

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 3 InterActivity Writer's Notebook

Cluster 5: Extended Constructed Response: Paired Passages

Cluster 5**12 Hands-On Pages****Framework: R1, R2, R3 Conclusion**

Passages: *Henry Ford: Visionary of Travel* and *Sam Walton: Visionary of Retail*

PURPOSE OF THIS BOOK

Every page is a cut, fold, glue, sort, flip, or spin activity that sends students back to the passage. Students FIND IT, SHOW IT, CHOOSE IT, EXPLAIN IT, and USE IT IN WRITING. Every page names the Grade 3 TEKS it teaches and why it matters, and an answer key at the back is organized by page number.

Name: _____ Class: _____

Supplies

Scissors, glue stick, pencil, gray colored pencil, stapler, one brass fastener, and a composition notebook.

Read the Lines

----- **Dashed line:** cut here. ✂

————— **Solid line:** fold here.

 **Striped tab:** put glue here.

The Evidence Path

Each page moves students along the same path, so the thinking gets harder as the book goes on:

1. **FIND IT:** go back to the passage and locate the detail.
2. **SHOW IT:** represent it by sorting, sequencing, sketching, or labeling.
3. **CHOOSE IT:** decide which evidence is most connected, specific, and important.
4. **EXPLAIN IT:** tell why the evidence belongs.
5. **USE IT IN WRITING:** put the evidence to work in a written response.

Daily Routine (about 15 minutes)

1. Read or reread the passage aloud.
2. Cut and assemble the page, then glue it into the notebook.
3. Complete the thinking on or under the pieces.
4. Share with a partner, pointing to the words in the passage.

For the Teacher

Pages are ordered by TEKS. Each page carries a **TEKS Connection** and **Why It Matters** line and lists its TEKS in the footer. 3.12 is listed only on pages where students compose. Every quoted sentence appears word for word in the passage. The Answer Key at the back is organized by page number.

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TEKS in this book: 3.7C, 3.7D, 3.7E, 3.7F, 3.7G, 3.11A, 3.11B(i), 3.11B(ii), 3.11C, 3.11D(i), 3.11D(ii), 3.12B

Paired Passage Pocket Sort

Grade 3 • Cluster 5
Extended Constructed Response: Paired Passages

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *Henry Ford: Visionary of Travel* and *Sam Walton: Visionary of Retail* and read each card.
2. **CHOOSE IT:** Sort each card into the pocket where it belongs.
3. **EXPLAIN IT:** Pick one card and tell a partner why you sorted it that way.

Who does each card describe? Use both passages.

✂ Cut out each pocket. Fold up the bottom on the solid line and glue the sides to make a pocket. Glue the pockets into your notebook.

Henry Ford	Sam Walton	Both
fold up on the solid line · glue the sides	fold up on the solid line · glue the sides	fold up on the solid line · glue the sides

EXPLAIN IT: Card number ____ belongs in its pocket because

TEKS Connection: 3.7C **Why It Matters:** Students return to the source and decide which details truly support an answer, so evidence is chosen on purpose and not just found.

TEKS 3.7C: Use text evidence to support an appropriate response.

Cut-Out Pieces: Paired Passage Pocket Sort

Grade 3 • Cluster 5
Extended Constructed Response: Paired
Passages

These pieces go with page 4. Cut on the dashed lines only.

✂ Cut out the cards. Read each one and slide it into the pocket where it belongs.

1 built cars that families could afford	2 sold many products at lower prices	3 helped everyday families
4 created the moving assembly line	5 worked long hours and looked for ways to improve	6 changed the way people live

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use each clue to find evidence in the correct passage.
2. **CHOOSE IT:** Copy the exact sentence.
3. **EXPLAIN IT:** Tell how it shows help for everyday families.

Question: How did Henry Ford and Sam Walton both help everyday families?

Inside the vault: glue this part into your notebook. Then glue the vault doors from the Cut-Out Pieces page on top so each door opens up.

Vault 1 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 2 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 3 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 4 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

TEKS Connection: 3.7C, 3.11B(ii) **Why It Matters:** Students select relevant evidence from two texts and justify it, connecting text evidence (3.7C) to relevant details that develop a paired response (3.11B(ii)).

Cut-Out Pieces: Paired Evidence Vault

Grade 3 • Cluster 5
Extended Constructed Response: Paired
Passages

These pieces go with page 6. Cut on the dashed lines only.

✂ Cut out the vault doors on the dashed lines. Fold each glue tab on the solid line.

glue tab • fold on solid line	glue tab • fold on solid line
VAULT 1 FORD: Find the sentence about families who never owned a car.	VAULT 2 FORD: Find the sentence about building cars faster.
glue tab • fold on solid line	glue tab • fold on solid line
VAULT 3 WALTON: Find the sentence about his plan.	VAULT 4 WALTON: Find the sentence about what customers liked.

Name: _____

Date: _____

Accordion Timeline: Student Directions

1. **FIND IT:** Reread *Sam Walton: Visionary of Retail*.
2. **SHOW IT:** Cut out the cards and put them in order on the accordion strip.
3. **EXPLAIN IT:** Tell a partner how each card leads to the next one.

✂ Cut out the accordion strip on the dashed line. Fold on each solid line, back and forth like a fan.

Event 1	Event 2	Event 3	Event 4
glue card here	glue card here	glue card here	glue card here
then →	then →	then →	end

EXPLAIN IT: Tell how the first card leads to the last card.

TEKS Connection: 3.7D, 3.7E **Why It Matters:** Students retell the source in logical order and represent the sequence with a hands-on model, keeping the meaning of the text.

Cut-Out Pieces: Sam Walton

Accordion Timeline

Grade 3 • Cluster 5
Extended Constructed Response:
Paired Passages

These pieces go with page 8. Cut on the dashed lines only.

✂ Cut out the cards. Glue them on the strip in the order they happen.

A In 1962, Sam opens a small store in Rogers, Arkansas, called Walmart.	B Sam is born in 1918 and helps his family during the Great Depression.	C Walmart grows into a huge company that creates jobs.	D After college, Sam watches how customers shop at a retail store.
--	--	---	---

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *Henry Ford: Visionary of Travel* and *Sam Walton: Visionary of Retail*. The sentence on the flap shows where it is.
2. **SHOW IT:** Under each flap, write what the word means and sketch it.
3. **USE IT IN WRITING:** Write your own sentence using the word.

Under the flaps: glue this page part into your notebook first. Then glue each flap from the Cut-Out Pieces page on top of its matching box.

affordable

My meaning:

My sentence using the word:

Sketch

assembly line

My meaning:

My sentence using the word:

Sketch

retail

My meaning:

My sentence using the word:

Sketch

determination

My meaning:

My sentence using the word:

Sketch

TEKS Connection: 3.7F, 3.7E **Why It Matters:** Students use newly acquired vocabulary from the passage in their own sentences and illustrate each meaning, which TEKS 3.7E names as meaningful interaction with a source.

Cut-Out Pieces: Word Flaps

Grade 3 • Cluster 5
Extended Constructed Response: Paired Passages

These pieces go with page 10. Cut on the dashed lines only.

✂ Cut on the dashed lines. Fold each glue tab on the solid line.

glue tab	glue tab
affordable "A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars." lift the flap	assembly line "Henry Ford also introduced a new way of building cars called the moving assembly line." lift the flap
glue tab	glue tab
retail "After college, he took a job at a retail store and carefully observed how customers shopped." lift the flap	determination "Sam Walton's determination to help families save money changed the way people shop and left a lasting mark on communities across the country." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *Henry Ford: Visionary of Travel* and *Sam Walton: Visionary of Retail*.
2. **SHOW IT:** Build the spinner, spin, and talk about the question in the window.
3. **EXPLAIN IT:** Point to the words in the passage that prove your answer.

Talk questions:

1. What problem did Henry Ford see?
2. What problem did Sam Walton see?
3. How are their ideas alike?
4. How are their ideas different?
5. What does "visionary" mean for these two men?
6. Which idea changed daily life more? Why?

Spin, then talk with a partner. Point to the words in the passage that prove your answer. Record one idea you said and one idea your partner said.

I said:

My partner said:

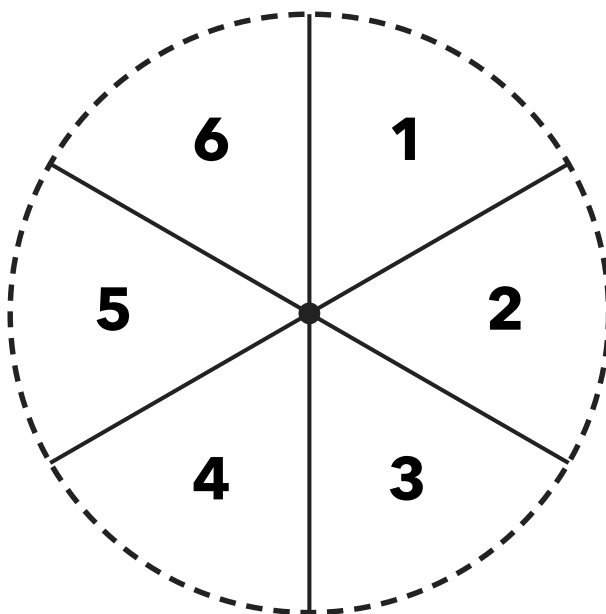
Cut-Out Pieces: Talk It Out Spinner

Grade 3 • Cluster 5
Extended Constructed Response: Paired
Passages

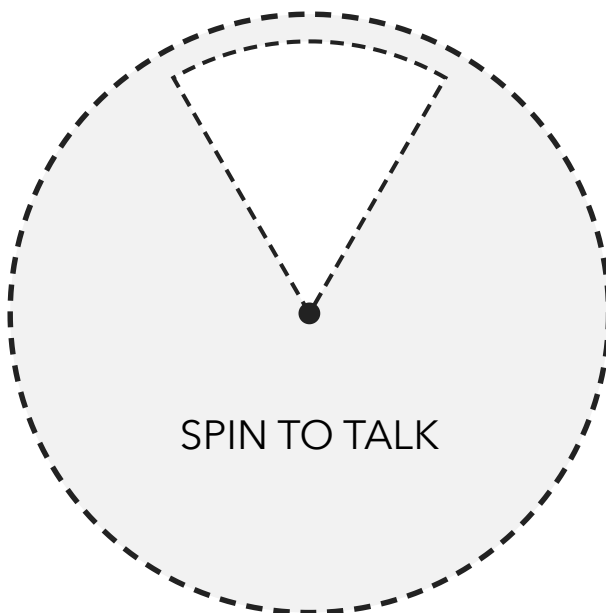
These pieces go with page 12. Cut on the dashed lines only.

✂ Cut out both circles on the dashed lines. Cut out the window on the top circle. Push a brass fastener through both centers, top circle on top.

BOTTOM CIRCLE



TOP CIRCLE



Name: _____

Date: _____

Fold-Open Case File: Student Directions

1. **FIND IT:** Read each prompt in the case file.
2. **SHOW IT:** Circle the topic, box the action, and triangle the clue word.
3. **CHOOSE IT:** Name the writing job: WHAT, WHY, or HOW.

✂ Cut on the dashed line. Fold the case file closed on the solid line. Glue the back into your notebook.

CASE FILE: The Prompts

Case 1. How did Henry Ford and Sam Walton help everyday families?

Case 2. Why was the assembly line important?

Case 3. What did Sam Walton notice about stores?

On each prompt: ○ circle the topic (noun), □ box the action (verb), △ triangle the clue word.

DETECTIVE NOTES

#	○ Topic	□ Action	△ Clue word	The writing job (circle one)
1				WHAT WHY HOW
2				WHAT WHY HOW
3				WHAT WHY HOW

Pick one case. What must your answer do?

TEKS Connection: 3.11A **Why It Matters:** Students unpack exactly what a prompt asks (topic, action, and the WHAT, WHY, or HOW job) before planning a first draft for that purpose.

TEKS 3.11A: 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.

R1, R2, R3 Conclusion Fold-Out

Grade 3 • Cluster 5
Extended Constructed Response: Paired Passages

Name: _____

Date: _____

Fold-Out Organizer: Student Directions

1. **SHOW IT:** Cut out the fold-out and fold each door on its solid line.
2. **CHOOSE IT:** Under each door, plan that part of your response.
3. **EXPLAIN IT:** Read your plan to a partner from top to bottom.

Prompt: How did Henry Ford and Sam Walton both help everyday families?

✂ Cut out the fold-out on the outside dashed line. Cut the dashed lines between doors. Fold each door open on its solid line and plan underneath.

R1: Restate

Say your thesis (central idea) in new words.

R2: Reference

Name your evidence from both texts together.

R3: Reflect

Share the larger lesson. No new evidence.

Under each door: write your plan for that part in words or a quick sketch.

TEKS Connection: 3.11B(i) **Why It Matters:** Students organize a conclusion with purposeful structure, restating, referencing, and reflecting without adding new evidence.

TEKS 3.11B(i): Develop drafts into a focused, structured and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.

Paired Response Puzzle

Grade 3 • Cluster 5
Extended Constructed Response: Paired Passages

Name: _____

Date: _____

Cut and Arrange Puzzle: Student Directions

1. **FIND IT:** Cut out the strips and reread the passage.
2. **CHOOSE IT:** One strip is true but does not belong. Glue it in Distractor Jail and tell why.
3. **EXPLAIN IT:** Glue the other strips in order on the response mat. Glue the tab into your notebook.

✂ Response mat: cut on the dashed lines • fold the glue tab on the solid line

Question: How did Henry Ford and Sam Walton both help everyday families?

1 Introduction: thesis (central idea)

2 Body: Ford evidence

3 Body: Walton evidence

4 Conclusion: R1, R2, R3

DISTRACTOR JAIL

Glue the strip that is true
but does NOT belong.

Why doesn't it belong?

GLUE TAB • glue into notebook

TEKS Connection: 3.11B(i), 3.11B(ii), 3.7C **Why It Matters:** Students organize a thesis (central idea), evidence, and explanation with purposeful structure and reject a detail that does not answer the question.

TEKS 3.11B(i): Develop drafts into a focused, structured and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion. Also: 3.11B(ii), 3.7C

Cut-Out Pieces: Paired Response Puzzle

Grade 3 • Cluster 5
Extended Constructed Response: Paired
Passages

These pieces go with page 16. Cut on the dashed lines only.

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** R1, R2, R3: Both men put important things within reach, and their bold ideas show that one person can change daily life.

✂ **STRIP B** Walton sold goods at low prices. The text says, "Customers liked finding many items in one place at prices they could afford."

✂ **STRIP C** Henry Ford and Sam Walton both helped everyday families by making things they needed more affordable.

✂ **STRIP D** Ford made cars families could buy. The text says, "Many families who had never owned a car before were finally able to buy one."

✂ **STRIP E** The text says, "He was born in 1863 on a farm in Michigan."

Name: _____

Date: _____

Pull-Tab Slider: Student Directions

1. **SHOW IT:** Build the pull tab frame.
2. **CHOOSE IT:** For each panel, rewrite the start sentence using that revision move.
3. **USE IT IN WRITING:** Write your best revised sentence at the bottom.

✂ Cut the two slits in the frame on the dashed lines. Cut out the pull tab and thread it through the slits so one panel shows at a time.

Start here: Ford made cars. The cars were cheap. Families got them.

✂ Pull tab

ADD: add a detail from the passage

DELETE: take out words that repeat or do not help

COMBINE: join two short sentences

WORD CHOICE: trade a broad word for a precise word

PULL ↓

My best sentence:

TEKS Connection: 3.11C **Why It Matters:** Students revise a draft by adding, deleting, combining, and rearranging ideas and by choosing precise words, so the writing is clearer and more coherent.

TEKS 3.11C: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Name: _____

Date: _____

Sticker Edit: Student Directions

1. **FIND IT:** Read each sentence and find the mistake.
2. **SHOW IT:** Glue on the sticker that names the fix.
3. **USE IT IN WRITING:** Rewrite the sentence correctly.

Glue the right sticker in the box next to each sentence. Some sentences need two stickers.

1. In 1903, Ford starts the Ford Motor Company.

sticker

Fix it:

2. Sam delivered newspapers milked cows and did small jobs.

sticker

Fix it:

3. Walmart opened in rogers arkansas.

sticker

Fix it:

4. Long ago, most people travel by horse and wagon.

sticker

Fix it:

TEKS Connection: 3.11D(ii), 3.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including past, present, and future verb tense and commas in a series.

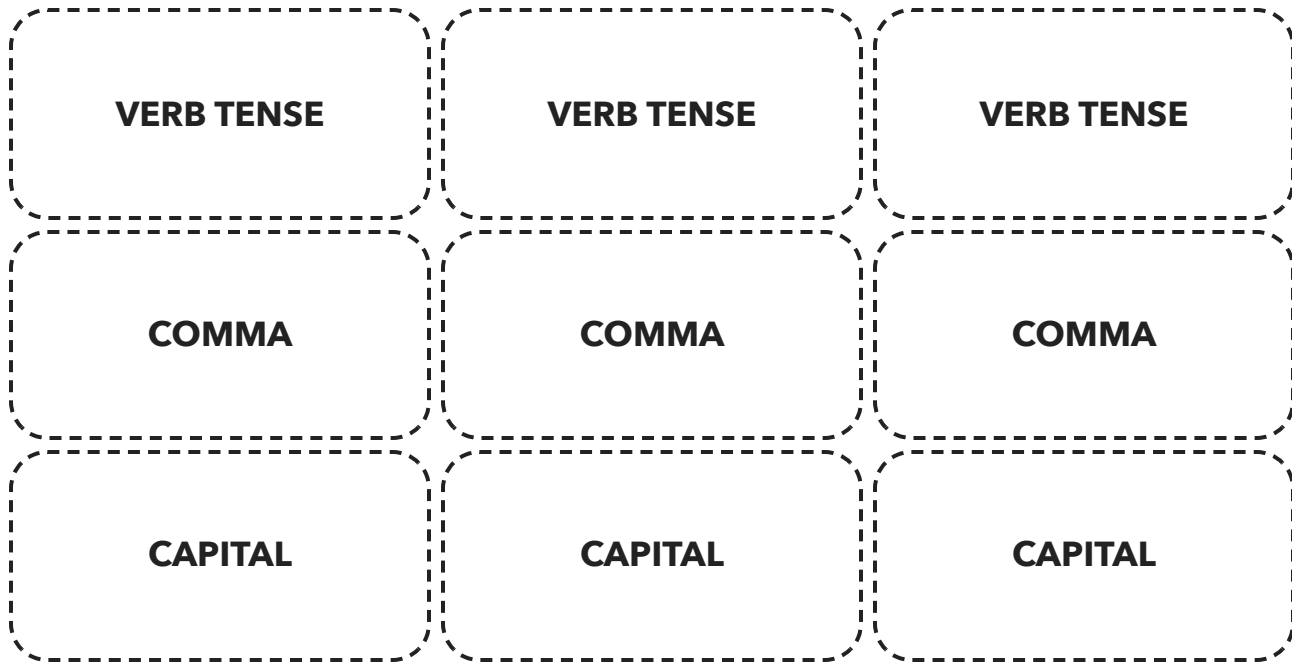
TEKS 3.11D(ii): Edit drafts using standard English conventions, including past, present, and future verb tense. Also: 3.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 3 • Cluster 5
Extended Constructed Response: Paired Passages

These pieces go with page 19. Cut on the dashed lines only.

✂ Cut out the editing stickers on the dashed lines.



Grade 3 • Cluster 5

Extended Constructed Response: Paired Passages

Date:

1. **FIND IT:** Take out your cards and notes from the earlier pages.
2. **CHOOSE IT:** Pick the strongest evidence for this prompt.
3. **USE IT IN WRITING:** Write your response on the lines. Then check your writing.

fold up on the solid line · glue the sides

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

- I used evidence from both passages.
- My evidence is exact, in quotation marks.
- R1 restates, R2 references, R3 reflects.
- I did not add new evidence in my conclusion.

TEKS 3.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. Also: 3.7C, 3.11B(i)

Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *Henry Ford: Visionary of Travel* and *Sam Walton: Visionary of Retail* that support it, one in each patch.
3. **SHOW IT:** In the border, illustrate a new vocabulary word and use it in a sentence. Cut on the outer edge.

BORDER: Vocabulary word	EVIDENCE PATCH 1: Copy the words exactly.	BORDER: Illustrate the word
EVIDENCE PATCH 2	CENTER: My Thesis (Central Idea) How did Henry Ford and Sam Walton help everyday families?	EVIDENCE PATCH 3
BORDER: Use the word in a sentence	EVIDENCE PATCH 4	Quilt square for this cluster • Quilt maker:

Growing the Quilt: Punch a hole in each corner. Tie this square to classmates' squares with yarn for the class quilt, or keep it in your folder: your personal quilt grows by one square every cluster.

TEKS Connection: 3.7C, 3.7E, 3.7F **Why It Matters:** Students return to the source for evidence that supports their thesis (central idea), illustrate a key word, and use newly acquired vocabulary, and the square joins a quilt that shows growth across the year.

Page 4: Paired Passage Pocket Sort

Henry Ford: 1, 4

Sam Walton: 2, 5

Both: 3, 6

Both visionaries found ways to make things affordable for everyday families; accept "worked hard" under Both if the student cites Ford experimenting for many hours.

Page 6: Paired Evidence Vault

Vault 1: "Many families who had never owned a car before were finally able to buy one." **Vault 2:** "This made building cars faster and less expensive." **Vault 3:** "His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them." **Vault 4:** "Customers liked finding many items in one place at prices they could afford." Each shows the visionary made something affordable for families.

Page 8: Sam Walton Accordion Timeline

Correct order: B (born 1918, Great Depression), D (retail job), A (opens Walmart in 1962), C (Walmart grows)

Page 10: Word Flaps

affordable: costing an amount people are able to pay

assembly line: a way of building where parts move down a line and are added step by step

retail: selling goods to customers in a store

determination: not giving up when something is hard

Sentences and sketches will vary. Look for the word used correctly and a sketch that matches its meaning in the passage.

Page 12: Talk It Out Spinner

Answers will vary. Look for evidence from both passages, for example: both lowered costs so everyday families could buy what they needed.

Page 14: Question Detective Case File

1	Henry Ford, Sam Walton, families	help	How	HOW: explain the way (both texts)
2	assembly line	was (important)	Why	WHY: give reasons
3	Sam Walton, stores	notice	What	WHAT: name and describe

Page 15: R1, R2, R3 Conclusion Fold-Out

Model: R1: Ford and Walton both made life easier for ordinary families. R2: Affordable cars and low prices put important things within reach. R3: One person with a bold idea can change how a whole country lives.

Page 16: Paired Response Puzzle

Introduction	Strip C: Henry Ford and Sam Walton both helped everyday families by making things they needed more affordable.
Body	Strip D: Ford made cars families could buy. The text says, "Many families who had never owned a car before were finally able to buy one."
Body	Strip B: Walton sold goods at low prices. The text says, "Customers liked finding many items in one place at prices they could afford."
Conclusion	Strip A: R1, R2, R3: Both men put important things within reach, and their bold ideas show that one person can change daily life.

Distractor Jail, Strip E: It is true, but where Ford was born does not show how he helped families.

Page 18: Revision Pull Tab

Model: *Ford built the Model T, an affordable car, so many families could buy one for the first time.* Accept revisions that combine with so or and, add a detail, and replace "cheap" with "affordable."

Page 19: Editing Stickers

1. [VERB TENSE] In 1903, Ford started the Ford Motor Company.
2. [COMMA] Sam delivered newspapers, milked cows, and did small jobs.
3. [CAPITAL, COMMA] Walmart opened in Rogers, Arkansas.
4. [VERB TENSE] Long ago, most people traveled by horse and wagon.

Page 21: My Paired Passage Conclusion

Look for evidence from both texts and a three-part conclusion with no new evidence.

Page 22: Thinking Quilt Square

Center: Henry Ford and Sam Walton both helped families by making things more affordable.

Patch 1: "Henry Ford believed that cars should be available for everyday families."

Patch 2: "Many families who had never owned a car before were finally able to buy one."

Patch 3: "His plan was simple but bold: sell many different products at lower prices so that everyday families could afford them."

Patch 4: "Customers liked finding many items in one place at prices they could afford."

Border: affordable. Sentence: The Model T was an affordable car. Sketch: a simple car with a price tag
Accept any evidence copied word for word that supports the student's thesis (central idea).