

STUDENT MATERIALS

Print All Four Stations

Prepare

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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Print All Four Stations

Grade 5 • PREPARE



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 PREPARE.

Station	Area	Module	TEKS practiced
1. Correct It!	Conventions	Module 4: Independent Genre Decision and Transfer	5.11D(xi)
2. Prove It!	Responding with Evidence	Module 2: Purpose and Audience Change the Response	5.7B, 5.7C
3. Shape It!	Writing Process	Module 3: Choose the Route and the Planning Strategy	5.11A
4. Create It!	Writing Genres	Module 4: Independent Genre Decision and Transfer	5.12A

Contents

Print List and Copy Counts	3
Station 1: Correct It! (5.11D(xi))	4
Station Sign	4
Task Card and Remember Card	5
Passage or Practice Text Card	6
Check and Improve Card	7
Help, Stretch, and Reset Cards	8
Station 2: Prove It! (5.7B, 5.7C)	9
Station Sign	9
Task Card and Remember Card	10
Passage or Practice Text Card	11
Check and Improve Card	12
Help, Stretch, and Reset Cards	13
Station 3: Shape It! (5.11A)	14
Station Sign	14
Task Card and Remember Card	15
Passage or Practice Text Card	16
Check and Improve Card	17
Help, Stretch, and Reset Cards	18
Station 4: Create It! (5.12A)	19
Station Sign	19
Task Card and Remember Card	20
Passage or Practice Text Card	21
Check and Improve Card	22
Help, Stretch, and Reset Cards	23
Student Response Booklet (4 pages, one per station)	24
Teacher Tracking Page	28

Print All Four Stations: Grade 5, PREPARE

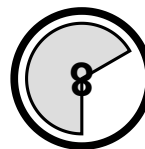
Station sign (cut, fold into a tent)	1 per station
Task card + Remember card	6 per station
Passage or practice text card	6 per station
Check and Improve card	6 per station
Help, Stretch, and Reset sheet	2 per station
Student Response Booklet (4 pages)	1 per student
Teacher Tracking Page	1 (or 2)

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

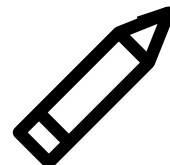
Station 1: Correct It!	Conventions	5.11D(xi)
Station 2: Prove It!	Responding with Evidence	5.7B, 5.7C
Station 3: Shape It!	Writing Process	5.11A
Station 4: Create It!	Writing Genres	5.12A

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

8 MINUTES



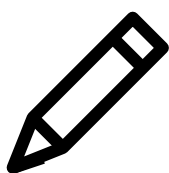
Correct It!



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 find and fix misspelled high-frequency words in a draft.

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 misspelled words 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 I read and write often

Check it

Every letter in the right order

High-frequency words are spelled the same way every time.

High-frequency word	because	b-e-c-a-u-s-e
High-frequency word	people	p-e-o-p-l-e
High-frequency word	would	w-o-u-l-d

Practice Text: Station 1**Practice draft: contains errors****The Cookie Commission Reports**

- (1) Jordan was upset becuase there were no chocolate chip cookies.
- (2) The students gathered evidence before making a choice.
- (3) Many peopel voted for chocolate chip cookies on Friday.
- (4) The class asked what the cafeteria woud serve next.

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 (The Great Chocolate Chip Cookie Mystery, paragraph [4]):

"A week earlier, she would have repeated the famous invention story without thinking twice."

High-frequency words such as would, have, and without are spelled correctly.

The Great Chocolate Chip Cookie Mystery

[4] "So basically, we were wrong about almost everything." "I wouldn't put it quite that way," Mrs. Delgado said. "I would," Maya replied. Mrs. Delgado laughed. "Your first ideas weren't the problem. People form possible explanations all the time. The important question is what you do next." "Gather evidence?" Maya asked. "Exactly." Jordan raised his hand. "And then demand more cookies based on that evidence?" Mrs. Delgado considered this. "If you can support your argument." Jordan immediately pulled the cafeteria chart toward him. The next Friday, Ms. Ruiz adjusted the dessert numbers based on the class survey. There were enough chocolate chip cookies for everyone who wanted one. Jordan took his first bite and nodded thoughtfully. "Research tastes delicious." Maya laughed. But before she ate hers, she looked at the cookie for a moment. A week earlier, she would have repeated the famous invention story without thinking twice. Now she wondered how many other stories she had heard that sounded true simply because they were interesting. Maybe mysteries were hiding everywhere. And maybe the smartest first question was not: "What do I believe?" Maybe it was: "What does the evidence show?"

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)	Jordan was upset because there were no chocolate chip cookies.	Because is a high-frequency word. It is spelled b-e-c-a-u-s-e.
(2)	The students gathered evidence before making a choice.	Already correct: every high-frequency word is spelled the right way.
(3)	Many people voted for chocolate chip cookies on Friday.	People is a high-frequency word. It is spelled p-e-o-p-l-e.
(4)	The class asked what the cafeteria would serve next.	Would is a high-frequency word. It is spelled w-o-u-l-d.

My explanation checklist:

- ☐ I named the word I fixed.
- ☐ I spelled the whole word the right way.
- ☐ I checked every high-frequency word.

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: Start with sentence (1). Stretch the word because out loud. Ask: which two letters are swapped?

✂ cut

Stretch Card: Station 1 (optional)

Write two new sentences about the cookie commission. Use because, people, and would spelled correctly. Underline each one.

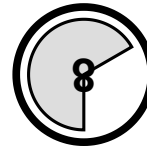
✂ cut

Reset Directions: Station 1

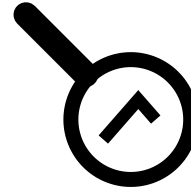
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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, with 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 It

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 did Maya say the accident story might not be completely true?**The Great Chocolate Chip Cookie Mystery**

[13] "That doesn't sound like somebody randomly throwing things into a bowl," Maya said. They kept reading. Several websites repeated the famous story Eli had heard: Wakefield supposedly added pieces of chocolate to cookie dough expecting them to melt completely. But other accounts described the story differently.

[14] Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound. Jordan frowned. "So the accident story might not be completely true?" "It might be an oversimplified version," Maya said. Eli looked disappointed. "I liked the part where she just threw chocolate into the bowl." "Of course you did," Maya said. They compared several sources instead of stopping after the first one. They learned that Wakefield's cookie became extremely popular and eventually became closely connected with Nestle chocolate. Her recipe helped make the chocolate chip cookie a favorite across the country.

[15] Mrs. Delgado walked over. "What have you discovered?" "That the most exciting version of a story isn't always the most accurate one," Maya said. Mrs. Delgado smiled.

From PREPARE, Module 2, "The Great Chocolate Chip Cookie Mystery," paragraphs [13] to [15].

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 connects to the question and supports my thesis (central idea).
- ☐ Sentence 3 explains in my own words.

Acceptable example

Maya said the accident story might not be completely true because other accounts and evidence showed Wakefield baked carefully on purpose. The passage states, "But other accounts described the story differently." This shows that not every source told the same story, so Maya knew the exciting version might be missing facts.

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. "They learned that Wakefield's cookie became extremely popular and eventually became closely connected with Nestle chocolate."
- B. "Wakefield was an experienced baker who developed recipes carefully, and evidence suggested the creation was more deliberate than the popular "happy accident" story made it sound."
- C. "But other accounts described the story differently."

Frame: Maya said the accident story might not be completely true because _____. The passage states, "_____." This shows _____.

✂ cut

Stretch Card: Station 2 (optional)

Write one sentence that summarizes the excerpt and keeps the events in order.

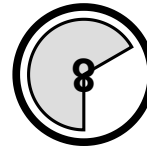
✂ cut

Reset Directions: Station 2

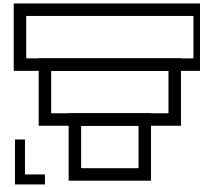
1. Keep your Response Booklet with you.
2. Put the task card, text card, and Remember card back in the tub, face up.
3. Put the Check and Improve card on the bottom of the stack.
4. Push in your chair. Leave a sharp pencil.

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

8 MINUTES



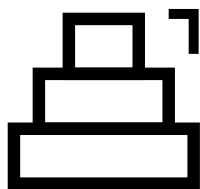
Shape It!



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 plan a draft by naming my audience and my purpose.

1. Read the practice draft. Sentence 1 has no audience or purpose.
2. Read the passage card to find who will read your plan and why.
3. Rewrite sentence 1 to name the audience and the purpose.
4. Write one reason your change helps your reader.

Required: one revised sentence naming the audience and purpose, and one reason.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 3

Plan for your reader

Shape It! asks: Who will read this, and why am I writing it?

A named audience and a named purpose help you pick the right genre.

Weak	I will write about Friday treats.
Strong	I will recommend our Friday treat plan to Principal Bennett.

Name the Writing Job: name your audience and your purpose.

Practice Text: Station 3

Practice draft: needs one improvement

Our Friday Treat Plan

- (1) I want to tell everyone about our class plan for Friday treats.
- (2) We asked students what they liked and checked what each choice would cost.
- (3) We learned that more than half the students picked something other than cookies.
- (4) Our plan rotates the Friday treat and keeps a safe choice every week.

Sentence 1 does not name the audience or the purpose. Who will read this plan, and why are you writing it?

The Fifth-Grade Cookie Commission

[1] Principal Bennett smiled. “Well, Ms. Ruiz would like student input before she plans next month’s Friday treats. So I’m giving fifth grade a challenge.” She wrote three words on the board: COOKIE COMMISSION The room exploded. “We’re in charge of dessert?” “Can we choose doughnuts?” “Can Friday have two Fridays?” “Can we abolish raisins?” Principal Bennett held up one hand. “You will recommend one Friday treat plan. You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation.”

[3] “Disagreement isn’t always a problem,” she continued. “It can show that people value different things. Your job isn’t to make everybody think alike. Your job is to decide how to make a reasonable recommendation.”

From PREPARE, Module 3, “The Fifth-Grade Cookie Commission,” paragraphs [1], [3].

Check and Improve: Station 3

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

- ☐ My sentence names who will read my writing.
- ☐ My sentence names why I am writing.
- ☐ My audience and purpose fit the passage card.
- ☐ The draft still makes sense with the other sentences.

Acceptable example

I will write a recommendation to Principal Bennett so she will choose our class plan for Friday treats.

Reason: Now the student knows who will read the plan and why, which helps pick the best genre.

Improve: Read your whole plan in your head. Does every sentence help you get ready to write for your audience?

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: I am writing to _____ so that _____. Look at the first paragraph on the card first.

✂ cut

Stretch Card: Station 3 (optional)

Add the genre you would choose for this audience, such as a letter or a list, and tell why it fits.

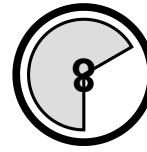
✂ cut

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 with a problem, a turn, and a changed ending.

1. Read the job box and the small model.
2. Read the story card about the cookie mystery.
3. Write a short story with a problem and a turn.
4. End with the character's changed thinking.

Required: a title, a setting, a problem, a turn, and a changed ending.

Optional: the Stretch card.

When I finish: open the Check and Improve card.

✂ cut

Remember: Station 4

A narrative moment has:

Title	names the story
Setting and characters	where, when, and who
Problem	what the character thinks or wants
Turn	new information that changes things
Ending	how the character's thinking changes

The events come from the card. The story words come from me.

Job Box, Model, and Source Card: Station 4

Topic: A character changes their mind after learning the evidence in the cookie mystery

Purpose: to entertain **Audience:** students reading our class anthology

Small model (different topic)

Title: The Morning the Markers Went Missing

Setting and characters: Our art room, right before the bell. I was there.

Problem: I thought a classmate took all the markers.

Turn: Then I saw a note from our teacher on the shelf.

Ending: I learned the truth and said sorry to my classmate.

The Great Chocolate Chip Cookie Mystery

[2] They compared several sources instead of stopping after the first one. They learned that Wakefield's cookie became extremely popular and eventually became closely connected with Nestlé chocolate. Her recipe helped make the chocolate chip cookie a favorite across the country.

[3] “So there weren't fewer desserts,” Eli said. “There were fewer cookies,” Maya corrected. “Because you predicted more people would choose fruit,” Jordan said. “Exactly.” Jordan stared at the numbers. “So sixth grade didn't steal them?” “No.” “The teachers didn't eat them?” “No.” “The principal doesn't have a secret cookie vault?” Ms. Ruiz laughed. “Not that I know of.”

[4] The next Friday, Ms. Ruiz adjusted the dessert numbers based on the class survey. There were enough chocolate chip cookies for everyone who wanted one. Jordan took his first bite and nodded thoughtfully. “Research tastes delicious.” Maya laughed. But before she ate hers, she looked at the cookie for a moment. A week earlier, she would have repeated the famous invention story without thinking twice. Now she wondered how many other stories she had heard that sounded true simply because they were interesting. Maybe mysteries were hiding everywhere. And maybe the smartest first question was not: “What do I believe?” Maybe it was: “What does the evidence show?”

From PREPARE, Module 4, “The Great Chocolate Chip Cookie Mystery,” paragraphs [2] to [4].

Check and Improve: Station 4

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

- ☐ My title names my story.
- ☐ My problem shows what the character thought.
- ☐ My turn uses new information from the card.
- ☐ My ending shows how the character changed.

Acceptable example**The Cookie Truth**

I thought sixth grade took our cookies. I told everyone at my table. Then Ms. Ruiz showed us the order chart. The cafeteria had planned for more students to pick fruit. The cafeteria had just guessed wrong. I stopped blaming sixth grade. Next time I will ask for evidence first.

Improve: Does your ending show a changed mind? Add one sentence that shows the change.

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 first I thought _____. Then I learned _____. Now I think _____.

✂ cut

Stretch Card: Station 4 (optional)

Add one line of dialogue that shows the character's new thinking.

✂ 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 find and fix misspelled high-frequency words in a draft.

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 did Maya say the accident story might not be completely true?

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 plan a draft by naming my audience and my purpose.

Revise. Write sentence 1 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 with a problem, a turn, and a changed ending.

Title

Setting and characters

Problem

Turn (new information)

Ending (changed thinking)

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! 5.11A	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	
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