

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 5 InterActivity Writer's Notebook

Cluster 5: Extended Constructed Response: Paired Passages

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

Passages: *A Difficult Compromise* and *A Visit to the Workshop*

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

What Was Decided

Grade 5 • Cluster 5
Extended Constructed Response: Paired Passages

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *A Difficult Compromise* and *A Visit to the Workshop* 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: What did leaders decide about counting enslaved people for Congress?

✂ 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.

About the Decision	Not About It
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: What Was Decided

Grade 5 • 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 "Southern states wanted enslaved people counted as part of their population."

2 "If they were counted, those states would have more representatives and more power."

3 "Finally, a compromise was suggested."

4 "Inside, the room buzzed with activity."

5 "Wires stretched across tables, and glass bulbs sat in rows."

6 "The room filled with a steady, warm light."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *A Difficult Compromise* and *A Visit to the Workshop*.
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 agree to a deal even when some felt uneasy?

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 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 worry the meeting might end.	VAULT 2 Find the sentence about wanting the meeting to win.
glue tab · fold on solid line	
VAULT 3 Find the sentence about moving ahead but not solving all.	

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *A Difficult Compromise* and *A Visit to the Workshop*.
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: Hard Choices in Philadelphia

Grade 5 • 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 The deal helped them move ahead but did not fix all.	B States argued about counting enslaved people.	C They chose to count each enslaved person as three fifths.	D Leaders met in Philadelphia to fix the government.
---	--	--	---

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *A Difficult Compromise* and *A Visit to the Workshop*. 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.

population

My meaning:

My sentence using the word:

Sketch

representatives

My meaning:

My sentence using the word:

Sketch

compromise

My meaning:

My sentence using the word:

Sketch

debate

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 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 population "Southern states wanted enslaved people counted as part of their population." lift the flap glue tab	glue tab representatives "If they were counted, those states would have more representatives and more power." lift the flap glue tab
compromise "Finally, a compromise was suggested." lift the flap	debate "The debate went on for days." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *A Difficult Compromise* and *A Visit to the Workshop*.
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 was counting enslaved people such a hard choice for leaders?
2. How did the deal help the meeting go on, and what stayed unsolved?
3. Why did Zaylen feel surprised when the bulb glowed?
4. How was Edison's light different from oil lamps at home?
5. What links both passages about working through hard tasks?
6. Why does fair counting still matter when people share power?

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:

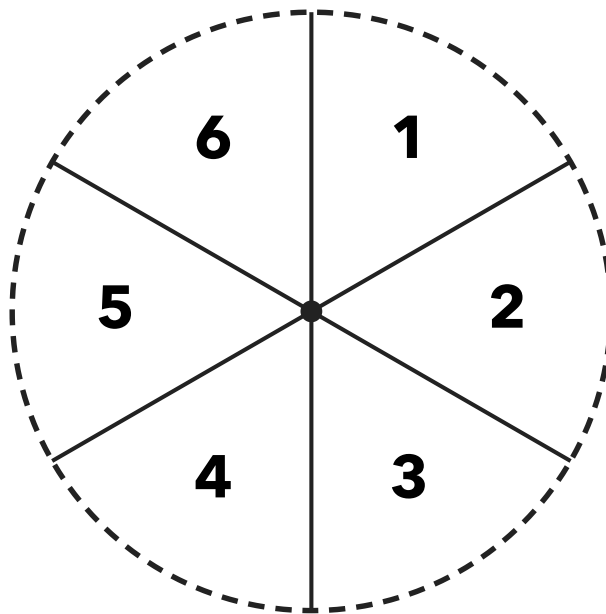
Cut-Out Pieces: Talk It Out Spinner

Grade 5 • Cluster 5
Extended Constructed Response: Paired
Passages

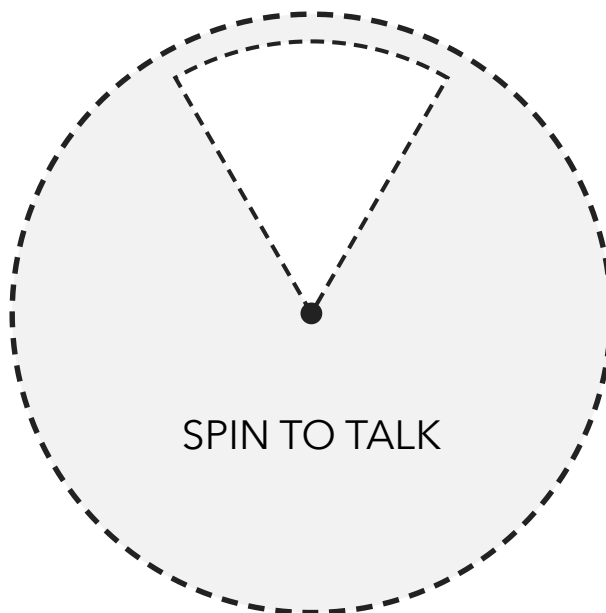
These pieces go with page 12. Cut on the dashed lines only.

✂ 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. Why did Southern states want enslaved people counted?

Case 2. How did Edison's bulb change Zaylen's view of light?

Case 3. Which passage shows a harder problem to solve?

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 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	counting people	explain
Why	light in the workshop	describe
How	deals leaders made	compare
Which	Zaylen's surprise	support

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: HABITS (Habitual Actions Build Independent Thinkers). Plan a short reply that uses one fact from each passage to answer the question.

✂ 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.

Hello Opening write an introduction that names both passages	Answer thesis (central idea) state the thesis (central idea) in one clear sentence	Bring Evidence list one useful fact from each passage
Ideas Explained tell what each fact shows in your own words	Tie Up restate the thesis (central idea) and close with care	

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 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

GLUE TAB • glue into notebook

Question: How did people keep trying to solve hard problems?

1 Thesis (central idea)

2 Transition + Evidence

3 Transition + Evidence

4 Conclusion

DISTRACTOR JAIL

Glue the strip that is true
but does NOT belong.

Why doesn't it belong?

TEKS Connection: 5.11B(i), 5.11B(ii), 5.7C **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 5.11B(i): Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion. Also: 5.11B(ii), 5.7C

Cut-Out Pieces: Build the Balanced Reply

Grade 5 • Cluster 5
Extended Constructed Response: Paired
Passages

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

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** Zaylen walked with her brother toward bright light. The text says, "She held tightly to her brother's hand as they walked toward a small building filled with light."

✂ **STRIP B** People in both passages kept trying even when the work was hard.

✂ **STRIP C** First, leaders argued but still sought a deal to move ahead. The text says, "Some delegates agreed because they wanted the convention to succeed."

✂ **STRIP D** Next, Edison and his team tested bulbs until one glowed with steady light. The text says, "The room filled with a steady, warm light."

✂ **STRIP E** In the end, hard work helped them move ahead, even with questions left.

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: Leaders had a meeting. They talked about stuff. Edison did things with lights.

✂ 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. Leaders met in Philadelphia they argued for days.

sticker

Fix it:

2. Edison work late into the night.

sticker

Fix it:

3. Because leaders wanted the meeting to succeed.

sticker

Fix it:

4. The deal help the group move ahead.

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.

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.

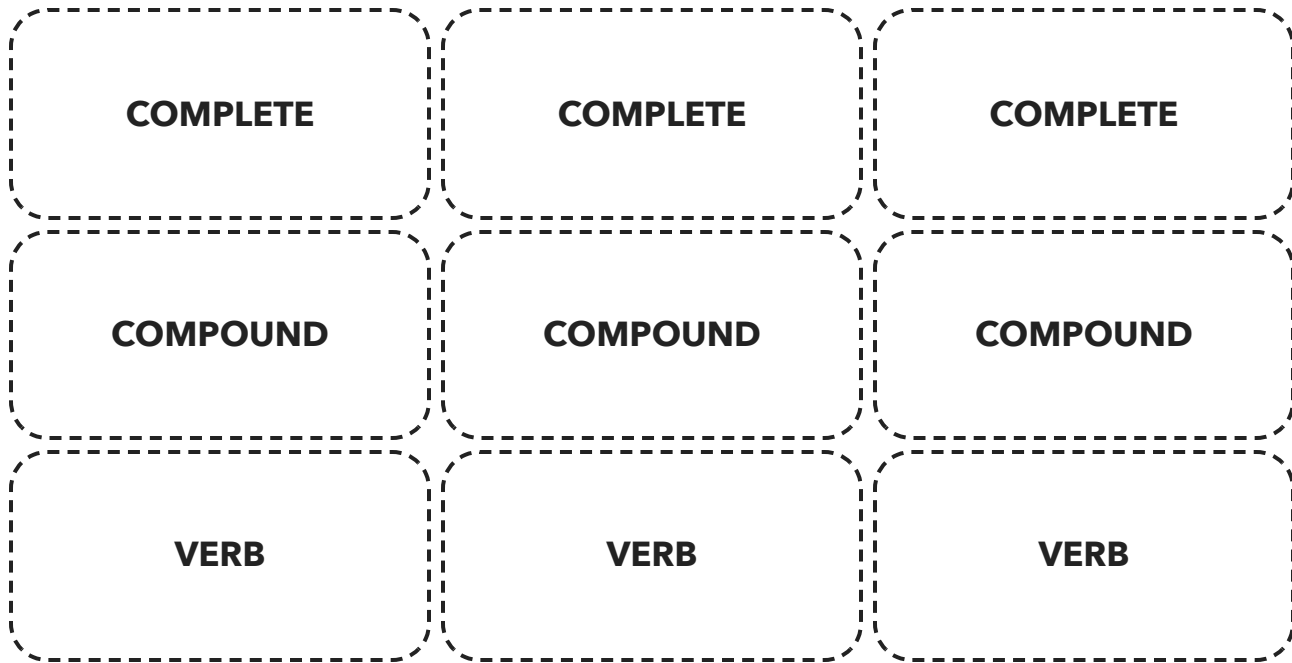
Also: 5.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 5 • Cluster 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

Using HABITS, write a short reply that tells how people in both passages worked to solve hard problems. Start with an introduction, use transitions, share one fact from each passage, explain each fact, and end with a conclusion.

Check my writing:

- I state my thesis (central idea) in the opening.
- I share one fact from each passage.
- I explain each fact in my own words.
- I close with a conclusion and check spelling.

TEKS Connection: 5.12B, 5.7C, 5.11B(i) **Why It Matters:** Students compose an informational text with a clear central idea, genre characteristics, and craft, supported by text evidence.

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 *A Difficult Compromise* and *A Visit to the Workshop* 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: What Was Decided

About the Decision: 1, 2, 3

Not About It: 4, 5, 6

The first three sentences tell about the choice, while the light sentences are true but do not answer it.

Page 6: Evidence Vault

Vault 1: "Voices were raised, and some delegates worried the meeting might fall apart." *Why:* It shows fear of failure, so a deal felt needed to keep going.

Vault 2: "Some delegates agreed because they wanted the convention to succeed." *Why:* It gives the clear reason they said yes, to help the group succeed.

Vault 3: "The compromise helped the group move forward, but it didn't solve the deeper problem." *Why:* It shows the deal helped now but left big questions for later.

Page 8: Hard Choices in Philadelphia

Correct order: D (Meeting in Philadelphia), B (Big Disagreement), C (Made a Deal), A (Problems Stayed)

Model summary: Leaders argued about counting enslaved people, made a deal to move ahead, but hard feelings stayed.

Page 10: Word Flaps

population: all the people living in a place

representatives: people chosen to speak and act for others

compromise: an agreement where each side gives up a little

debate: a long talk where people share different ideas

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 name a fact from each passage, explain it in own words, and link ideas with care.

Page 14: Question Detective Case File

1	Southern states and counting	explain	Why	WHY: give reasons
2	Edison's bulb and Zaylen	describe	How	HOW: tell how
3	both passages and hard problems	compare	Which	WHICH: choose and support

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Why did leaders make deals about counting people? Explain with facts. Students circle the topic, box the action, and triangle the clue word.

Page 16: HABITS Planner for Paired Facts

a model plan that opens, states the thesis (central idea), shares two facts, explains them, and closes

Page 17: Build the Balanced Reply

1	Strip B: People in both passages kept trying even when the work was hard.
2	Strip C: First, leaders argued but still sought a deal to move ahead. The text says, "Some delegates agreed because they wanted the convention to succeed."
3	Strip D: Next, Edison and his team tested bulbs until one glowed with steady light. The text says, "The room filled with a steady, warm light."
4	Strip E: In the end, hard work helped them move ahead, even with questions left.

Distractor Jail, Strip A: It tells a true walk detail but does not show solving a hard problem.

Page 19: Revision Pull Tab

Model: *Leaders met in Philadelphia and argued about counting enslaved people for Congress. Next, they made a deal so the meeting could move ahead, but big questions stayed. Later, Edison tested bulbs that glowed with steady, warm light, which felt safer than smoky oil lamps.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [COMPOUND] Leaders met in Philadelphia, and they argued for days.
2. [VERB] Edison worked late into the night.
3. [COMPLETE] Leaders made a deal because they wanted the meeting to succeed.
4. [VERB] The deal helped the group move ahead.

Page 22: Balanced Facts, Clear Ideas

A strong reply opens with the thesis (central idea), names both passages, gives one exact fact from each, explains what each shows, and closes with care. Model opening: People in both passages kept trying even when the work was hard.

Page 23: Thinking Quilt Square

Center: People kept trying even when work was hard, which helped them move ahead.

Patch 1: "Voices were raised, and some delegates worried the meeting might fall apart."

Patch 2: "Some delegates agreed because they wanted the convention to succeed."

Patch 3: "Zaylen watched as one of the men carefully adjusted a thin wire inside a glass bulb."

Patch 4: "The room filled with a steady, warm light."

Border: steady. Sentence: Edison made a steady light that stayed bright and did not flicker. Sketch: A glowing bulb beside leaders shaking hands at a table.

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