

TEACHER GUIDE

Station Rotation Day

Cluster 4

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

Grade 5 • Cluster 4

**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 4.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 1: Building the Argumentative Foundation with Claim, Reasons, and Evidence	5.11D(i)
2. Prove It!	Responding with Evidence	Module 2: Turning Parts into a Coherent Line of Argument with Thinking	5.7B, 5.7C
3. Shape It!	Writing Process	Module 3: Understanding Others and Building an Evidence-Based Rebuttal	5.11B(ii)
4. Create It!	Writing Genres	Module 4: Completing the Argument with Ending, Significance, and the Full CREATURES Response	5.12C

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Teacher Answer and Observation Guide	35
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 4
Module connection	Module 1: Building the Argumentative Foundation with Claim, Reasons, and Evidence
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 4, SHEET 17 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 named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 5 Cluster 4 Teacher Guide (B&W), Module 1; Section 47 Student Source Passage(s). Text on the station card: Cluster 4, Module 1, "The Garden That Wouldn't Grow," paragraph [1].

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

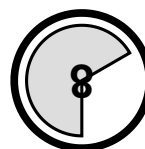
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

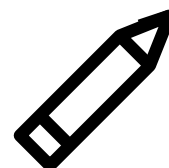
Three corrected sentences and one short explanation of a correction.

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 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 subject	Kendrix observes ...	verb often ends in -s
More than one	The plants recover ...	no -s

Practice Text: Station 1**Practice draft: contains errors****The Garden Trouble**

- (1) Kendrix observe the pale leaves each morning.
- (2) The plants recover after the soil dries.
- (3) The roots needs air to stay healthy.
- (4) Her grandmother explain that too much water harms roots.

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 (The Garden That Wouldn't Grow, paragraph [1]):

"Kendrix enjoyed spending time in her grandmother's garden."

Kendrix (one subject) matches enjoyed.

The Garden That Wouldn't Grow

[1] Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows. It was something they looked forward to every year. However, this season, the plants did not grow as expected.

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)	Kendrix observes the pale leaves each morning.	Kendrix is one person, so the verb ends in -s.
(2)	The plants recover after the soil dries.	Already correct: plants (more than one) matches recover.
(3)	The roots need air to stay healthy.	Roots means more than one, so use need with no -s.
(4)	Her grandmother explains that too much water harms roots.	Grandmother is one person, so the verb ends in -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 garden: 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) Kendrix observes the pale leaves each morning. (3) The roots need air to stay healthy. (4) Her grandmother explains that too much water harms roots. Sentence (2) is correct and should not be changed.

Convention: Subject-Verb Agreement (Editing deck SHEET 17 of 36).

Acceptable explanations

- I changed observe to observes because Kendrix is one person.
- I changed needs to need because roots means more than one.

Common misunderstandings to watch

- Changing recover because plants ends in -s. Plural nouns often end in -s; plural verbs do not.
- Fixing explain by changing the tense. That makes a correct sentence, but ask the student to name the agreement rule.
- Reading roots as one thing. Roots means more than 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 4
Module connection	Module 2: Turning Parts into a Coherent Line of Argument with Thinking
Station area	Responding with Evidence

Exact TEKS practiced (TEA wording)

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

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

Prerequisite instruction

Module 2 thesis (central idea) work with WHY prompts, and The C-R-E Foundation (thesis (central idea), evidence, explanation).

Where it lives

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

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

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

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

Preparation

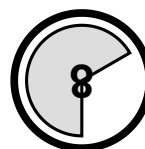
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

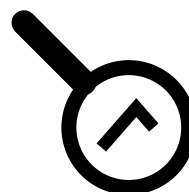
A three-sentence response (thesis (central idea), evidence, explanation).

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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



Station 2: PROVE IT! Task Card

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

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 2

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

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

Clue word WHY = give a reason.

Passage Card: Station 2

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

The Garden That Wouldn't Grow

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

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

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

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

Check and Improve: Station 2

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

Checklist

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

Acceptable example

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

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

Help Card: Station 2

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

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

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

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

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

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

✂ cut

Stretch Card: Station 2 (optional)

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

✂ cut

Reset Directions: Station 2

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

Response Booklet, Page 2



Station 2: Prove It!

Name _____

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

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

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 2

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

Question

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

Acceptable response

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

Evidence choices on the Help card

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

Common misunderstandings to watch

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

Observation notes

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

Teacher Setup Guide: Station 3, Shape It!

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

Exact TEKS practiced (TEA wording)

5.11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea reflecting depth of thought with specific facts and details
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The one writing move: developing depth of thought with a specific fact, detail, or example.

Prerequisite instruction

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

Where it lives

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

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

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

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

Preparation

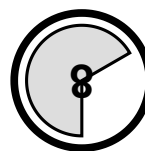
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

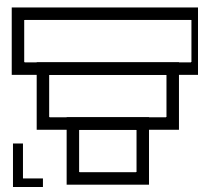
A revised sentence plus one sentence explaining the revision choice.

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

8 MINUTES



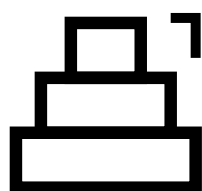
Shape It!



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 specific detail that deepens the idea.

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

Required: one revised sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Deepen by ADDING a Detail

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

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

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

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

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

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

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

Words That Changed a Nation

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

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

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

Check and Improve: Station 3

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

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

Acceptable example

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

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

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

Help Card: Station 3

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

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

✂ cut

Stretch Card: Station 3 (optional)

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

✂ cut

Reset Directions: Station 3

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

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

Revise. Write sentence 2 again with your one change.

Why is it clearer now?

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 3

The revision move

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

Acceptable revisions

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

Common misunderstandings to watch

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

Observation notes

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

Teacher Setup Guide: Station 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

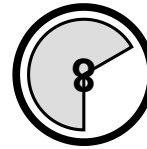
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

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	

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

1. Thesis (central idea)

2. Evidence: The passage states,

3. Explanation

Stretch (optional):

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

Response Booklet, Page 3



Station 3: Shape It!

Name _____

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

Revise. Write sentence 2 again with your one change.

Why is it clearer now?

Stretch (optional):

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

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 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! 5.11B(ii)	St. 4: Create It! 5.12C	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	
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