

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 4 InterActivity Writer's Notebook

Cluster 5: Extended Constructed Response: Paired Passages

Cluster 5**13 Hands-On Pages****Framework: RRR**

Passages: *Looking Back to Move Forward* and *Voices That Shaped Texas*

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 4 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. 4.12 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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Extended Constructed Response: Paired Passages

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TEKS in this book: 4.7C, 4.7D, 4.7E, 4.7F, 4.7G, 4.11A, 4.11B(i), 4.11B(ii), 4.11C, 4.11D(i), 4.11D(x), 4.12B

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *Looking Back to Move Forward* and *Voices That Shaped Texas* 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.

Question: Which sentences show how Renaissance ideas changed art and government?

✂ 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.

Changes in Ideas	Other True Details
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: 4.7C 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 4.7C: Use text evidence to support an appropriate response.

Cut-Out Pieces: Idea Sort

Grade 4 • 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 "Artists like Raphael wanted their work to look real."

2 "They showed people with clear details and expressions."

3 "They began to believe that citizens should have a voice."

4 "Ava leaned forward as her teacher showed a painting on the board."

5 "Lydia Mendoza was one of those artists."

6 "Their songs and stories are still remembered."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *Looking Back to Move Forward* and *Voices That Shaped Texas*.
2. **CHOOSE IT:** Copy the exact sentence that answers the question.
3. **EXPLAIN IT:** Tell why the evidence is Connected, Specific, and Important.

Question: Why did looking back help people move forward?

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?

TEKS Connection: 4.7C, 4.11B(ii) **Why It Matters:** Students select the strongest text evidence and justify why it belongs, which connects text evidence (4.7C) to relevant details that develop an idea (4.11B(ii)).

Cut-Out Pieces: Evidence Vault

Grade 4 • 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 Find the sentence about a time of change	VAULT 2 Find the sentence about art looking real
glue tab · fold on solid line	
VAULT 3 Find the sentence about citizens having a voice	

Looking Back Timeline

Grade 4 • Cluster 5
Extended Constructed Response: Paired Passages

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *Looking Back to Move Forward* and *Voices That Shaped Texas*.
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. This strip comes in two rows: tape the end of row 1 to the start of row 2.

Event 1	Event 2	Event 3
glue card here	glue card here	glue card here
then →	then →	then →
Event 4	Event 5	
glue card here	glue card here	
then →	end	

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

TEKS Connection: 4.7D, 4.7E **Why It Matters:** Students retell and summarize the source in logical order, keeping its meaning, and represent the sequence with a hands-on model.

TEKS 4.7D: Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Also: 4.7E

Cut-Out Pieces: Looking Back Timeline

Grade 4 • 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 Art showed real people as thoughtful and important	B Government ideas gave citizens voice and fairness	C Ava sees a painting of thinkers sharing ideas
D Ava sees hope in changing ideas	E Teacher says people studied Greece and Rome again	

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *Looking Back to Move Forward* and *Voices That Shaped Texas*. 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.

Renaissance

My meaning:

My sentence using the word:

Sketch

Artists

My meaning:

My sentence using the word:

Sketch

powerless

My meaning:

My sentence using the word:

Sketch

together

My meaning:

My sentence using the word:

Sketch

TEKS Connection: 4.7F, 4.7E **Why It Matters:** Students use newly acquired vocabulary from the passage in their own sentences and illustrate each meaning, which TEKS 4.7E names as meaningful interaction with a source.

Cut-Out Pieces: Word Flaps

Grade 4 • 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 Renaissance "Her teacher explained that the Renaissance was a time of change in Europe." lift the flap glue tab	glue tab Artists "Artists like Raphael wanted their work to look real." lift the flap glue tab
powerless "They believed people should not feel powerless." lift the flap	together "Their music brought people together and gave others a chance to be heard." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *Looking Back to Move Forward* and *Voices That Shaped Texas*.
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. How did Renaissance art show people as thoughtful and important?
2. Why did citizens want a voice in government?
3. How did Lydia Mendoza share culture through songs in Spanish?
4. How did Julius Lorenzo Cobb Bledsoe break barriers with talent?
5. Why do songs and stories still get remembered today?
6. How do both passages show ideas bringing people together?

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:

TEKS Connection: 4.7G, 4.7C **Why It Matters:** Students discuss specific ideas that are important to the meaning of the text and point to the words that prove their thinking.

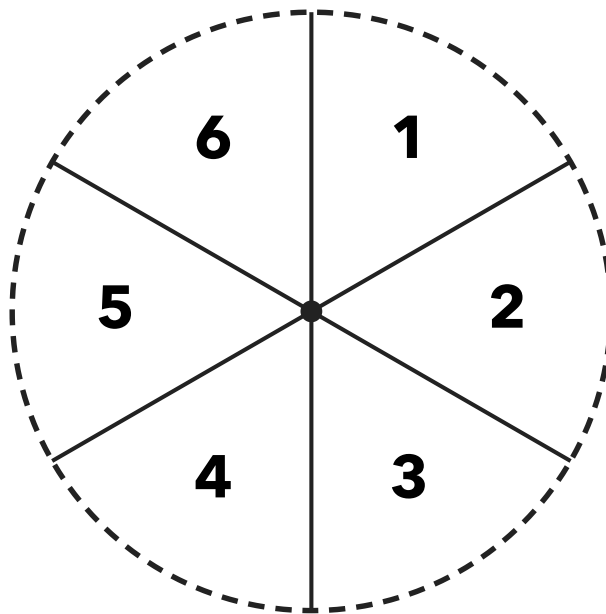
Cut-Out Pieces: Talk It Out Spinner

Grade 4 • Cluster 5
Extended Constructed Response: Paired
Passages

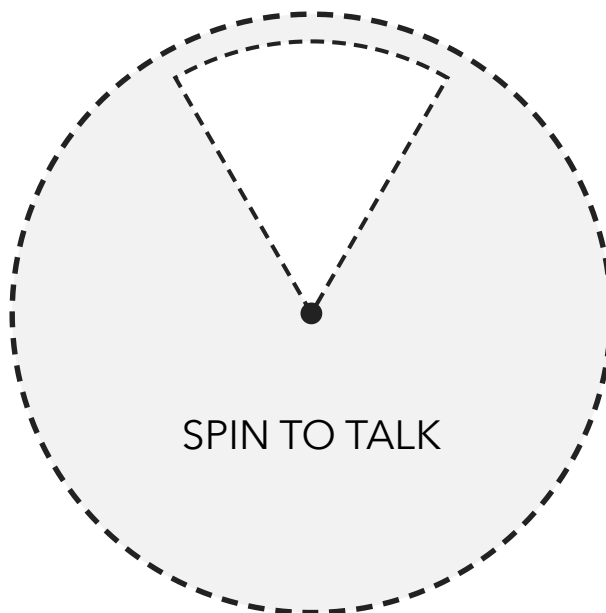
These pieces go with page 12. Cut on the dashed lines only.

✂ 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

- FIND IT:** Read each prompt in the case file.
- SHOW IT:** Circle the topic, box the action, and triangle the clue word.
- 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. What did Renaissance art show about people?

Case 2. Why should citizens have a voice?

Case 3. How did singers shape Texas culture?

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: 4.11A **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 4.11A: 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.

Mystery Prompt Generator

Grade 4 • Cluster 5
Extended Constructed Response: Paired Passages

Name: _____

Date: _____

Flip-Strip Generator: Student Directions

1. **SHOW IT:** Cut, stack, and staple the card piles so they flip.
2. **CHOOSE IT:** Flip to build prompts and write three of them.
3. **EXPLAIN IT:** Star the one you can answer best with evidence.

✂ Cut out each card. Stack each set in its own pile. Staple each pile across the top onto your notebook page so the cards flip.

Clue Word (staple here)	Topic (staple here)	Action (staple here)
What	Renaissance art	show
Why	citizen voice	explain
How	Tejano music	compare
Which	brave singers	describe

Flip and build. Flip one card in each pile to make a prompt. Write three prompts you built.

CHOOSE IT: Star the prompt you could answer best with evidence from the passage. Circle its topic, box its action, and triangle its clue word.

TEKS Connection: 4.11A **Why It Matters:** Students build prompts from topics, actions, and clue words, which prepares them to plan a first draft for a clear topic, purpose, and audience.

TEKS 4.11A: 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.

Grade 4 • Cluster 5

Extended Constructed Response: Paired Passages

Date: _____

Page 16 © The Writing Academy, LLC

Date:

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.

GLUE TAB • glue into notebook

Page 17 © The Writing Academy, LLC

These pieces go with page 17. Cut on the dashed lines only.

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** Looking back and sharing songs helped people grow fairer and closer.

✂ **STRIP B** Next, citizens gained a voice in government. The text says, "They began to believe that citizens should have a voice."

✂ **STRIP C** So looking back brought hope when ideas changed. The text says, "It showed a hopeful time when ideas were changing."

✂ **STRIP D** First, art showed real and thoughtful people. The text says, "They showed people with clear details and expressions."

✂ **STRIP E** Lydia sang songs that reached many fans in Texas. The text says, "Lydia Mendoza was one of those artists."

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: The painting was nice. The songs were nice. I liked 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 with a transition or conjunction

WORD CHOICE: trade a broad word for a precise word

PULL ↓

My best sentence:

TEKS Connection: 4.11C **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 4.11C: 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. Art showed real people and government gave citizens a voice.

sticker

Fix it:

2. texas singers shared songs about everyday life.

sticker

Fix it:

3. Music brought people together and art showed thoughtful faces.

sticker

Fix it:

4. Ava saw hope in the painting

sticker

Fix it:

TEKS Connection: 4.11D(x), 4.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including punctuation marks with commas in compound sentences.

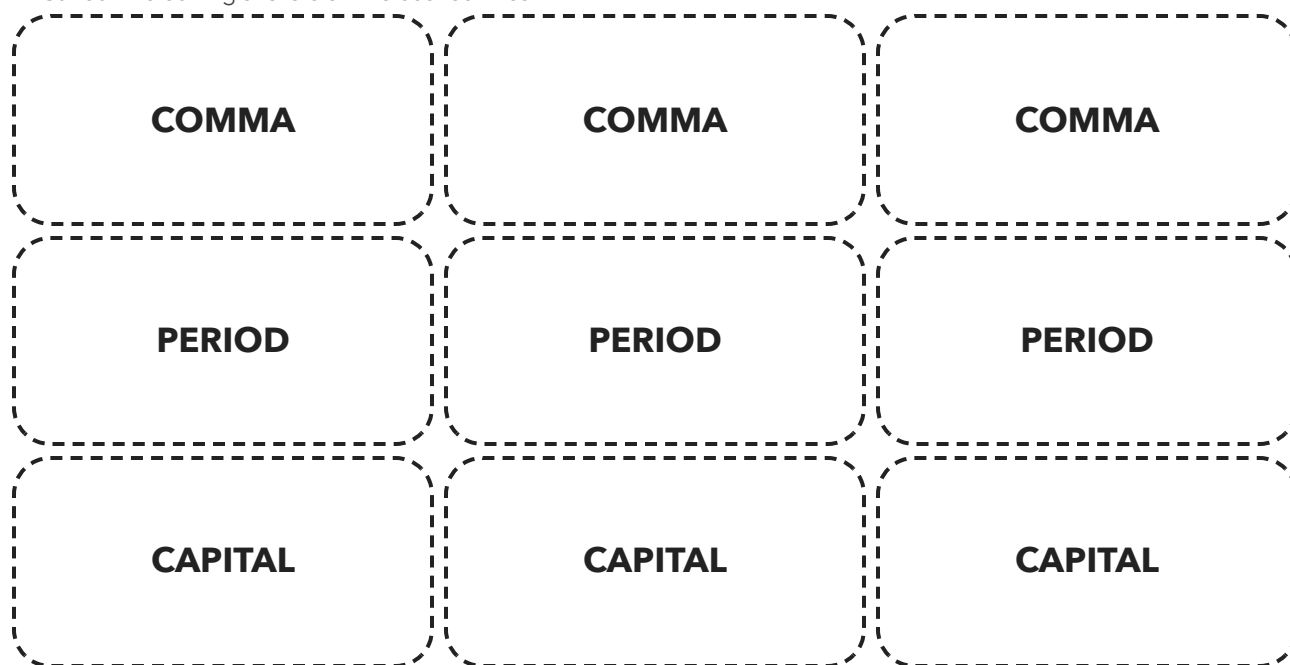
TEKS 4.11D(x): Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue. Also: 4.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 4 • Cluster 5
Extended Constructed Response: Paired Passages

These pieces go with page 20. Cut on the dashed lines only.

✂ Cut out the editing stickers on the dashed lines.



Name: _____

Date: _____

Pocket and Compose: Student Directions

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.

Evidence Pocket: keep your cut cards and vault notes here while you write.

fold up on the solid line · glue the sides

Write a short informational piece about how looking back helped people in both passages. Start with your thesis (central idea), use details from both passages, and end with RRR.

Check my writing:

- I wrote a clear thesis (central idea)
- I used details from both passages
- I used transitions to link ideas
- I ended with RRR and no new evidence

TEKS Connection: 4.12B, 4.7C, 4.11B(i) **Why It Matters:** Students compose an informational text with a clear central idea, genre characteristics, and craft, supported by text evidence.

TEKS 4.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. Also: 4.7C, 4.11B(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 *Looking Back to Move Forward* and *Voices That Shaped Texas* 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		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: 4.7C, 4.7E, 4.7F **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: Idea Sort

Changes in Ideas: 1, 2, 3

Other True Details: 4, 5, 6

Pocket 0 shows real art and citizen voice while pocket 1 gives other true facts.

Page 6: Evidence Vault

Vault 1: "Her teacher explained that the Renaissance was a time of change in Europe." *Why:* It is connected because it names the change and it is important because it starts the lesson

Vault 2: "Artists like Raphael wanted their work to look real." *Why:* It is specific because it names real art and it is important because it shows respect for people

Vault 3: "They began to believe that citizens should have a voice." *Why:* It is connected because it shows fair government and it is important because it gives hope

Page 8: Looking Back Timeline

Correct order: C (Seeing the Painting), E (Learning the Past), A (Real Art), B (Voice in Government), D (Hopeful Change)

Model summary: Ava learns the Renaissance looked back to Greece and Rome to make art real and government fair.

Page 10: Word Flaps

Renaissance: a time long ago when art and ideas changed a lot

Artists: people who make art like paintings

powerless: feeling like you have no voice or choice

together: with each other in one group

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

Strong answers point to real art, fair voice, shared songs, brave talent, lasting memory, and togetherness.

Page 14: Question Detective Case File

1	Renaissance art	show	What	WHAT: tell facts
2	citizen voice	explain	Why	WHY: give reasons
3	Texas singers	describe	How	HOW: tell steps

Page 15: Mystery Prompt Generator

Prompts will vary. Model: How did Renaissance art show real people? Students circle the topic, box the action, and triangle the clue word.

Page 16: RRR Strong Ending Planner

R1 say looking back made life fair, R2 join real art and shared songs, R3 reflect hope when voices join.

Page 17: Bridge Builder

1	Strip A: Looking back and sharing songs helped people grow fairer and closer.
2	Strip D: First, art showed real and thoughtful people. The text says, "They showed people with clear details and expressions."
3	Strip B: Next, citizens gained a voice in government. The text says, "They began to believe that citizens should have a voice."
4	Strip C: So looking back brought hope when ideas changed. The text says, "It showed a hopeful time when ideas were changing."

Distractor Jail, Strip E: It does not belong because it is about Texas music, not the bridge point in this set.

Page 19: Revision Pull Tab

Model: *Both passages show looking back helped people grow. First, Renaissance art showed real people and government gave citizens a voice. Next, Texas singers shared culture and brought listeners together. So old ideas and shared songs can make life fairer.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [COMMA] Art showed real people, and government gave citizens a voice.
2. [CAPITAL] Texas singers shared songs about everyday life.
3. [COMMA] Music brought people together, and art showed thoughtful faces.
4. [PERIOD] Ava saw hope in the painting.

Page 22: My Evidence Bridge

A strong response states a clear thesis (central idea), joins art and song proof with transitions, and ends with RRR. Model opening: Looking back helped people in both passages grow fairer and closer.

Page 23: Thinking Quilt Square

Center: Looking back and sharing songs helped people see others as important and grow closer.

Patch 1: "They showed people with clear details and expressions."

Patch 2: "They began to believe that citizens should have a voice."

Patch 3: "People felt connected to her music because it sounded like their own experiences."

Patch 4: "Their music brought people together and gave others a chance to be heard."

Border: Renaissance. Sentence: The Renaissance was a time when art and ideas changed. Sketch: Draw Ava looking at thinkers in a grand hall.

Accept any evidence copied word for word that supports the student's thesis (central idea).