

STUDENT MATERIALS

Print All Four Stations

Cluster 7

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 5 • Cluster 7

**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 7.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 1: Notice, Question, Speak	5.11D(i)
2. Prove It!	Responding with Evidence	Module 2: Voices and Responses	5.7B, 5.7C
3. Shape It!	Writing Process	Module 3: Evidence Can Change the Story	5.11C
4. Create It!	Writing Genres	Module 4: Informed Voices Create Responsible Change	5.12A

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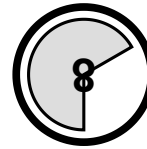
Print All Four Stations: Grade 5, Cluster 7

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)

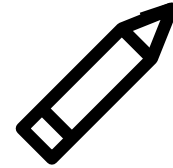
Setup guides, answer keys, and observation guides are in the full teacher book.

Station 1: Correct It!	Conventions	5.11D(i)
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	5.12A

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



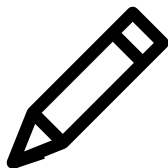
Correct It!



STATION 1

fold

STATION 1



Correct It!



8 MINUTES

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

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

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

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

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

Required: fix all 3 sentences and explain 1 fix.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 1**SUN**

Subject: who or what the sentence is
about

RAINDROP

Verb: the action

The SUN and the RAINDROP must agree.

One subject	A student notices ...	verb often ends in -s
More than one	Three friends listen ...	no -s

Practice Text: Station 1

Practice draft: contains errors

One Voice Speaks Up

- (1) A student notice a problem on the playground.
- (2) Three friends listens to her question.
- (3) The principal reads the letter and asks a question.
- (4) One voice start a big change in the school.

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 (One Voice Can Start a Wave, paragraph [1]):

"One voice speaks, another hears, A question grows and conquers fears."

The singular subject One voice matches the verb speaks.

One Voice Can Start a Wave

[1] One voice speaks, another hears, A question grows and conquers fears. One person asks, "Is this thing fair?" Another stops to listen there.

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)	A student notices a problem on the playground.	A student is one person, so the verb ends in -s.
(2)	Three friends listen to her question.	Three friends is more than one, so the verb has no -s.
(3)	The principal reads the letter and asks a question.	Already correct: the principal is one person, so reads and asks end in -s.
(4)	One voice starts a big change in the school.	One voice is one thing, 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 speaking up: one with a subject that is one person and one with a subject that is more than one. Underline each verb.

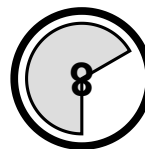
✂ cut

Reset Directions: Station 1

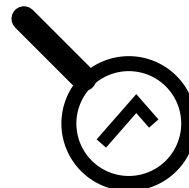
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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 poem 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 Response 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 WHY = give a reason.

Passage Card: Station 2

My question: How does Kendrix change her response when new evidence appears?

Try, Learn, Change

[1] Look at the leaves, observe the ground; Important clues are all around. Before you choose what you should do, First stop and see what facts tell you.

[2] Kendrix saw her garden fade; More water was the choice she made. But yellow leaves and muddy ground Showed different clues were all around.

[3] She checked the soil and changed her plan, And healthier growth at last began. She learned that guessing can't explain What careful evidence can make plain.

From Cluster 7, Module 2, "Try, Learn, Change," paragraphs [1] to [3].

Check and Improve: Station 2

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

Checklist

- ☐ Sentence 1 answers the question 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).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Kendrix changed her response when she stopped guessing and checked the soil for facts. The passage states, "She checked the soil and changed her plan, And healthier growth at last began." This shows that new evidence made her try a new step, so her garden could grow.

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. "Kendrix saw her garden fade; More water was the choice she made."

B. "She checked the soil and changed her plan, And healthier growth at last began."

C. "She learned that guessing can't explain What careful evidence can make plain."

Frame: Kendrix changed her response when _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that summarizes the excerpt in order: first a person looks for facts, then Kendrix saw new clues, checked the soil, changed her plan, and her garden grew healthier.

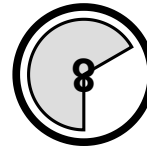
✂ cut

Reset Directions: Station 2

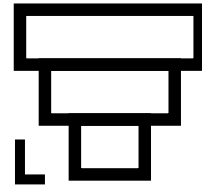
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



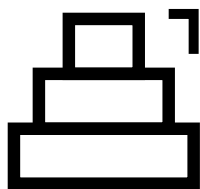
Shape It!



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 replacing a plain word with a precise one.

1. Read the practice draft. Sentence 2 is too plain.
2. Read the passage card. Find the exact word that shows how the leaves looked.
3. Rewrite sentence 2 with that precise word.
4. Tell why your precise word helps the reader.

Required: one revised sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Revise by REPLACING

Correct It! asks: Is it written correctly? Shape It! asks: How can the idea be clearer?

A plain word is fuzzy. A precise word shows exactly what you mean.

Plain	The leaves looked bad.
Precise	The leaves looked yellow.

TRAILS and LEAVES Framework: the precise word shows exactly what the evidence says.

Practice Text: Station 3**Practice draft: needs one improvement****Why Kendrix Changed Her Answer**

- (1) Kendrix thought her plants needed water.
- (2) The soil felt wet, and the leaves looked bad.
- (3) She checked the roots and saw they were too wet.
- (4) Kendrix changed her first thought because the facts did not fit.
- (5) New evidence helped her find a stronger answer.

Sentence 2 uses the plain word bad. Which exact word from the passage card shows how the leaves looked?

Try, Learn, Change

[7] Kendrix thought her plants were dry, And more water seemed the reason why. But muddy soil and yellow leaves Did not support what she believed.

[8] She had to let her first thought go, Observe the roots and watch them grow. Changing her answer did not mean Her thinking failed or was unseen.

From Cluster 7, Module 3, "Try, Learn, Change," paragraphs [7], [8].

Check and Improve: Station 3

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

- ☐ My new sentence uses a precise word in place of a plain one.
- ☐ The precise word comes from the passage card.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my word helps the reader.

Acceptable example

The soil felt wet, and the leaves looked yellow.

Reason: Now the reader can see exactly how the leaves looked, not just that they looked bad.

Improve: Read your whole draft in your head. Does every sentence stay on the topic of changing an answer when facts change?

Help Card: Station 3

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

Same goal, more support: Use this frame: The soil felt wet, and the leaves looked _____. Look at the first paragraph on the card, and find the word that tells the color.

✂ cut

Stretch Card: Station 3 (optional)

Replace a plain word in a different sentence, or choose a precise word for how the soil felt. Explain the choice.

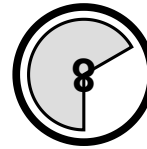
✂ cut

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.

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 narrative moment about an informed voice.

1. Read the idea card and the small model.
2. Plan a moment when a student speaks up.
3. Write four to six lines with action and feeling.
4. Show listening and a fact that guides choice.

Required: a title and four to six lines that tell the moment.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A narrative moment has:

Setting	names who and where
Action	tells what happens in order
Informed voice	uses listening and one fact to help

Show the moment. Let the voice act with care.

Job Box, Model, and Source Card: Station 4

Topic: How a student uses listening and facts to repair a class choice

Purpose: to tell a story that shows care for others **Audience:** students in our class

Small model (different topic)

Title: Maya Keeps Books Dry

Who and where: Maya at the library cart after lunch.

Action: She saw wet drops on the cart and listened to the aide.

Informed voice: She used the rain chart and asked the class to move the cart inside.

One Voice Can Start a Wave

[25] A student too can make a start, By serving others, doing a part. Young people can research a need, Then use strong evidence before they lead.

[27] An informed voice should stop and check: What source is this? What comes next? Are other trusted sources there? Does evidence make the reasoning fair?

[28] A thoughtful citizen also knows That listening helps an idea grow. To hear another point of view May teach us something we never knew.

From Cluster 7, Module 4, "One Voice Can Start a Wave," paragraphs [25], [27], [28].

Check and Improve: Station 4

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

- ☐ My title names the moment.
- ☐ My story tells who and where.
- ☐ I show listening and one fact.
- ☐ I show a voice that helps repair.

Acceptable example

Jamal Repairs the Game Plan

Jamal saw our ball game plan left new students out. He listened to two students who felt sad. He checked the sign up list for facts. He asked the class to mix the teams again. The game felt fair and fun for all.

Improve: Does each line move the moment forward? 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: At _____, I saw _____. I listened to _____. I used the fact that _____. So I _____.

✂ cut

Stretch Card: Station 4 (optional)

Draw a small sketch of the moment. Label who, where, and the fact.

✂ 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 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: How does Kendrix change her response when new evidence appears?

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 replacing a plain word with a precise one.

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 narrative moment about an informed voice.

Title

Who and where

What happened

Closing line

Stretch (optional):

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

Teacher Tracking Page

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

Student	St. 1: Correct It! 5.11D(i)	St. 2: Prove It! 5.7B, 5.7C	St. 3: Shape It! 5.11C	St. 4: Create It! 5.12A	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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