

TEACHER GUIDE

Station Rotation Day

Cluster 6

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

Grade 5 • Cluster 6



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 6.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 4: Full CREATURES in Argumentative Correspondence for a Real Audience	5.11D(xi)
2. Prove It!	Responding with Evidence	Module 2: Coherent Argument and Thinking	5.7B, 5.7C
3. Shape It!	Writing Process	Module 3: Understanding, Rebuttal, Ending, and Significance	5.11C
4. Create It!	Writing Genres	Module 4: Full CREATURES in Argumentative Correspondence for a Real Audience	5.12D

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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 6
Module connection	Module 4: Full CREATURES in Argumentative Correspondence for a Real Audience
Station area	Conventions

Exact TEKS practiced (TEA wording)

5.11D(xi)	edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
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Standards deck: Grade 5 Editing Standards Sweep Teaching Deck, Cluster 6, SHEET 28 of 36, Spelling High-Frequency Words (deck label (11)(D)(xxxv); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 4, 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 6 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 4, "A Voice in the Community," paragraph [9].

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

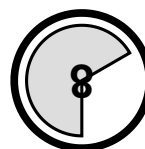
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

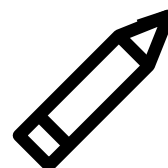
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



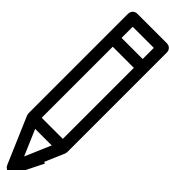
Correct It!



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 spell high frequency words correctly.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the misspelled high frequency word 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**High Frequency Word**

A word used often

Spelling

Letters in the right order

Spell high frequency words correctly.

because	Schools hold votes because leaders decide.	b e c a u s e
their	People vote for their leaders.	t h e i r

Practice Text: Station 1

Practice draft: contains errors

Voices in Our Town

- (1) People can vote to choose leaders for their town.
- (2) Students learn about civic life becuse schools hold votes.
- (3) Thier voices can help shape rules at school.
- (4) Neighbors woud meet to share ideas for the town.

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 in the Community, paragraph [9]):

"People may have different ideas about what is best for a community."

People and different are spelled correctly.

A Voice in the Community

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

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)	People can vote to choose leaders for their town.	Already correct. All high frequency words are spelled correctly.
(2)	Students learn about civic life because schools hold votes.	becuse should be spelled because.
(3)	Their voices can help shape rules at school.	Thier should be spelled Their.
(4)	Neighbors would meet to share ideas for the town.	woud should be spelled would.

My explanation checklist:

- ☐ I named the word I changed.
- ☐ I spelled the high frequency word correctly.

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 (2) first. Point to because. Ask the student how it should look.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about civic life. Use because and their correctly. Underline each correct word.

✂ 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 spell high frequency words correctly.

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

(2) Students learn about civic life because schools hold votes. (3) Their voices can help shape rules at school. (4) Neighbors would meet to share ideas for the town. Sentence (1) is correct and should not be changed.

Convention: Spelling High-Frequency Words (Editing deck SHEET 28 of 36).

Acceptable explanations

- I changed becuse to because because that is the correct spelling.
- I changed Thier to Their because that is the correct spelling.

Common misunderstandings to watch

- Changing sentence (1) because town is uncommon. Leave correct sentences alone.
- Fixing spelling by changing other words. Change only the wrong word.
- Reading Their as correct when it says Thier. Look at each letter.

Observation notes

Look for	Notes
Finds the misspelled word in each sentence	
Leaves the correct sentence alone	
Explanation names the correct spelling	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 5, Cluster 6
Module connection	Module 2: Coherent Argument and 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 Building U, R, E, and S.

Where it lives

Grade 5 Cluster 6 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 2, "A Voice in the Community," paragraphs [7] to [9].

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

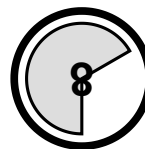
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

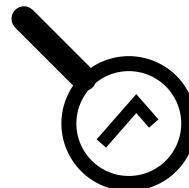
A three-sentence response (thesis (central idea), evidence, explanation).

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**Building U, R, E, and S (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: Explain whether people should participate in civic life even when one person's action seems small.

A Voice in the Community

[7] At the national level, citizens can vote for leaders, write letters, sign petitions, or learn about issues that affect the country. National decisions can involve taxes, national defense, immigration, or the environment. These topics can be complex, so people may need to read different sources and listen to more than one point of view before forming an opinion.

[8] Even so, communities are shaped by the people who live in them. Some voices are heard more often, but every action can still have an effect over time.

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

From Cluster 6, Module 2, "A Voice in the Community," paragraphs [7] to [9].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers whether 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

People should participate in civic life even when one action seems small because every action can still have an effect over time. The passage states, "Some voices are heard more often, but every action can still have an effect over time." This shows that even a small choice counts because it can help shape a community over time.

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. "National decisions can involve taxes, national defense, immigration, or the environment."

B. "Some voices are heard more often, but every action can still have an effect over time."

C. "Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives."

Frame: People should participate in civic life even when one action seems small because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that summarizes paragraphs 7 to 9 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: Explain whether people should participate in civic life even when one person's action seems small.

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

Explain whether people should participate in civic life even when one person's action seems small.

Acceptable response

People should participate in civic life even when one action seems small because every action can still have an effect over time. The passage states, "Some voices are heard more often, but every action can still have an effect over time." This shows that even a small choice counts because it can help shape a community over time.

Evidence choices on the Help card

Choice	Why
A. "National decisions can involve taxes, national defense, immigration, or the environment."	Weak. True but does not answer the question. It lists topics, not why small actions matter.
B. "Some voices are heard more often, but every action can still have an effect over time."	Strong. Strong. It answers whether small actions matter. It says every action can have an effect.
C. "Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives."	Strong. Strong. It names small choices and links each choice to shaping a community.

Common misunderstandings to watch

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

Observation notes

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

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 5, Cluster 6
Module connection	Module 3: Understanding, Rebuttal, Ending, and Significance
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: combining two short sentences.

Prerequisite instruction

Module 3 work with Understanding, Rebuttal, Ending, and Significance, and the recursive revision work in this cluster.

Where it lives

Grade 5 Cluster 6 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 6, Module 3, "A Voice in the Community," paragraphs [16], [9].

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.

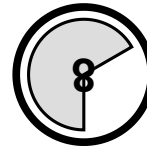
Preparation

- 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.

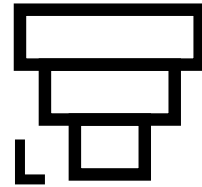
Expected student product

One combined sentence plus one sentence explaining the revision choice.

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



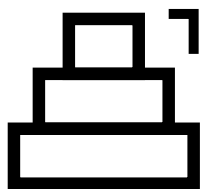
Shape It!



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 combining two short sentences into one clear sentence.

1. Read the practice draft. Sentences 2 and 3 are short.
2. Read the passage card about listening to another viewpoint.
3. Combine sentences 2 and 3 into one clear sentence.
4. Tell why your combined sentence is clearer.

Required: one combined sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Combine Two Short Sentences

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

Two short sentences that share one idea can become one clear sentence.

Join them with a word like because, and, or but.

Two short sentences	Listening to another viewpoint matters. It helps people understand others.
One clear sentence	Listening to another viewpoint matters because it helps people understand others.

Join only when the two sentences share one idea. Keep the meaning.

Practice Text: Station 3**Practice draft: needs one improvement****Why Listening Matters**

- (1) In a community, people often have different ideas about what is best.
- (2) Listening to another viewpoint matters.
- (3) It helps people understand why others think differently.
- (4) A community can then make a fairer decision.

Sentences 2 and 3 are both short and choppy. Combine them into one clear sentence.

A Voice in the Community

[16] Listening is another important part of civic life. People may strongly disagree about a law, school rule, or community project. If they only listen to people who already agree with them, they may miss important information. Hearing another point of view does not mean a person must change an opinion. It can help people understand why others think differently and may lead to better solutions.

[9] Participation does not always mean agreeing with others. People may have different ideas about what is best for a community. Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions. Whether a person votes, volunteers, attends a meeting, or simply learns more about an issue, that choice can help shape the place where that person lives.

From Cluster 6, Module 3, "A Voice in the Community," paragraphs [16], [9].

Check and Improve: Station 3

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

- ☐ My combined sentence joins the two ideas into one.
- ☐ My sentence keeps the same meaning.
- ☐ My sentence uses a joining word and correct punctuation.
- ☐ I wrote one reason my change is clearer.

Acceptable example

Listening to another viewpoint matters because it helps people understand why others think differently.

Reason: The two short sentences are now one smooth sentence, and the meaning stays the same.

Improve: Read your combined sentence aloud. Does it sound smooth, and does it keep the meaning?

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: Listening to another viewpoint matters because _____. Look at the passage card first.

✂ cut

Stretch Card: Station 3 (optional)

Combine two other short sentences in the draft, or add a detail from the passage card that explains why listening leads to a better solution.

✂ 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 combining two short sentences into one clear sentence.

Revise. Combine the two short sentences into one sentence.

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: combining two short sentences. One move only. This is not an editing task.

Acceptable revisions

- Listening to another viewpoint matters because it helps people understand why others think differently.
- Listening to another viewpoint matters because it helps people understand why others think differently.
- Listening to another viewpoint matters and helps people understand why others think differently.
- A rearranged order is acceptable if it keeps the meaning: It helps people understand why others think differently, so listening to another viewpoint matters.

Common misunderstandings to watch

- Joining the two sentences with only a comma, which makes a run-on.
- Rewriting the whole draft or only fixing spelling.
- Changing the meaning of the two sentences.
- Combining sentences that do not share one idea.

Observation notes

Look for	Notes
Two short sentences joined into one	
Meaning stays the same	
Correct joining word and punctuation	
Reason names clarity for the reader	

Teacher Setup Guide: Station 4, Create It!

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

Exact TEKS practiced (TEA wording)

5.12D	compose correspondence that requests information.
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Prerequisite instruction

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

Where it lives

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

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

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

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

Preparation

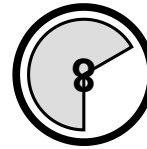
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

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

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 letter that asks a real person for information.

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

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

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A letter that asks for information has:

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

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

Job Box, Model, and Source Card: Station 4

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

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

Small model (different topic)

Greeting: Dear Ms. Alvarez,

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

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

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

Closing: Thank you for your time. Sincerely, Jayden

A Voice in the Community

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

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

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

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

Check and Improve: Station 4

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

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

Acceptable example**A Letter About Civic Life**

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

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

Help Card: Station 4

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

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

✂ cut

Stretch Card: Station 4 (optional)

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

✂ cut

Reset Directions: Station 4

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

Response Booklet, Page 4



Station 4: Create It!

Name _____

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

Greeting

The request

One reason

A question

Closing

Stretch (optional):

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

Teacher Answer and Observation Guide: Station 4

What this station is (and is not)

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

Acceptable central ideas or openings

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

Details to accept

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

Common misunderstandings to watch

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

Observation notes

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

Response Booklet, Page 1



Station 1: Correct It!

Name _____

My goal: I can spell high frequency words correctly.

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 whether people should participate in civic life even when one person's action seems small.

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 combining two short sentences into one clear sentence.

Revise. Combine the two short sentences into one sentence.

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 letter that asks a real person for information.

Greeting

The request

One reason

A question

Closing

Stretch (optional):

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

Teacher 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! 5.12D	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	