

TEACHER GUIDE

Station Rotation Day

Cluster 7

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

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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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 7
Module connection	Module 1: Notice, Question, Speak
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 7, SHEET 29 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 29 named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 5 Cluster 7 Teacher Guide (B&W), Module 1; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 1, "One Voice Can Start a Wave," 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

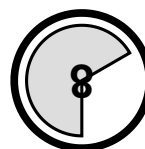
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

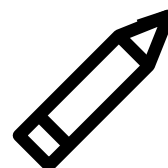
Three corrected sentences and one short explanation of a correction.

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

8 MINUTES



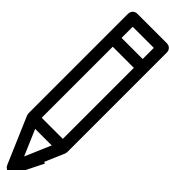
Correct It!



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	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.

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) A student notices a problem on the playground. (2) Three friends listen to her question. (4) One voice starts a big change in the school. Sentence (3) is correct and should not be changed.

Convention: Subject-Verb Agreement (Editing deck SHEET 29 of 36).

Acceptable explanations

- I changed notice to notices because a student is one person.
- I changed listens to listen because three friends is more than one.

Common misunderstandings to watch

- Changing sentence (2) because friends ends in -s. Plural nouns often end in -s; plural verbs do not.
- Fixing (1) by changing the tense. That makes a correct sentence, but ask the student to name the agreement rule.
- Reading One voice as more than one because a wave has many parts.

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 7
Module connection	Module 2: Voices and Responses
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 LEAVES Framework for using text evidence.

Where it lives

Grade 5 Cluster 7 Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 2, "Try, Learn, Change," paragraphs [1] to [3].

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

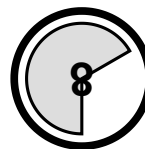
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

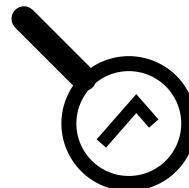
A three-sentence response: thesis (central idea), evidence, explanation.

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 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.

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

Teacher Answer and Observation Guide: Station 2

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

Question

How does Kendrix change her response when new evidence appears?

Acceptable response

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.

Evidence choices on the Help card

Choice	Why
A. "Kendrix saw her garden fade; More water was the choice she made."	Weak. True but does not answer the question. It shows her first guess, not how new evidence changed her response.
B. "She checked the soil and changed her plan, And healthier growth at last began."	Strong. Strong. Shows her new response after she checked the soil.
C. "She learned that guessing can't explain What careful evidence can make plain."	Strong. Strong. Shows that evidence shaped how she responded.

Common misunderstandings to watch

- Retelling the poem instead of answering how Kendrix changed.
- Copying evidence without quotation marks or a signal marker.
- An explanation that repeats the quote word for word.

Observation notes

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

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 5, Cluster 7
Module connection	Module 3: Evidence Can Change the Story
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: word choice: replacing a plain word with a precise one.

Prerequisite instruction

Module 3 evidence selection and the recursive revision work in this cluster, using the TRAILS and LEAVES Framework.

Where it lives

Grade 5 Cluster 7 Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 3, "Try, Learn, Change," paragraphs [7], [8].

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

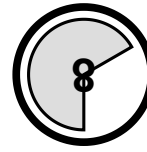
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- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

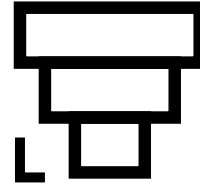
A revised sentence with one precise word, plus one sentence explaining the choice.

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

8 MINUTES



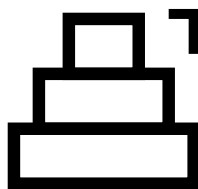
Shape It!



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 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.

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

Teacher Answer and Observation Guide: Station 3

The revision move

5.11C: word choice: replacing a plain word with a precise one. One move only. This is not an editing task.

Acceptable revisions

- The soil felt wet, and the leaves looked yellow.
- The soil felt wet, and the leaves looked yellow.
- The soil was muddy, and the leaves looked yellow.
- Another precise word is acceptable only if it names a detail from the card, such as muddy for the soil.

Common misunderstandings to watch

- Rewriting the whole draft or only fixing spelling.
- Choosing a word that sounds fancy but does not name a detail on the card.
- Adding an opinion (It was really bad) instead of a precise word.

Observation notes

Look for	Notes
Precise word replaces the plain word	
Word comes from the text	
Reason names clarity for the reader	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 5, Cluster 7
Module connection	Module 4: Informed Voices Create Responsible Change
Station area	Writing Genres

Exact TEKS practiced (TEA wording)

5.12A	compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft
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Prerequisite instruction

Module 4 reading on informed voices and this cluster's poems and stories.

Where it lives

Grade 5 Cluster 7 Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: Cluster 7, Module 4, "One Voice Can Start a Wave," paragraphs [25], [27], [28].

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

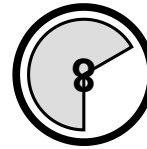
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled narrative moment: four to six lines showing a student who listens, checks facts, and speaks up.

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 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 Answer and Observation Guide: Station 4

What this station is (and is not)

A brief story with genre characteristics (setting, action, feeling). It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- A student sees an unfair choice and speaks up.
- A student listens to another view and uses a fact.
- A student helps repair a plan so all are helped.

Details to accept

- Listening helps an idea grow.
- Checking sources and evidence before leading.
- Researching a need and serving others.
- Asking what source it is and what comes next.

Common misunderstandings to watch

- A list of facts with no story action.
- Only telling, with no listening or fact.
- A moment that does not show care for others.

Observation notes

Look for	Notes
Clear who and where	
Action with listening and fact	
Voice that repairs	

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	
	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	