

TEACHER GUIDE

Station Rotation Day

Prepare

5th Grade



Correct It!



Prove It!



Shape It!



Create It!

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Station Rotation Day

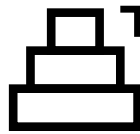
Grade 5 • PREPARE



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

How Station Rotation Day Works	3
Station 1: Correct It! (Conventions, 5.11D(xi), Module 4)	4
Teacher Setup Guide	4
Station Sign	5
Task Card and Remember Card	6
Passage or Practice Text Card	7
Check and Improve Card	8
Help, Stretch, and Reset Cards	9
Student Response Page	10
Teacher Answer and Observation Guide	11
Station 2: Prove It! (Responding with Evidence, 5.7B, 5.7C, Module 2)	12
Teacher Setup Guide	12
Station Sign	13
Task Card and Remember Card	14
Passage or Practice Text Card	15
Check and Improve Card	16
Help, Stretch, and Reset Cards	17
Student Response Page	18
Teacher Answer and Observation Guide	19
Station 3: Shape It! (Writing Process, 5.11A, Module 3)	20
Teacher Setup Guide	20
Station Sign	21
Task Card and Remember Card	22
Passage or Practice Text Card	23
Check and Improve Card	24
Help, Stretch, and Reset Cards	25
Student Response Page	26
Teacher Answer and Observation Guide	27
Station 4: Create It! (Writing Genres, 5.12A, Module 4)	28
Teacher Setup Guide	28
Station Sign	29
Task Card and Remember Card	30
Passage or Practice Text Card	31
Check and Improve Card	32
Help, Stretch, and Reset Cards	33
Student Response Page	34
Teacher Answer and Observation Guide	35
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, PREPARE
Module connection	Module 4: Independent Genre Decision and Transfer
Station area	Conventions

Exact TEKS practiced (TEA wording)

5.11D(xi)	edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
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Standards deck: Grade 5 Editing Standards Sweep Teaching Deck, PREPARE, SHEET 4 of 36, Spelling High-Frequency Words (deck label (11)(D)(xxxv); Sentence Weather). The deck stays the instructional resource; this station is extra practice.

Prerequisite instruction

Module 4 editing check, and the Editing Standards Sweep Teaching Deck sheet named below. The deck stays the instructional resource; this station is extra practice.

Where it lives

Grade 5 PREPARE Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 4, "The Great Chocolate Chip Cookie Mystery," paragraph [4].

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

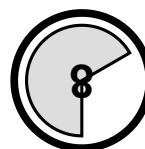
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

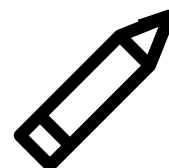
Three corrected sentences and one short explanation of a correction.

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 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.

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

Teacher Answer and Observation Guide: Station 1

Answer key

(1) Jordan was upset because there were no chocolate chip cookies. (3) Many people voted for chocolate chip cookies on Friday. (4) The class asked what the cafeteria would serve next. Sentence (2) is correct and should not be changed.

Convention: Spelling High-Frequency Words (Editing deck SHEET 4 of 36).

Acceptable explanations

- I changed becuase to because because the letters a and u were swapped.
- I changed peopel to people because the l comes before the e.

Common misunderstandings to watch

- Changing sentence (2) because it looks short. It is already correct.
- Fixing only the first letter of becuase. The whole word must be spelled the right way.
- Rewriting a sentence and adding new mistakes. Only fix the one wrong word.

Observation notes

Look for	Notes
Names the exact word that was wrong	
Spells the whole word the right way	
Leaves the correct sentence alone	

Teacher Setup Guide: Station 2, Prove It!

Cluster	Grade 5, PREPARE
Module connection	Module 2: Purpose and Audience Change the Response
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 work naming the writing job, and the three-sentence response: thesis (central idea), evidence, explanation.

Where it lives

Grade 5 PREPARE Teacher Guide (B&W), Module 2; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 2, "The Great Chocolate Chip Cookie Mystery," paragraphs [13] to [15].

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

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

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

Preparation

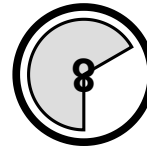
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

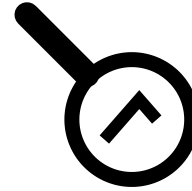
A three-sentence response (thesis (central idea), evidence, explanation).

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

8 MINUTES



Prove It!



STATION 2

fold

STATION 2



Prove It!



8 MINUTES

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

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

**Station 2: PROVE IT! Task Card**

My goal: I can answer a question and prove my answer with a detail from the text.

1. Read the passage card.
2. Write a thesis (central idea) that answers the question.
3. Copy one detail that proves it, 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.

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

Teacher Answer and Observation Guide: Station 2

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

Question

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

Acceptable response

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.

Evidence choices on the Help card

Choice	Why
A. "They learned that Wakefield's cookie became extremely popular and eventually became closely connected with Nestle chocolate."	Weak. True but does not answer WHY. It tells how famous the cookie became, not why the story might be wrong.
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."	Strong. Strong. Connects to WHY: the evidence shows she baked on purpose.
C. "But other accounts described the story differently."	Strong. Strong. Names a reason: sources did not agree.

Common misunderstandings to watch

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

Observation notes

Look for	Notes
Thesis (central idea) answers WHY	
Evidence is a strong choice, not the weak one	
Explanation uses my own words	

Teacher Setup Guide: Station 3, Shape It!

Cluster	Grade 5, PREPARE
Module connection	Module 3: Choose the Route and the Planning Strategy
Station area	Writing Process

Exact TEKS practiced (TEA wording)

5.11A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
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The one writing move: plan for a named audience and purpose.

Prerequisite instruction

Module 3 lesson Choose the Route and the Planning Strategy, and the Cookie Commission evidence gathering in this cluster.

Where it lives

Grade 5 PREPARE Teacher Guide (B&W), Module 3; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 3, "The Fifth-Grade Cookie Commission," paragraphs [1], [3].

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

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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

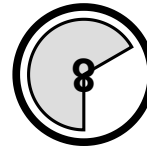
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- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

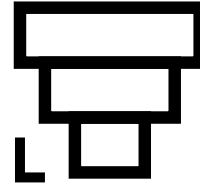
One revised sentence that names the audience and purpose, plus one reason for the choice.

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

8 MINUTES



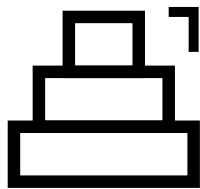
Shape It!



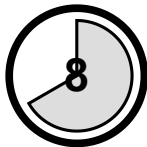
STATION 3

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 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.

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

Teacher Answer and Observation Guide: Station 3

The revision move

5.11A: plan for a named audience and purpose. One move only. This is not an editing task.

Acceptable revisions

- I will write a recommendation to Principal Bennett so she will choose our class plan for Friday treats.
- I am writing a letter to Principal Bennett to explain why our class should rotate the Friday treat.
- We are writing to Ms. Ruiz to show why students should vote before she orders the treats.
- A version that names both Principal Bennett and Ms. Ruiz is acceptable if the purpose is clear.

Common misunderstandings to watch

- Naming a topic instead of an audience, such as I am writing about desserts.
- Naming an audience but not naming the purpose.
- Rewriting the whole draft instead of the one sentence.

Observation notes

Look for	Notes
Sentence names the audience	
Sentence names the purpose	
Choice matches the passage card	

Teacher Setup Guide: Station 4, Create It!

Cluster	Grade 5, PREPARE
Module connection	Module 4: Independent Genre Decision and Transfer
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 and writing work with a clear thesis (central idea), plus this cluster's reading passages. Name the Writing Job first: My decision grows from the writing job, not from the passage.

Where it lives

Grade 5 PREPARE Teacher Guide (B&W), Module 4; Section 47 Student Source Passage(s). Text on the station card: PREPARE, Module 4, "The Great Chocolate Chip Cookie Mystery," paragraphs [2] to [4].

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

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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

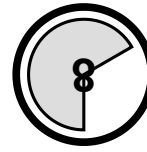
- Cut all cards on the dashed lines. Sheet protectors let cards be reused.
- Place the Check and Improve cards face down at the bottom of the tub.
- Students write in the Response Booklet, never on the cards.
- This station needs no work from any other station.

Expected student product

A titled narrative moment: one character faces a problem, learns new information, and ends with changed thinking.

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 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 Answer and Observation Guide: Station 4

What this station is (and is not)

A short literary text (narrative) with genre characteristics (setting, problem, turn, ending) and a character whose thinking changes. It is a small practice product, not evidence of every expectation for the genre.

Acceptable central ideas or openings

- A person can change their mind after learning new information.
- Strong thinking grows when we gather evidence.
- Listening and checking facts can change what we believe.

Details to accept

- The character believes a rumor at first.
- New information comes from a chart or a report.
- The character admits the first idea was wrong.
- The ending shows a changed mind.

Common misunderstandings to watch

- A list of facts with no story.
- Copying sentences from the card.
- A story with no turn or change.

Observation notes

Look for	Notes
Clear problem	
A turn with new information	
Changed thinking	
Genre characteristics	

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	
	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	