

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 5 InterActivity Writer's Notebook

Cluster 1: Short Constructed Response

Cluster 1**13 Hands-On Pages****Framework: CSI**

Passages: *From Tension to Revolution* and *The Ocean Lesson*

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 5 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. 5.12 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: 5.7C, 5.7D, 5.7E, 5.7F, 5.7G, 5.11A, 5.11B(i), 5.11B(ii), 5.11C, 5.11D(i), 5.12B

Sort the Causes

Grade 5 • Cluster 1
Short Constructed Response

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *From Tension to Revolution* and *The Ocean Lesson* 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 details explain why the colonies wanted independence from Great Britain?

✂ 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.

Why independence	Background only
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: 5.7C **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 5.7C: Use text evidence to support an appropriate response.

Cut-Out Pieces: Sort the Causes

Grade 5 • Cluster 1
Short Constructed Response

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 "It required colonists to pay taxes on printed materials such as newspapers and legal documents."

2 "Colonists strongly opposed this law because they had no representatives in Parliament."

3 "In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

4 "Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time."

5 "Many colonists considered themselves loyal to the king."

6 "Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *From Tension to Revolution* and *The Ocean Lesson*.
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 the colonists decide to break away from Great Britain?

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: 5.7C, 5.11B(ii) **Why It Matters:** Students select the strongest text evidence and justify why it belongs, which connects text evidence (5.7C) to relevant details that develop an idea (5.11B(ii)).

Cut-Out Pieces: Evidence Vault

Grade 5 • Cluster 1
Short Constructed Response

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 why the new taxes started.	VAULT 2 Find the sentence about the colonists' main complaint.
glue tab · fold on solid line	
VAULT 3 Find the sentence about the harsh punishment.	

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *From Tension to Revolution* and *The Ocean Lesson*.
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 glue card here then →	Event 2 glue card here then →	Event 3 glue card here then →
Event 4 glue card here then →	Event 5 glue card here end	

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

TEKS Connection: 5.7D, 5.7E **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 5.7D: Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Also: 5.7E

Cut-Out Pieces: Road to Revolution

Grade 5 • Cluster 1
Short Constructed Response

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 Great Britain owed money after the French and Indian War.

B So Parliament taxed the colonies on printed materials.

C Fights like the Boston Massacre and the Boston Tea Party raised the tension.

D Colonists spoke out against being taxed without a voice.

E The Intolerable Acts united the colonies and led them to fight for independence.

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *From Tension to Revolution* and *The Ocean Lesson*. 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.

colonists

My meaning:

My sentence using the word:

Sketch

Parliament

My meaning:

My sentence using the word:

Sketch

instinct

My meaning:

My sentence using the word:

Sketch

coordinated

My meaning:

My sentence using the word:

Sketch

TEKS Connection: 5.7F, 5.7E **Why It Matters:** Students use newly acquired vocabulary from the passage in their own sentences and illustrate each meaning, which TEKS 5.7E names as meaningful interaction with a source.

Cut-Out Pieces: Word Flaps

Grade 5 • Cluster 1
Short Constructed Response

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 colonists "Many colonists considered themselves loyal to the king." lift the flap glue tab	glue tab Parliament "Colonists strongly opposed this law because they had no representatives in Parliament." lift the flap glue tab
instinct "Their instinct guided them through the transition from sand to ocean, increasing their chances of survival during a dangerous moment." lift the flap	coordinated "She stopped in front of a large tank where a group of orcas swam together in coordinated patterns." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *From Tension to Revolution* and *The Ocean Lesson*.
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. Why did the new taxes make so many colonists angry?
2. How did the Boston Massacre change the way colonists felt about British authority?
3. In what ways did the Intolerable Acts bring the colonies closer together?
4. How are the turtles and the orcas different in the way they learn to survive?
5. Why do you think the turtles do not need to be taught where to go?
6. How can teamwork help a group succeed, as it does for the orcas?

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:

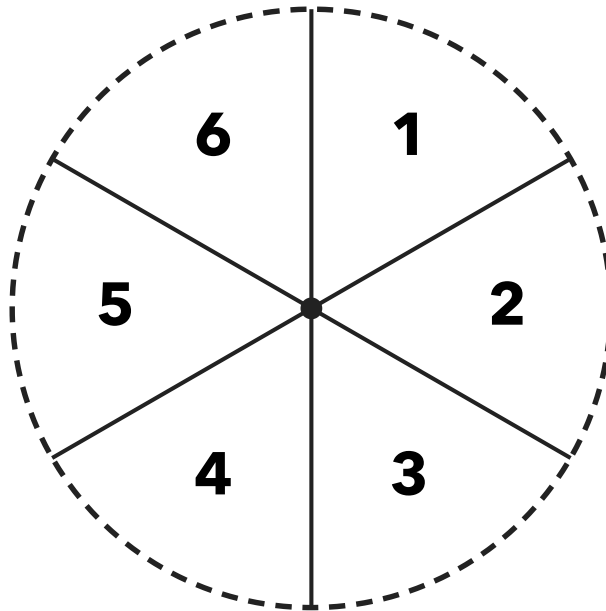
Cut-Out Pieces: Talk It Out Spinner

Grade 5 • Cluster 1
Short Constructed Response

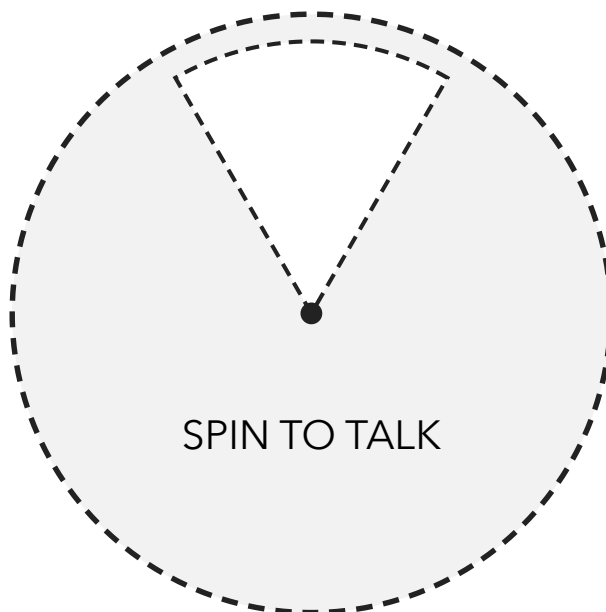
These pieces go with page 12. Cut on the dashed lines only.

✂ 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. Why did colonists oppose the Stamp Act?

Case 2. How did the Intolerable Acts change the colonies?

Case 3. How do orcas learn to work as a team?

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: 5.11A **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 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.

Mystery Prompt Generator

Grade 5 • Cluster 1
Short Constructed Response

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)
Why	colonists and taxes	oppose
How	the Boston Tea Party	explain
Should	turtles and instinct	survive
Which	orcas and teamwork	cooperate

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: 5.11A **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 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.

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: Plan how you will use one detail to answer the prompt about why the colonists wanted independence.

✂ 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.

C: Connects to the prompt	S: Strongly supports the idea	I: Infers what the detail means
Choose a detail that answers the exact question.	Pick the fact that clearly proves your point.	Tell what the detail shows in your own words.

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

TEKS Connection: 5.11A, 5.11B(i) **Why It Matters:** Students plan a first draft for a specific topic, purpose, and audience, mapping each part of the framework before they write.

TEKS 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. Also: 5.11B(i)

Grade 5 · Cluster 1
Short Constructed Response

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

Cut-Out Pieces: Build the Paragraph

Grade 5 • Cluster 1
Short Constructed Response

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

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** In the end, the growing conflict grew into the American Revolution and the creation of a new nation.

✂ **STRIP B** First, Great Britain needed money after the French and Indian War and turned to new taxes. The text says, "To recover money, Parliament placed new taxes on the colonies."

✂ **STRIP C** The guide taught Nyla about how orcas learn from each other. The text says, "The orcas relied on learning and teamwork over time."

✂ **STRIP D** These events mattered because they showed the colonists that their rights were being ignored and that they were stronger together.

✂ **STRIP E** Then, when colonists pushed back, Great Britain answered with harsh punishment. The text says, "In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

✂ **STRIP F** The colonists changed from loyal to rebellious because Great Britain taxed them without letting them have a voice.

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 colonists got mad at Britain. They had to pay taxes. Then there was a revolution.

✂ 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: 5.11C **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 5.11C: 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. The colonists was angry about the new taxes.

sticker

Fix it:

2. Parliament passed new taxes, the colonists did not like it.

sticker

Fix it:

3. Dumped tea into Boston Harbor.

sticker

Fix it:

4. The orcas learn, the turtles are born with instinct.

sticker

Fix it:

TEKS Connection: 5.11D(i), 5.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

TEKS 5.11D(i): Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

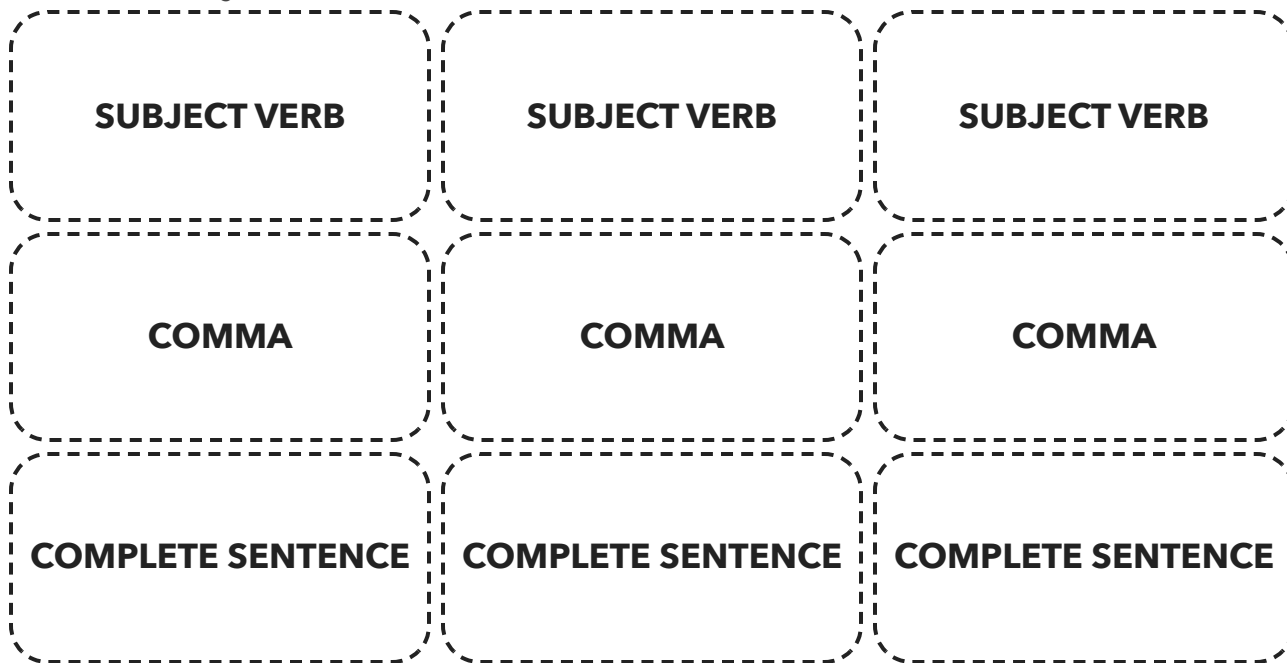
Also: 5.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 5 • Cluster 1
Short Constructed Response

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

✂ Cut out the editing stickers on the dashed lines.



Grade 5 · Cluster 1
Short Constructed Response

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

[illegible]

- My thesis (central idea) tells why the colonists changed.
- I used transitions to connect my ideas.
- I included specific facts and explained what they mean.
- My conclusion wraps up my big idea.

TEKS 5.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. Also: 5.7C, 5.11B(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 *From Tension to Revolution* and *The Ocean Lesson* 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) Why did the colonists come to want independence from Great Britain?	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: 5.7C, 5.7E, 5.7F **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: Sort the Causes

Why independence: 1, 2, 3

Background only: 4, 5, 6

The first three sentences name the taxes and harsh laws that pushed the colonies toward independence, while the other three give background facts that do not explain the reason.

Page 6: Evidence Vault

Vault 1: "To recover money, Parliament placed new taxes on the colonies." *Why:* This connects because it shows the money problem that began the colonists' anger, which is one key reason they later wanted independence.

Vault 2: "Colonists strongly opposed this law because they had no representatives in Parliament." *Why:* This is specific and important because it names the colonists' real problem, having no voice, which made many of them turn against British rule.

Vault 3: "In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights." *Why:* This connects because the harsh laws pushed the colonies closer together and moved them toward fighting for their freedom.

Page 8: Road to Revolution

Correct order: A (War debt), B (New taxes), D (No voice), C (Boston protests), E (United for freedom)

Model summary: After the French and Indian War, Great Britain taxed the colonies, colonists protested events like the Boston Tea Party, and the conflict grew into the American Revolution.

Page 10: Word Flaps

colonists: people who live in a settlement ruled by another country

Parliament: the group of leaders who make the laws for Great Britain

instinct: a behavior an animal is born already knowing how to do

coordinated: done together in an organized, planned way

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 passage details, use reasons or ways to explain, and go beyond restating the text by telling what each detail means.

Page 14: Question Detective Case File

1	colonists and the Stamp Act	oppose	Why	WHY: give reasons the colonists disagreed with the law
2	the Intolerable Acts and the colonies	change	How	HOW: explain the way the acts affected the colonies
3	orcas and teamwork	learn	How	HOW: explain the steps or ways the orcas learn together

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Why did colonists oppose the new taxes? Students circle the topic, box the action, and triangle the clue word.

Page 16: CSI Evidence Planner

C: The tax on printed materials connects to the prompt because it names a reason colonists were upset. S: A sentence like the one about having no representatives strongly supports the idea that colonists wanted a voice. I: This detail infers that the colonists felt their rights were ignored, so they wanted their own government.

Page 17: Build the Paragraph

1	Strip F: The colonists changed from loyal to rebellious because Great Britain taxed them without letting them have a voice.
2	Strip B: First, Great Britain needed money after the French and Indian War and turned to new taxes. The text says, "To recover money, Parliament placed new taxes on the colonies."
3	Strip E: Then, when colonists pushed back, Great Britain answered with harsh punishment. The text says, "In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."
4	Strip D: These events mattered because they showed the colonists that their rights were being ignored and that they were stronger together.
5	Strip A: In the end, the growing conflict grew into the American Revolution and the creation of a new nation.

Distractor Jail, Strip C: This sentence comes from the other passage and does not explain why the colonists wanted independence.

Page 19: Revision Pull Tab

Model: *The colonists grew angry with Great Britain because Parliament taxed them without giving them any representatives to speak for them. After events like the Boston Massacre and the Intolerable Acts, the colonies united and decided to fight for their independence, which led to the American Revolution.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [SUBJECT VERB] The colonists were angry about the new taxes.
2. [COMMA] Parliament passed new taxes, and the colonists did not like it.
3. [COMPLETE SENTENCE] The colonists dumped tea into Boston Harbor.
4. [COMMA] The orcas learn, and the turtles are born with instinct.

Page 22: Why They Revolted

A strong response names a clear reason, supports it with facts like the new taxes and the Intolerable Acts, and explains what those facts mean. Model opening: "The colonists began as loyal subjects, but new taxes and harsh laws pushed them to fight for independence."

Page 23: Thinking Quilt Square

Center: Thesis (central idea): The colonists wanted independence because Great Britain taxed them without a voice and punished them with harsh laws.

Patch 1: "To recover money, Parliament placed new taxes on the colonies."

Patch 2: "Colonists strongly opposed this law because they had no representatives in Parliament."

Patch 3: "In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people."

Patch 4: "In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

Border: representation. Sentence: The colonists wanted representation so their voices would be heard in Parliament.

Sketch: A colonist holding a sign that says "taxation without representation" beside a crate of tea in Boston Harbor.

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