

STUDENT MATERIALS

Print All Four Stations

Cluster 3

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 5 • Cluster 3



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 3.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 4: Proving Reasons with Evidence and Explanation	5.11D(xi)
2. Prove It!	Responding with Evidence	Module 2: Hidden WHY and HOW Prompt Clues	5.7B, 5.7C
3. Shape It!	Writing Process	Module 3: Magnifying WHY Reasons into Topic Sentences	5.11C
4. Create It!	Writing Genres	Module 4: Proving Reasons with Evidence and Explanation	5.12B

Contents

Print List and Copy Counts	3
Station 1: Correct It! (5.11D(xi))	4
Station Sign	4
Task Card and Remember Card	5
Passage or Practice Text Card	6
Check and Improve Card	7
Help, Stretch, and Reset Cards	8
Station 2: Prove It! (5.7B, 5.7C)	9
Station Sign	9
Task Card and Remember Card	10
Passage or Practice Text Card	11
Check and Improve Card	12
Help, Stretch, and Reset Cards	13
Station 3: Shape It! (5.11C)	14
Station Sign	14
Task Card and Remember Card	15
Passage or Practice Text Card	16
Check and Improve Card	17
Help, Stretch, and Reset Cards	18
Station 4: Create It! (5.12B)	19
Station Sign	19
Task Card and Remember Card	20
Passage or Practice Text Card	21
Check and Improve Card	22
Help, Stretch, and Reset Cards	23
Student Response Booklet (4 pages, one per station)	24
Teacher Tracking Page	28

Print All Four Stations: Grade 5, Cluster 3

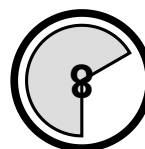
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

Setup guides, answer keys, and observation guides are in the full teacher book.

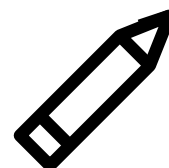
Station 1: Correct It!	Conventions	5.11D(xi)
Station 2: Prove It!	Responding with Evidence	5.7B, 5.7C
Station 3: Shape It!	Writing Process	5.11C
Station 4: Create It!	Writing Genres	5.12B

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

8 MINUTES



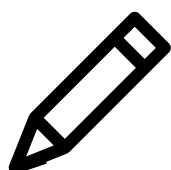
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

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

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

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

My goal: I can fix the spelling of high-frequency words in sentences.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the word that is spelled wrong in each mistake sentence.
3. On your response page, write each 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**High-frequency word**

A word I read and write often

Check it

Every letter in the right order

Check every high-frequency word, part by part.

Short word	fair, their	spell each sound you hear
Long word	because, believe	say it by parts and check each part

Practice Text: Station 1**Practice draft: contains errors****A Voice for Everyone**

- (1) Many people wanted to beleive that their voices mattered.
- (2) Their voices could help leaders understand what the people needed.
- (3) They asked for laws that were fair for evryone.
- (4) People worked together becuae they wanted fairness.

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 (A Voice of Their Own, paragraph [8]):

"Many colonists came to believe that representative government gave people a stronger voice in the decisions that affected their daily lives."

High-frequency words like many, people, their, believe, and because are all spelled correctly.

A Voice of Their Own

[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.

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)	Many people wanted to believe that their voices mattered.	Beleive is misspelled; the correct spelling is believe.
(2)	Their voices could help leaders understand what the people needed.	Already correct: every high-frequency word is spelled correctly.
(3)	They asked for laws that were fair for everyone.	Evryone is misspelled; the correct spelling is everyone.
(4)	People worked together because they wanted fairness.	Becuase is misspelled; the correct spelling is because.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I wrote the correct spelling of the high-frequency word.

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. Say the word slowly by parts. Then write the letters you hear.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about fairness and voice. Use three high-frequency words in each sentence. Check the spelling.

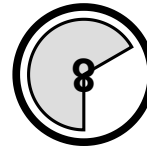
✂ cut

Reset Directions: Station 1

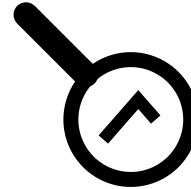
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

Station 2: PROVE IT! Task Card

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

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2

The SCR Ladder (exactly three sentences)

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

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

Passage Card: Station 2

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

Our Rights, Our Voices

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

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

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

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

Check and Improve: Station 2

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

Checklist

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

Acceptable example

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

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

Help Card: Station 2

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

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

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

B. "Each amendment has an important role."

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

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

✂ cut

Stretch Card: Station 2 (optional)

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

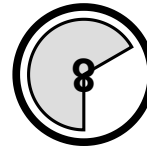
✂ cut

Reset Directions: Station 2

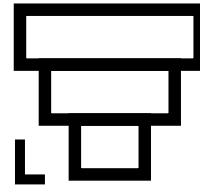
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



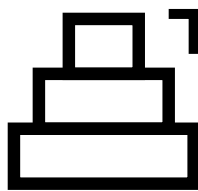
Shape It!



STATION 3

fold

STATION 3



Shape It!



8 MINUTES

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

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



Station 3: SHAPE IT! Task Card

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

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

Required: one deleted sentence number and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Shape It! Delete What Does Not Belong

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

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

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

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

CSI: a detail must Connect and Support the reason.

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

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

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

Our Rights, Our Voices

[2] The First says you can speak your mind, Practice religion of any kind, Write your thoughts and gather too, And transmit ideas as others do. People also have the right to meet Peacefully along a town or street. They can ask leaders to hear their plea, And work together respectfully.

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

Check and Improve: Station 3

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

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

Acceptable example

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

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

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

Help Card: Station 3

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

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

✂ cut

Stretch Card: Station 3 (optional)

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

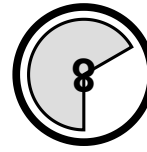
✂ cut

Reset Directions: Station 3

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

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 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 1



Station 1: Correct It!

Name _____

My goal: I can fix the spelling of high-frequency words in sentences.

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 about a poem and prove my answer with a detail from the text.

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

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

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

Revise. Write the number of the sentence you deleted.

Why is it clearer now?

Stretch (optional):

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

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(xi)	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	
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	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	