gave later Americans words to point to. Abolitionists, women's rights advocates, and civil rights leaders all used those words to argue for fair treatment. The Declaration was meant to last far beyond 1776. Its words still push people today to keep working for equal rights for all.

Improve: Does your ending tie your argument together? If not, rewrite one sentence to wrap it up.

Help Card: Station 4

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

Same goal, more support: Use this frame: I believe ____ because _____. The evidence is _____. This matters because _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one sentence that connects your Bluebird Moment to something happening in your own life or community.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short opinion card with an ending and a Bluebird Moment of significance.

Title

Opinion sentence

Reason and evidence

Ending

Significance (Bluebird Moment)

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

A brief argumentative text with an opinion and genre characteristics (title, opinion sentence, reason, evidence, ending, and a Bluebird Moment of significance). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- The Declaration's ideas about rights and consent kept influencing later movements for equality.
- The Declaration still matters because its words inspired people to seek equal rights.
- The Declaration's promises gave later Americans words to fight for fair treatment.

Details to accept

- Abolitionists used the Declaration's language to argue against slavery.
- Women's rights advocates pointed to its promises while seeking equal treatment.
- Civil rights leaders said the nation's founding ideals should apply to all citizens.
- People in other countries were inspired by its ideas about freedom and self-government.
- Some nations built governments on similar principles.

Common misunderstandings to watch

- An opinion with no reason or evidence.
- Copying whole sentences from the fact card.
- An ending that repeats the opinion without wrapping up the argument.
- No Bluebird Moment that tells why the idea matters beyond the paper.

Observation notes

Look for	Notes
Clear opinion	
Reason and evidence from the text	
Purposeful ending	
Bluebird Moment of significance	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 5, Cluster 5
Module connection	Module 4: Color Coding the Exemplar and Controlling the Whole Paper
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

5.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
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Prerequisite instruction

Module 4 work with The Paired-Passage Plan and The HABIT Structure for a clear thesis (central idea), and this cluster's paired passages, "A Difficult Compromise" and "A Visit to the Workshop".

Where it lives

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

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

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

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

Preparation

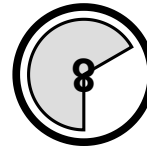
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled information card: one central idea sentence and two supporting facts in the student's own words.

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short information card with a clear central idea.

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

Required: a title, a central idea sentence, and two facts.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

Title	names the topic
Central idea	one sentence that tells the main point (like a thesis (central idea))
Supporting facts	two facts that prove the central idea, in my own words

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How both texts show that lasting change takes review and more tries

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

Small model (different topic)

Title: Trying Again at the Bakery

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

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

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

A Visit to the Workshop

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

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

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

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

Check and Improve: Station 4

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

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

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

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

Improve: Does each fact prove your central idea? Change or remove one that does not.

Help Card: Station 4

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

Same goal, more support: Use this frame: Lasting change happens when _____. In one text, _____. In the other text, _____.

✂ cut

Stretch Card: Station 4 (optional)

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

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short information card with a clear central idea.

Title

Central idea

Fact 1 (my words)

Fact 2 (my words)

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

A brief informational text with a clear central idea and genre characteristics (title, central idea, supporting facts). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

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

Details to accept

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

Common misunderstandings to watch

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

Observation notes

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

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 5, Cluster 6
Module connection	Module 4: Full CREATURES in Argumentative Correspondence for a Real Audience
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

5.12D	compose correspondence that requests information.
--------------	---

Prerequisite instruction

Module 4 work with Building a Full CREATURES Argument for a Real Audience and Purposeful Structure, plus this cluster's passages about civic life.

Where it lives

Grade 5 Cluster 6 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 4, "A Voice in the Community," paragraphs [10], [12], [13].

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.

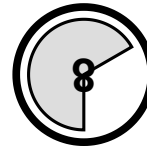
Preparation

- 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 short letter that asks a real person for information: a greeting, the request, one reason, one question, and a closing.

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



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

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

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A letter that asks for information has:

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

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

Job Box, Model, and Source Card: Station 4

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

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

Small model (different topic)

Greeting: Dear Ms. Alvarez,

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

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

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

Closing: Thank you for your time. Sincerely, Jayden

A Voice in the Community

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

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

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

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

Check and Improve: Station 4

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

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

Acceptable example**A Letter About Civic Life**

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

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

Help Card: Station 4

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

Same goal, more support: Use this frame: Dear _____, I am writing to ask about _____. I want to know because _____. My question is _____. Thank you, _____.

✂ cut

Stretch Card: Station 4 (optional)

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

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

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

Greeting

The request

One reason

A question

Closing

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

A brief piece of correspondence: a short letter that requests information. It has a greeting, the request, one reason, a question, and a closing. It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- A short letter that asks a real person for information.
- The letter has a greeting, a request, a reason, a question, and a closing.
- The letter asks for facts the writer wants to know.

Details to accept

- The greeting names a real person, such as a principal or a leader.
- The request asks for information about taking part in civic life.
- One reason tells why the writer wants the information.
- One question asks something the writer wants to know.
- The closing thanks the person and signs the writer's name.

Common misunderstandings to watch

- A letter that only shares an opinion and asks nothing.
- A greeting with no closing or signature.
- A request for a favor instead of information.
- Questions that the passage already answers.

Observation notes

Look for	Notes
A real audience	
A clear request for information	
One reason and one question	
Greeting and closing	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 5, Cluster 7
Module connection	Module 4: Informed Voices Create Responsible Change
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

5.12A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft
--------------	---

Prerequisite instruction

Module 4 reading on informed voices and this cluster's poems and stories.

Where it lives

Grade 5 Cluster 7 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 4, "One Voice Can Start a Wave," paragraphs [25], [27], [28].

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

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

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

Preparation

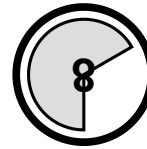
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled narrative moment: four to six lines showing a student who listens, checks facts, and speaks up.

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can write a short narrative moment about an informed voice.

1. Read the idea card and the small model.
2. Plan a moment when a student speaks up.
3. Write four to six lines with action and feeling.
4. Show listening and a fact that guides choice.

Required: a title and four to six lines that tell the moment.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A narrative moment has:

Setting	names who and where
Action	tells what happens in order
Informed voice	uses listening and one fact to help

Show the moment. Let the voice act with care.

Job Box, Model, and Source Card: Station 4

Topic: How a student uses listening and facts to repair a class choice

Purpose: to tell a story that shows care for others **Audience:** students in our class

Small model (different topic)

Title: Maya Keeps Books Dry

Who and where: Maya at the library cart after lunch.

Action: She saw wet drops on the cart and listened to the aide.

Informed voice: She used the rain chart and asked the class to move the cart inside.

One Voice Can Start a Wave

[25] A student too can make a start, By serving others, doing a part. Young people can research a need, Then use strong evidence before they lead.

[27] An informed voice should stop and check: What source is this? What comes next? Are other trusted sources there? Does evidence make the reasoning fair?

[28] A thoughtful citizen also knows That listening helps an idea grow. To hear another point of view May teach us something we never knew.

From Cluster 7, Module 4, "One Voice Can Start a Wave," paragraphs [25], [27], [28].

Check and Improve: Station 4

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

- ☐ My title names the moment.
- ☐ My story tells who and where.
- ☐ I show listening and one fact.
- ☐ I show a voice that helps repair.

Acceptable example**Jamal Repairs the Game Plan**

Jamal saw our ball game plan left new students out. He listened to two students who felt sad. He checked the sign up list for facts. He asked the class to mix the teams again. The game felt fair and fun for all.

Improve: Does each line move the moment forward? Fix one that does not.

Help Card: Station 4

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

Same goal, more support: Use this frame: At _____, I saw _____. I listened to _____. I used the fact that _____. So I _____.

✂ cut

Stretch Card: Station 4 (optional)

Draw a small sketch of the moment. Label who, where, and the fact.

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can write a short narrative moment about an informed voice.

Title

Who and where

What happened

Closing line

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

A brief story with genre characteristics (setting, action, feeling). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- A student sees an unfair choice and speaks up.
- A student listens to another view and uses a fact.
- A student helps repair a plan so all are helped.

Details to accept

- Listening helps an idea grow.
- Checking sources and evidence before leading.
- Researching a need and serving others.
- Asking what source it is and what comes next.

Common misunderstandings to watch

- A list of facts with no story action.
- Only telling, with no listening or fact.
- A moment that does not show care for others.

Observation notes

Look for	Notes
Clear who and where	
Action with listening and fact	
Voice that repairs	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 5, Cluster 8
Module connection	Module 4: Synthesis and Publication
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

5.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft
5.13C	identify and gather relevant information from a variety of sources

Prerequisite instruction

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

Where it lives

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

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

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

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

Preparation

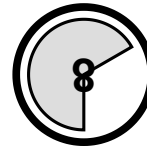
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

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

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

My goal: I can compose a short information card with a clear thesis (central idea) and two facts from the sources.

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

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

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

Job Box, Model, and Source Card: Station 4

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

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

Small model (different topic)

Title: The Park That Families Built

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

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

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

From Protest to Participation: How a Nation Changes

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

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

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

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

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

[259] Pay attention to what happens next.

[260] Change should create new questions.

[261] What worked?

[262] What failed?

[263] What surprised us?

[264] Who was affected?

[265] What new evidence appeared?

[266] What should happen now?

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

[268] It comes from learning.

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

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

Check and Improve: Station 4

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

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

Acceptable example**Questions Start a Change**

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

Improve: Does each fact prove your thesis (central idea)? Swap one that does not.

Help Card: Station 4

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

Same goal, more support: Use this frame: Change happens when _____. One fact from paragraph ____ is _____. Another fact from paragraph ____ is _____.

✂ cut

Stretch Card: Station 4 (optional)

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

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

My goal: I can compose a short information card with a clear thesis (central idea) and two facts from the sources.

Title

Thesis (central idea)

Fact 1 (my words) and paragraph

Fact 2 (my words) and paragraph

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

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

Acceptable central ideas or openings

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

Details to accept

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

Common misunderstandings to watch

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

Observation notes

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