

TEACHER GUIDE

Station Rotation Day

Cluster 1

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

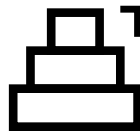
Grade 5 • Cluster 1



Station 1
Correct It!



Station 2
Prove It!



Station 3
Shape It!



Station 4
Create It!

Four independent eight-minute stations. Same simple routine. Content from Cluster 1.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 1: Understanding and Upgrading Thinking Levels in WHY and HOW Responses	5.11D(i)
2. Prove It!	Responding with Evidence	Module 2: Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER	5.7B, 5.7C
3. Shape It!	Writing Process	Module 3: Using Evidence to Support Thinking	5.11C
4. Create It!	Writing Genres	Module 4: Writing the Explanation Sentence	5.12B

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Student Response Booklet (4 pages, one per station)	36
Teacher Tracking Page	40

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

How Station Rotation Day Works

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

The 38-minute day

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

Inside every 8-minute station

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

Rotation map (four groups)

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

Rules that make independence possible

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

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

Teacher Setup Guide: Station 1, Correct It!

Cluster	Grade 5, Cluster 1
Module connection	Module 1: Understanding and Upgrading Thinking Levels in WHY and HOW Responses
Station area	Conventions

Exact TEKS practiced (TEA wording)

5.11D(i)	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments
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Standards deck: Grade 5 Editing Standards Sweep Teaching Deck, Cluster 1, SHEET 5 of 36, Subject-Verb Agreement (deck label (11)(D)(i); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 1, Day 5 editing check, and the Editing Standards Sweep Teaching Deck SHEET 5 of 36. The deck stays the instructional resource; this station is extra practice.

Where it lives

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

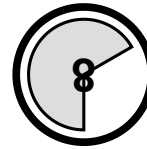
Preparation

- 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.

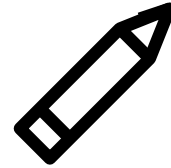
Expected student product

Three corrected sentences and one short explanation of a correction.

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



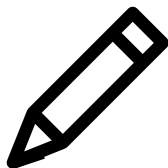
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

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

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

**Station 1: CORRECT IT! Task Card**

My goal: I can fix sentences so the subject and the verb agree.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the subject (SUN) and the verb (RAINDROP) in each sentence.
3. On your response page, write each wrong sentence the correct way.
4. Explain one fix: I changed ____ to ____ because ____.

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**SUN**

Subject: who or what the sentence is
about

RAINDROP

Verb: the action

The SUN and the RAINDROP must agree.

One thing	Parliament passes ...	verb ends with s
More than one	Colonists protest ...	verb has no s

Practice Text: Station 1

Practice draft: contains errors

Taxes Without a Voice

- (1) The colonists protests the Stamp Act in the streets.
- (2) Colonists gather to share news about the law.
- (3) Parliament pass unfair laws without a vote.
- (4) Each colonist need a voice in Parliament.

This practice draft uses ideas from the real passage. Three sentences have a mistake. One sentence is already correct.

Model sentence from the real passage (From Tension to Revolution, paragraph [2]):

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

Colonists means more than one and opposed fits a plural subject.

From Tension to Revolution

[2] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers and legal documents. Colonists strongly opposed this law because they had no representatives in Parliament. They argued that it was unfair to be taxed without a voice, which led to the phrase "taxation without representation."

Check and Improve: Station 1

Try first. Then check. Keep your first try readable and fix with a new line.

Sentence	Correct sentence	Why
(1)	The colonists protest the Stamp Act in the streets.	Colonists means more than one, so use protest with no s.
(2)	Colonists gather to share news about the law.	Already correct: Colonists means more than one and gather has no s.
(3)	Parliament passes unfair laws without a vote.	Parliament acts as one, so use passes with s.
(4)	Each colonist needs a voice in Parliament.	Each colonist means one, so use needs with s.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told if the subject is one or more than one.

Help Card: Station 1

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

Same goal, more support: Work on sentence (1) first. Point to the SUN, then the RAINDROP. Say: One subject or more than one?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the Stamp Act: one with a subject that is one thing and one with a subject that is more than one. Underline each verb.

✂ cut

Reset Directions: Station 1

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so the subject and the verb agree.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) The colonists protest the Stamp Act in the streets. (3) Parliament passes unfair laws without a vote. (4) Each colonist needs a voice in Parliament. Sentence (2) is correct and should not be changed.

Convention: Subject-Verb Agreement (Editing deck SHEET 5 of 36).

Acceptable explanations

- I changed protests to protest because colonists means more than one.
- I changed need to needs because each colonist means one.

Common misunderstandings to watch

- Changing sentence (2) because news ends with s. Plural nouns often end with s. Plural verbs do not.
- Fixing sentence (1) by changing the tense. Ask the student to name the agreement rule.
- Reading Each colonist as more than one. Each means one.

Observation notes

Look for	Notes
Finds the subject before judging the verb	
Leaves the correct sentence alone	
Explanation names one or more than one	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 5, Cluster 1
Module connection	Module 2: Writing a Strong Thesis (central idea) Using TOPIC, CHARGE, and ANSWER
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

5.7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources
5.7C	use text evidence to support an appropriate response

Stretch connection: 5.7D: retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Prerequisite instruction

Module 2 thesis (central idea) work with WHAT prompts, and the SCR Ladder (thesis (central idea), evidence, explanation).

Where it lives

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

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

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

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

Preparation

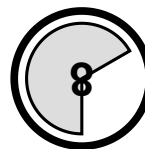
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

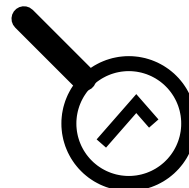
A three-sentence SCR (thesis (central idea), evidence, explanation).

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

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

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

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

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

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

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

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

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

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

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

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

Check and Improve: Station 2

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

Checklist

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

Acceptable example

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

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

Help Card: Station 2

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

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

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

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

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

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

✂ cut

Stretch Card: Station 2 (optional)

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

✂ cut

Reset Directions: Station 2

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

Response Booklet, Page 2



Station 2: Prove It!

Name _____

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

Question: What caused tension between Great Britain and the colonies?

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 2

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

Question

What caused tension between Great Britain and the colonies?

Acceptable response

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

Evidence choices on the Help card

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

Common misunderstandings to watch

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

Observation notes

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

Teacher Setup Guide: Station 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
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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

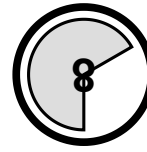
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

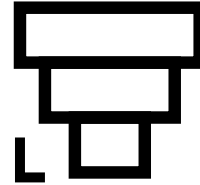
A revised sentence plus one sentence explaining the revision choice.

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

8 MINUTES



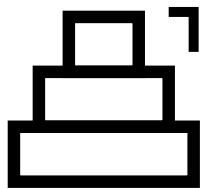
Shape It!



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 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)
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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.

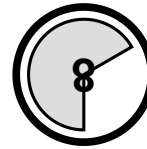
Preparation

- 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!



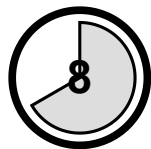
STATION 4

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	

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so the subject and the verb agree.

Fix it. Write each sentence that has a mistake the correct way.

Sentence ____:

Sentence ____:

Sentence ____:

Explain one fix. I changed _____ to _____ because

Stretch (optional):

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

Response Booklet, Page 2



Station 2: Prove It!

Name _____

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

Question: What caused tension between Great Britain and the colonies?

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

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

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 Tracking Page

I = worked independently. S = used support (Help card, frame, or adult). Finished, checked, and mastered are different observations. Copy a second page for larger classes.

Student	St. 1: Correct It! 5.11D(i)	St. 2: Prove It! 5.7B, 5.7C	St. 3: Shape It! 5.11C	St. 4: Create It! 5.12B	One point to revisit
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	
	I S	I S	I S	I S	