

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 5 InterActivity Writer's Notebook

Cluster 3: Extended Constructed Response: Informational

Cluster 3**13 Hands-On Pages****Framework: CSI, TREES**

Passages: *Our Rights, Our Voices* and *A Voice of Their Own*

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), 5.11D(x), 5.12B

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *Our Rights*, *Our Voices* and *A Voice of Their Own* 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 tell about fair trials in court?

✂ 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.

Fair Trials	Other Rights
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: Fair Trials Sort

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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 "The Fifth says courts must treat you fair,"

2 "And follow laws with proper care."

3 "With a jury there to listen and care,"

4 "The First says you can speak your mind,"

5 "To keep and bear arms, day or night,"

6 "These rights protect us every day,"

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *Our Rights, Our Voices* and *A Voice of Their Own*.
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 leaders write down rights for people?

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

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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 making things fair	VAULT 2 Find the sentence about protecting us daily
glue tab · fold on solid line	
VAULT 3 Find the sentence about guiding laws	

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *Our Rights, Our Voices* and *A Voice of Their Own*.
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: 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: Rights in Order

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Extended Constructed Response: Informational

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 Last rights keep powers for states	B Middle rights promise safety and fair trials	C Leaders wrote down rights to make things fair	D First rights protect speech and belief
---	---	--	---

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *Our Rights*, *Our Voices* and *A Voice of Their Own*. 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.

freedoms

My meaning:

My sentence using the word:

Sketch

transmit

My meaning:

My sentence using the word:

Sketch

protective

My meaning:

My sentence using the word:

Sketch

punishments

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 3
Extended Constructed Response: Informational

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 freedoms "So people's freedoms would be there." lift the flap glue tab	glue tab transmit "And transmit ideas as others do." lift the flap glue tab
protective "The Fourth is protective of things and space," lift the flap	punishments "The Eighth says punishments must be fair," lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *Our Rights, Our Voices* and *A Voice of Their Own*.
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 central idea links all ten rights together?
2. How does free speech help a student share ideas?
3. Why is a fair trial important to justice?
4. How do rights guide laws in a fair way?
5. Why should powers stay with states and people?
6. How did a voice for colonists grow over time?

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:

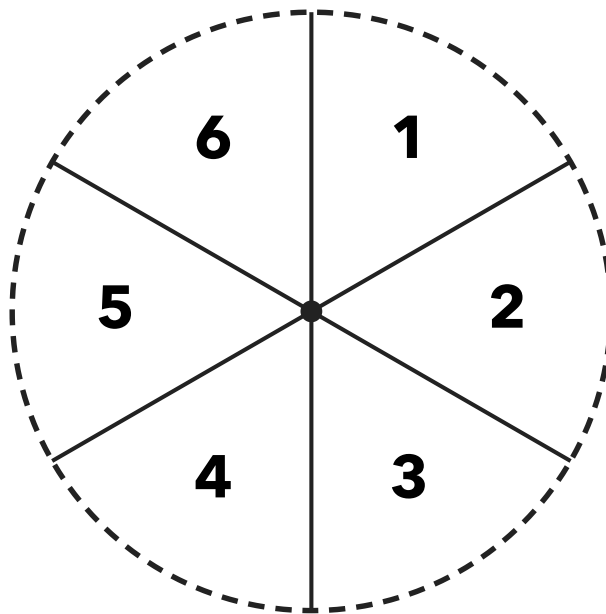
Cut-Out Pieces: Talk It Out Spinner

Grade 5 • Cluster 3
Extended Constructed Response:
Informational

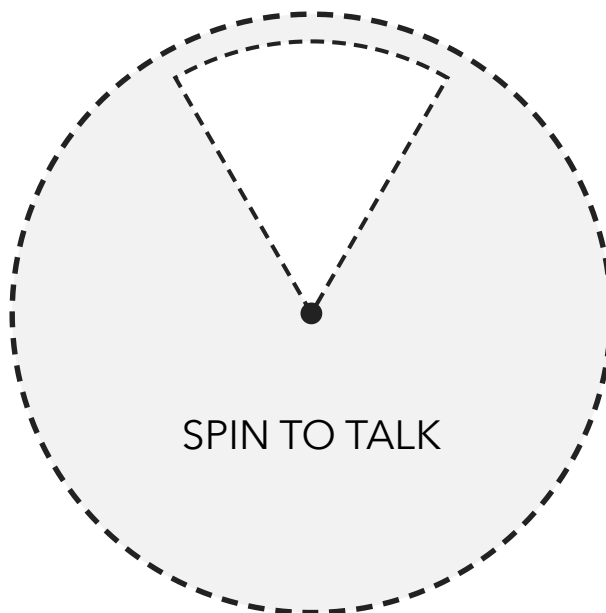
These pieces go with page 12. Cut on the dashed lines only.

✂ 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



Question Detective Case File

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Extended Constructed Response: Informational

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. What rights protect fairness for people?

Case 2. Why do fair trials protect people?

Case 3. How do laws guide fairness every day?

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

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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	rights	list
Why	freedoms	explain
How	courts	describe
Which	laws	tell

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 an informational response about how rights protect fairness.

✂ 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.

Thesis (central idea) State your central idea clearly	Reasons/Ways List two ways rights help	Evidence Pick exact lines to support
Explanation Tell what each fact means	Summary Restate idea and close warmly	

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)

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

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Cut-Out Pieces: Fair Courts Build

Grade 5 • Cluster 3
Extended Constructed Response: Informational

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

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** First, courts must be fair and careful. The text says, "The Fifth says courts must treat you fair,"

✂ **STRIP B** Rights promise fairness and protection in courts.

✂ **STRIP C** In conclusion, fair trials protect people every day.

✂ **STRIP D** Next, a jury listens with care. The text says, "With a jury there to listen and care,"

✂ **STRIP E** People can speak their minds freely. The text says, "The First says you can speak your mind,"

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: Rights are good. They help people a lot.

✂ 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. rights protect us every day

Fix it:

sticker

2. Courts must be fair and juries listen

Fix it:

sticker

3. leaders wrote rights to be fair

Fix it:

sticker

4. trials are fair and laws guide us

Fix it:

sticker

TEKS Connection: 5.11D(x), 5.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including punctuation marks with commas in compound sentences and correct capitalization and periods.

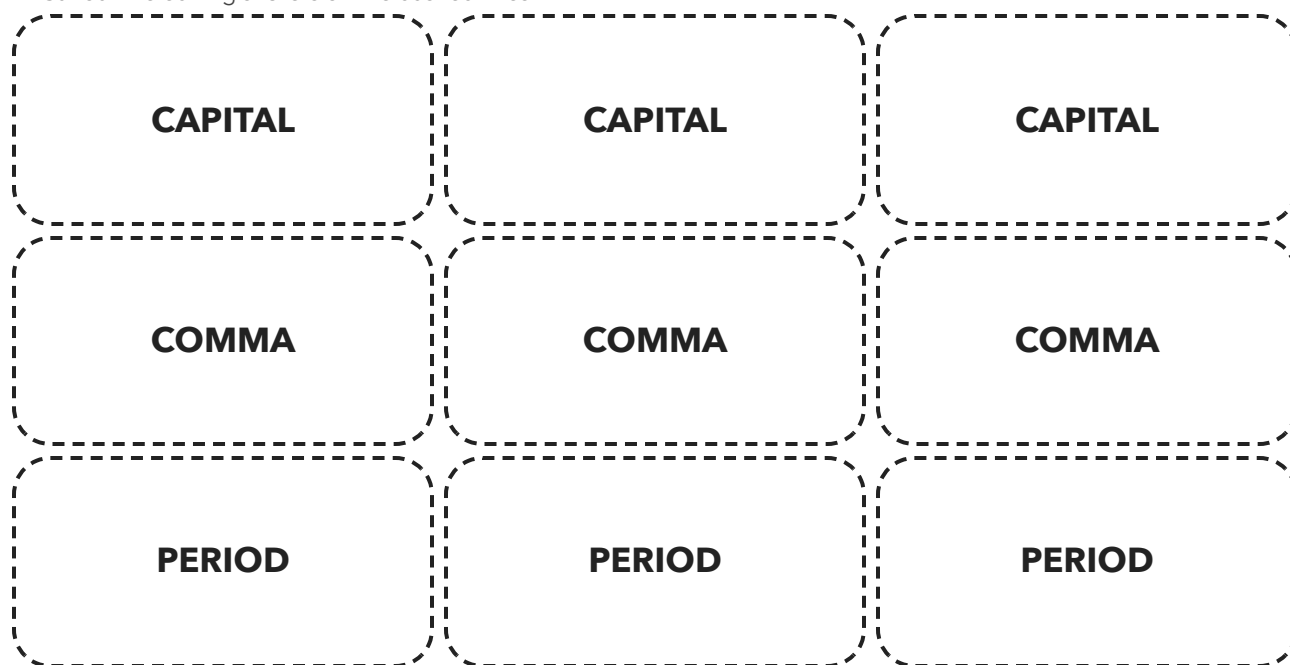
TEKS 5.11D(x): Edit drafts using standard English conventions, including italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences. Also: 5.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 5 • Cluster 3
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These pieces go with page 20. Cut on the dashed lines only.

✂ Cut out the editing stickers on the dashed lines.



Grade 5 • Cluster 3

Extended Constructed Response: Informational

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]

- I state my thesis (central idea) in the opening
- I include exact facts with transitions
- I explain what facts mean in depth
- I close with a summary conclusion

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 *Our Rights, Our Voices* and *A Voice of Their Own* 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: 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: Fair Trials Sort

Fair Trials: 1, 2, 3

Other Rights: 4, 5, 6

Fair trial sentences mention courts, laws, and jury listening with care.

Page 6: Evidence Vault

Vault 1: "They wrote down rights to make things fair," *Why:* It connects directly to the prompt, states a clear reason, and shows why writing rights was important.

Vault 2: "These rights protect us every day," *Why:* It connects to why rights matter, gives specific support, and shows daily importance.

Vault 3: "And help guide laws in every way." *Why:* It connects to purpose, supports with how laws are guided, and infers lasting value.

Page 8: Rights in Order

Correct order: C (New Nation Plan), D (Speak Freely Now), B (Fair Trials Promise), A (States Keep Powers)

Model summary: Leaders wrote rights to make things fair, protecting speech, safety, fair trials, and powers for states.

Page 10: Word Flaps

freedoms: rights to act and speak freely

transmit: to share or send to others

protective: keeping safe from harm

punishments: penalties for breaking rules

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 fairness, voice, protection, fair courts, guided laws, and shared powers with facts from the passages.

Page 14: Question Detective Case File

1	rights	list	What	WHAT: tell what is true
2	fair trials	explain	Why	WHY: give reasons
3	laws	describe	How	HOW: tell how it works

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Why do courts protect fairness? Explain with facts from the passages. Students circle the topic, box the action, and triangle the clue word.

Page 16: TREES Planner for ECR

My thesis (central idea) is rights keep people fair and safe. Reasons are free voice and fair courts. I will use exact lines and explain them, then close with a summary.

Page 17: Fair Courts Build

1	Strip B: Rights promise fairness and protection in courts.
2	Strip A: First, courts must be fair and careful. The text says, "The Fifth says courts must treat you fair,"
3	Strip D: Next, a jury listens with care. The text says, "With a jury there to listen and care,"
4	Strip C: In conclusion, fair trials protect people every day.

Distractor Jail, Strip E: It is true about speech but does not belong because the puzzle is about fair trials.

Page 19: Revision Pull Tab

Model: *Rights protect fairness every day. Courts must treat people fairly, and a jury listens with care. These rules help guide laws in a fair way.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [CAPITAL, PERIOD] Rights protect us every day.
2. [COMMA, PERIOD] Courts must be fair, and juries listen.
3. [CAPITAL, PERIOD] Leaders wrote rights to be fair.
4. [CAPITAL, COMMA, PERIOD] Trials are fair, and laws guide us.

Page 22: Our Rights Protect Us

A strong response includes a clear thesis (central idea) about fairness, two reasons, exact lines, deep explanation, and a conclusion. Model opening: Rights protect fairness for people every day.

Page 23: Thinking Quilt Square

Center: My thesis (central idea) is that rights protect fairness every day.

Patch 1: "The First says you can speak your mind,"

Patch 2: "The Fifth says courts must treat you fair,"

Patch 3: "The Eighth says punishments must be fair,"

Patch 4: "These rights protect us every day,"

Border: freedoms. Sentence: Our freedoms keep us safe and fair every day. Sketch: A student holding a scroll labeled rights with a jury and bell nearby

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