

STUDENT MATERIALS

Print All Four Stations

Cluster 8

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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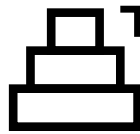
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Print All Four Stations

Grade 5 • Cluster 8

**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 8.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 3: Action, Consequence, and Revision	5.11D(ix)
2. Prove It!	Responding with Evidence	Module 2: Evidence and Choice	5.7B, 5.7C
3. Shape It!	Writing Process	Module 3: Action, Consequence, and Revision	5.11E
4. Create It!	Writing Genres	Module 4: Synthesis and Publication	5.12B, 5.13C

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Print All Four Stations: Grade 5, Cluster 8

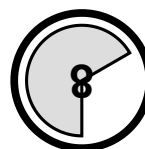
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

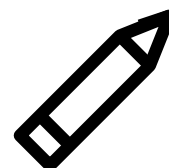
Station 1: Correct It!	Conventions	5.11D(ix)
Station 2: Prove It!	Responding with Evidence	5.7B, 5.7C
Station 3: Shape It!	Writing Process	5.11E
Station 4: Create It!	Writing Genres	5.12B, 5.13C

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

8 MINUTES



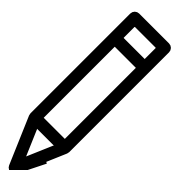
Correct It!



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 common and proper nouns are capitalized correctly.

1. Read the practice draft on the text card. It has 3 mistakes.
2. Find the noun that needs a capital letter in each sentence.
3. On your response page, write each wrong sentence the right 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**Proper noun**

Names one exact person, place, group, or thing. It starts with a capital letter.

Common noun

Names any person, place, or thing. It stays lowercase unless it begins a sentence.

A proper noun needs a capital letter. A common noun does not.

Proper noun	Congress, Sons of Liberty	starts with a capital letter
Common noun	citizen, colony, government	lowercase unless it starts a sentence

Practice Text: Station 1**Practice draft: contains errors****A Nation Changes**

- (1) congress meets to make laws for the nation.
- (2) Some colonists joined the sons of Liberty.
- (3) Every Citizen can speak at the meeting.
- (4) The Bill of Rights protects important freedoms.

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 (From Protest to Participation: How a Nation Changes, paragraph [16]):

"Parliament passed new taxes affecting the colonies."

Parliament names one exact group, so it is a proper noun and starts with a capital. The common noun colonies stays lowercase.

From Protest to Participation: How a Nation Changes

[16] After the French and Indian War, however, Great Britain had large debts. Parliament passed new taxes affecting the colonies.

[17] The Stamp Act placed taxes on printed materials. Other taxes followed.

[18] Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.

[19] Their complaint became known as taxation without representation.

[20] At first, many colonists were not demanding independence. They wanted the British government to change its policies and listen to colonial concerns.

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)	Congress meets to make laws for the nation.	Congress is the name of one exact group, so it needs a capital C.
(2)	Some colonists joined the Sons of Liberty.	Sons of Liberty is the name of an organization, so Sons needs a capital S.
(3)	Every citizen can speak at the meeting.	Citizen is a common noun here, so it stays lowercase.
(4)	The Bill of Rights protects important freedoms.	Already correct: Bill of Rights is the name of a set of amendments and is capitalized.

My explanation checklist:

- ☐ I found the noun that needs a capital.
- ☐ I told if the noun is common or proper.

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. Ask: Does this noun name one exact group or any group? If it names one exact group, it needs a capital.

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the passage. Use one proper noun that needs a capital and one common noun that stays lowercase. Underline each noun.

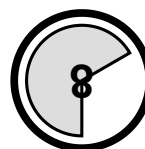
✂ cut

Reset Directions: Station 1

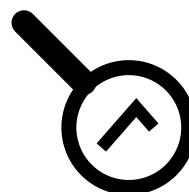
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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 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**Three Sentences That Prove**

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

Clue word WHY = give a reason.

Passage Card: Station 2

My question: Why was creating a government for the new nation difficult?

From Protest to Participation: How a Nation Changes

[61] Winning independence did not automatically solve the problem of governing a new nation.

[62] Americans had to create a system that could unite the states while also protecting liberty.

[63] In 1787, delegates met at the Constitutional Convention.

[64] They disagreed about representation, federal power, state power, slavery, trade, and many other issues.

[65] The Constitution they produced created a stronger national government with separate branches and a system in which power was divided.

[66] The new system depended on representative government. Citizens would choose leaders to make many decisions on their behalf.

[67] However, creating a government required difficult choices.

[68] Not all of those choices were fair.

From Cluster 8, Module 2, "From Protest to Participation: How a Nation Changes," paragraphs [61] to [68].

Check and Improve: Station 2

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

Checklist

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

Acceptable example

Creating a government for the new nation was difficult because the delegates disagreed about many important issues. The passage states, "They disagreed about representation, federal power, state power, slavery, trade, and many other issues." This shows the delegates had to settle many big arguments before they could agree on one plan, and not all of their choices were fair.

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. "In 1787, delegates met at the Constitutional Convention."

B. "They disagreed about representation, federal power, state power, slavery, trade, and many other issues."

C. "Americans had to create a system that could unite the states while also protecting liberty."

Frame: Creating a government was difficult because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

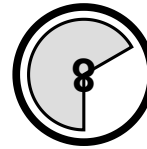
In one sentence, summarize the excerpt in order: after independence, Americans had to build a government, the delegates disagreed on many issues, and some of their choices were not fair.

✂ cut

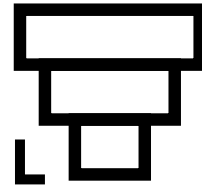
Reset Directions: Station 2

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.

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



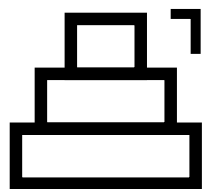
Shape It!



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 so one sentence is ready to publish for a real audience.

1. Read the practice draft. Sentence 4 speaks only to the writer.
2. Read the passage card to find the main idea about researchers.
3. Rewrite sentence 4 so it speaks to a real audience.
4. Tell how your new sentence helps readers understand.

Required: one rewritten sentence and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Publish for a REAL audience

Correct It! asks: Is it written correctly? Shape It! asks: Is it ready for readers?

A published sentence speaks to the audience, not only to the writer.

The strategy note: my explanation grows from the passage and the prompt. It states a reason, uses evidence, and explains what the evidence proves.

Writer only	This is my paper, and I am done.
For readers	When researchers ask these questions, they can judge a change fairly.

Publishing means a real audience can read your final idea and understand it.

Practice Text: Station 3**Practice draft: needs one improvement****How Researchers Judge a Change**

- (1) Researchers can decide whether a change improved a situation by checking the results.
- (2) They ask who benefited from the change and who was harmed.
- (3) They also ask whose voice was missing from the decision.
- (4) This is my paper about researchers, and I am done now.

Sentence 4 talks only to the writer. It is not ready to publish for a real audience. What final idea should readers take away?

How Change Happens: Observe, Adapt, Test, and Improve

[163] Students therefore need to ask more than:

[164] Did it work?

[165] They also need to ask:

[166] Was it fair?

[167] Who benefited?

[168] Who was harmed?

[169] Whose voice was missing?

From Cluster 8, Module 3, "How Change Happens: Observe, Adapt, Test, and Improve," paragraphs [163] to [169].

Check and Improve: Station 3

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

- ☐ My new sentence speaks to readers, not only to me.
- ☐ My final idea comes from the passage card.
- ☐ The draft still makes sense with the other sentences.
- ☐ I wrote one reason my change helps readers.

Acceptable example

When researchers ask who benefited, who was harmed, and whose voice was missing, they can decide whether a change truly improved the situation.

Reason: The new sentence speaks to readers and ends with a clear final idea they can use.

Improve: Read your whole draft in your head. Does every sentence fit a piece that other people will read?

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: When researchers _____, they can _____.
Look at the passage card first.

✂ cut

Stretch Card: Station 3 (optional)

Add one more sentence that tells the audience why this matters, or give the draft a title and explain the choice.

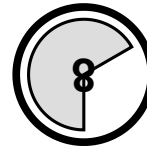
✂ cut

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 compose a short information card with a clear thesis (central idea) and two facts from the sources.

1. Read the source card and the small model.
2. Pick a thesis (central idea) about how change happens.
3. Gather two facts and name the paragraph each came from.
4. Write your card in your own words.

Required: a title, a thesis (central idea) sentence, and two facts with the paragraph each came from.

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
Thesis (central idea)	one sentence that tells the main point
Supporting facts	two facts from the sources, in my own words
Source note	the paragraph each fact came from

Facts come from the source card. Words come from me.

Job Box, Model, and Source Card: Station 4

Topic: How people's questions and actions can change a nation

Purpose: to inform **Audience:** families at our class research showcase

Small model (different topic)

Title: The Park That Families Built

Thesis (central idea): A neighborhood park changed because families asked questions and worked together.

Fact: Families asked why the empty lot had no safe place to play.

Fact: Neighbors wrote a plan and asked the city for help.

From Protest to Participation: How a Nation Changes

[4] But some of the most important changes begin with something that cannot be seen on a map.

[5] They begin with a question.

[6] Is this fair?

[7] Who has a voice?

[8] What rights should people have?

[9] What should government be allowed to do?

[10] What should citizens do when they believe something needs to change?

[11] The history of the United States contains many examples of people asking these questions. Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments. Sometimes people discovered that an earlier solution had created another problem.

[258] They do reveal a shared habit of mind:

[259] Pay attention to what happens next.

[260] Change should create new questions.

[261] What worked?

[262] What failed?

[263] What surprised us?

[264] Who was affected?

[265] What new evidence appeared?

[266] What should happen now?

[267] Progress does not come from changing simply for the sake of change.

[268] It comes from learning.

[269] Observe carefully. Question thoughtfully. Gather evidence. Choose responsibly. Check the result. And when the evidence demands it, be willing to change again.

From Cluster 8, Module 4, "From Protest to Participation: How a Nation Changes," paragraphs [4], [5], [6], [7], [8], [9], [10], [11], [258], [259], [260], [261], [262], [263], [264], [265], [266], [267], [268], [269].

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 thesis (central idea) sentence tells how change happens.
- ☐ I have two facts that support my thesis (central idea).
- ☐ I name the paragraph each fact came from.

Acceptable example**Questions Start a Change**

A nation changes when people ask questions and pay attention to what happens next. The history of the United States has many examples of people asking questions about fairness (paragraph [11]). Change should also create new questions, such as who was affected (paragraph [260]). Both details show that asking questions and checking results can change a nation.

Improve: Does each fact prove your thesis (central idea)? Swap 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: Change happens when _____. One fact from paragraph ____ is _____. Another fact from paragraph ____ is _____.

✂ cut

Stretch Card: Station 4 (optional)

Add a third fact and explain what it proves about whether a change was an improvement.

✂ 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 common and proper nouns are capitalized 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: Why was creating a government for the new nation difficult?

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 so one sentence is ready to publish for a real audience.

Revise. Write sentence 4 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 compose a short information card with a clear thesis (central idea) and two facts from the sources.

Title

Thesis (central idea)

Fact 1 (my words) and paragraph

Fact 2 (my words) and paragraph

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! 5.11E	St. 4: Create It! 5.12B, 5.13C	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	
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