

STUDENT MATERIALS

Print All Four Stations

Cluster 5

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 5 • Cluster 5

**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 5.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 3: Building a Conclusion That Finishes the Thinking	5.11D(ix)
2. Prove It!	Responding with Evidence	Module 2: HOW Responses: Similarities, Differences, and Relationships	5.7B, 5.7C
3. Shape It!	Writing Process	Module 3: Building a Conclusion That Finishes the Thinking	5.11C
4. Create It!	Writing Genres	Module 4: Color Coding the Exemplar and Controlling the Whole Paper	5.12B

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Print All Four Stations: Grade 5, Cluster 5

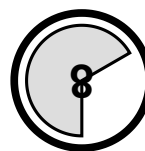
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

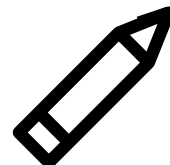
Station 1: Correct It!	Conventions	5.11D(ix)
Station 2: Prove It!	Responding with Evidence	5.7B, 5.7C
Station 3: Shape It!	Writing Process	5.11C
Station 4: Create It!	Writing Genres	5.12B

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

8 MINUTES



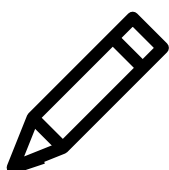
Correct It!



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 sentences so names and proper nouns start with a capital letter.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the naming word in each sentence that needs a capital.
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**Common noun**

Any person, place, or thing: delegates

Proper noun

One exact group or person: Congress, J.
Madison

A proper noun names one exact thing and starts with a capital letter.

Common noun	the delegates	no capital letter
Proper noun	Congress	starts with a capital letter

Practice Text: Station 1

Practice draft: contains errors

A Hard Agreement

- (1) The new government gave congress more power than before.
- (2) The notes were written by j. Madison.
- (3) The Delegates argued about how to count people.
- (4) The compromise helped the group move forward.

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 Difficult Compromise, paragraph [4]):

"The delegates settled part of that argument by creating two parts of Congress."

Congress is the name of an organization, so it starts with a capital letter.

A Difficult Compromise

[4] The delegates settled part of that argument by creating two parts of Congress. In the Senate, every state would have two members. In the House of Representatives, the number of members from each state would depend on population. This agreement raised another difficult question: Who would be included when a state's population was counted?

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 new government gave Congress more power than before.	Congress names one group, so it needs a capital letter.
(2)	The notes were written by J. Madison.	J. is a person's initial, so it needs a capital letter.
(3)	The delegates argued about how to count people.	Delegates is a common noun here, so it stays lowercase.
(4)	The compromise helped the group move forward.	Already correct: no naming word in this sentence needs a capital letter.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I told why that word needs a capital letter.

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. Read the naming word. Ask: Does it name one exact group or person? If yes, it needs a capital letter.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the convention. Use one proper noun and one common noun in each, then underline both.

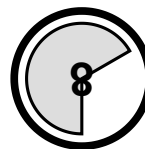
✂ cut

Reset Directions: Station 1

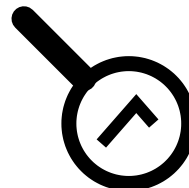
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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 and prove my answer with a detail from the text.

1. Read the excerpt card closely.
2. Write a thesis (central idea) that answers the question.
3. Copy one exact 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 HABIT Structure (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: Explain how information influences Edison's next action.

A Visit to the Workshop

[5] Zaylen watched as one of the men carefully adjusted a thin wire inside a glass bulb. Edison leaned closer to study it. A moment later, the bulb began to glow. The room filled with a steady, warm light. Zaylen gasped. It was brighter than any candle she had ever seen.

[6] The light stayed on as the workers watched. One of them checked the time. Edison did not cheer. Instead, he asked how long the wire had lasted and what material had been used. Then he told the group to prepare another test.

[7] We're getting closer, Edison said. People should have light that is safe and lasts longer.

From Cluster 5, Module 2, "A Visit to the Workshop," paragraphs [5] to [7].

Check and Improve: Station 2

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

Checklist

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

Acceptable example

Information from the test pushes Edison to keep working, because he uses what he learns to plan his next move. The passage states, "Then he told the group to prepare another test." This shows that what Edison learned from the glowing wire led him to run another test instead of stopping.

Improve: Does your explanation say how the detail connects to the next action? If not, add a short phrase that tells why it 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. "The room filled with a steady, warm light."

B. "Instead, he asked how long the wire had lasted and what material had been used."

C. "Then he told the group to prepare another test."

Frame: Information influences Edison's next action because _____. The passage states, "_____." This shows that _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that summarizes the excerpt and keeps the meaning and order:
Edison sees the bulb glow, checks how long the wire lasted and what it was made of, then tells his workers to run another test.

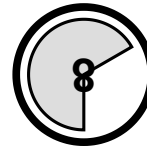
✂ cut

Reset Directions: Station 2

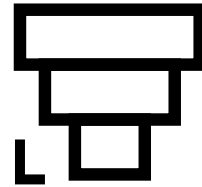
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



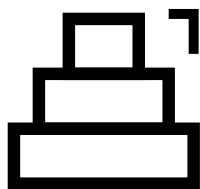
Shape It!



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 rearranging ideas into a helpful order.

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

Required: one reordered sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Rearrange Ideas for Order

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

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

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

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

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

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

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

A Visit to the Workshop

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

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

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

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

Check and Improve: Station 3

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

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

Acceptable example

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

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

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

Help Card: Station 3

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

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

✂ cut

Stretch Card: Station 3 (optional)

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

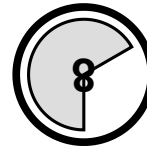
✂ cut

Reset Directions: Station 3

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

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

8 MINUTES



Create It!



STATION 4

fold

STATION 4



Create It!



8 MINUTES

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

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



Station 4: CREATE IT! Task Card

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

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

An information card has:

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

Facts come from the text. Words come from me.

Job Box, Model, and Source Card: Station 4

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

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

Small model (different topic)

Title: Trying Again at the Bakery

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

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

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

A Visit to the Workshop

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

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

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

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

Check and Improve: Station 4

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

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

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

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

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

Help Card: Station 4

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

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

✂ cut

Stretch Card: Station 4 (optional)

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

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can fix sentences so names and proper nouns start with a capital letter.

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: Explain how information influences Edison's next action.

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 rearranging ideas into a helpful order.

Revise. Write the sentence numbers in your new order.

Why is it clearer now?

Stretch (optional):

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

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(ix)	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	