

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 3 InterActivity Writer's Notebook

Cluster 6: Extended Constructed Response: Argumentative

Cluster 6**13 Hands-On Pages****Framework: CREATURES**

Passages: *Crash* and *The Good Citizen*

PURPOSE OF THIS BOOK

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

Name: _____ Class: _____

Supplies

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

Read the Lines

----- **Dashed line:** cut here. ✂

————— **Solid line:** fold here.

 **Striped tab:** put glue here.

The Evidence Path

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

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

Daily Routine (about 15 minutes)

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

For the Teacher

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

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Extended Constructed Response: Argumentative

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

Claim Support Sort

Grade 3 • Cluster 6
Extended Constructed Response: Argumentative

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *Crash* and *The Good Citizen* 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.

Claim: Good citizens are honest and responsible, even when it is hard.

✂ 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.

Supports the Claim	Does Not Support the Claim
fold up on the solid line · glue the sides	fold up on the solid line · glue the sides

EXPLAIN IT: Card number ____ belongs in its pocket because

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

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

Cut-Out Pieces: Claim Support Sort

Grade 3 • Cluster 6
Extended Constructed Response:
Argumentative

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 "Amina took a deep breath and raised her hand."

2 "On the table near the window sat a small glass jar with a young plant growing inside."

3 "Maya quickly filled his bowl and watched him eat."

4 "Rusty wagged his tail wildly every time Maya walked in."

5 "Diego and Mei helped pick up the papers while Jamal brought a broom."

6 "Every Saturday morning, Maya rode her bike to the small dog shelter at the edge of town."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *Crash*.
2. **CHOOSE IT:** Copy the exact sentence that answers the question.
3. **EXPLAIN IT:** Tell why the evidence is Connected, Specific, and Important.

Question: Should students always tell the truth, even when no one saw what happened?

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: 3.7C, 3.11B(ii) **Why It Matters:** Students select the strongest text evidence and justify why it belongs, which connects text evidence (3.7C) to relevant details that develop an idea (3.11B(ii)).

Cut-Out Pieces: Evidence Vault

Grade 3 • Cluster 6
Extended Constructed Response: Argumentative

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 that shows Amina could have stayed quiet.	VAULT 2 Find what Amina admitted.
glue tab · fold on solid line	
VAULT 3 Find what Mrs. Ramirez taught the class.	

Crash Story Map Accordion

Grade 3 • Cluster 6
Extended Constructed Response: Argumentative

Name: _____

Date: _____

Accordion Story Map: Student Directions

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

Cut-Out Pieces: Crash Story Map Accordion

Grade 3 • Cluster 6
Extended Constructed Response:
Argumentative

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 Amina raises her hand
and tells the truth.

B Amina bumps the table
and the glass jar breaks.

C Classmates help clean
up, and Amina feels proud.

D Amina wonders if she
should stay quiet.

E Mrs. Ramirez thanks her
for being honest.

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *Crash* and *The Good Citizen*. 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.

honesty

My meaning:

My sentence using the word:

Sketch

responsibility

My meaning:

My sentence using the word:

Sketch

citizen

My meaning:

My sentence using the word:

Sketch

volunteering

My meaning:

My sentence using the word:

Sketch

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

Cut-Out Pieces: Word Flaps

Grade 3 • Cluster 6
Extended Constructed Response: Argumentative

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 honesty "She had made a mistake, but her honesty helped make things right." lift the flap glue tab	glue tab responsibility "Accidents happen, but being honest shows responsibility." lift the flap glue tab
citizen "Being a good citizen meant doing your job carefully, especially when others depended on you." lift the flap	volunteering "Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *Crash* and *The Good Citizen*.
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 Amina think about staying quiet?
2. How did telling the truth help Amina?
3. What mistake did Maya make?
4. How did Maya make things right?
5. How are Amina and Maya alike?
6. What makes someone a good citizen?

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

I said:

My partner said:

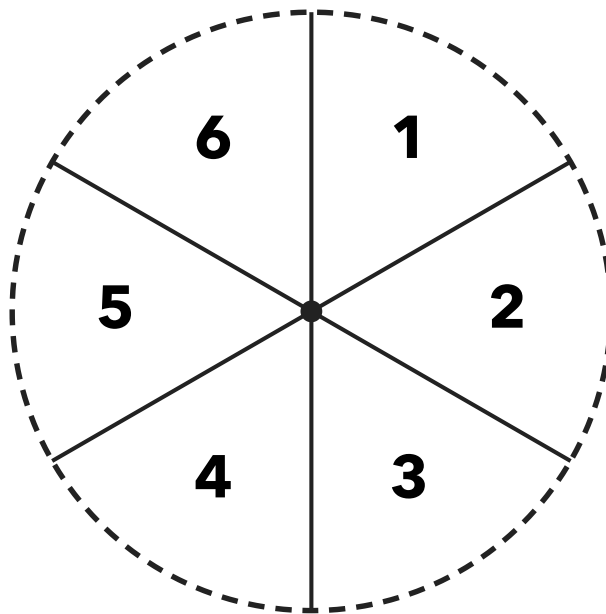
Cut-Out Pieces: Talk It Out Spinner

Grade 3 • Cluster 6
Extended Constructed Response:
Argumentative

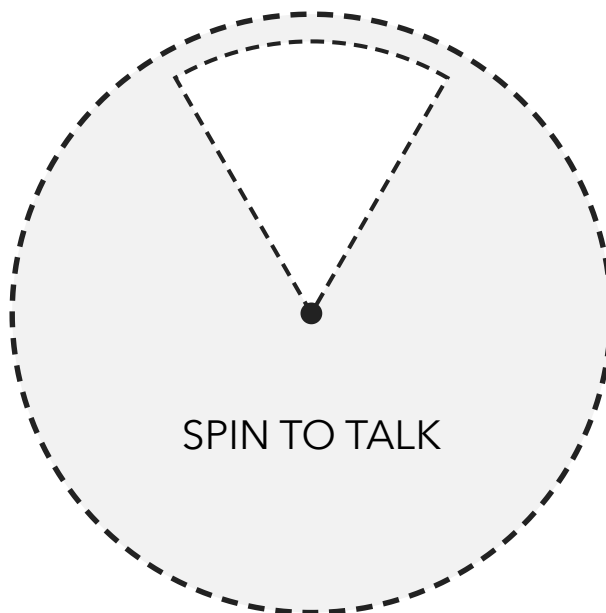
These pieces go with page 12. Cut on the dashed lines only.

✂ 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

Grade 3 • Cluster 6
Extended Constructed Response: Argumentative

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. Should students always tell the truth, even when no one saw what happened?

Case 2. How did Maya show she was a good citizen?

Case 3. Why did Amina feel proud?

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

DETECTIVE NOTES

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

Pick one case. What must your answer do?

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

TEKS 3.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

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: Should students always tell the truth, even when no one saw what happened?

✂ 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.

My Claim Your opinion in one sentence.	Reason 1 Why you think so.	Evidence 1 Exact words from a story.
Reason 2 Another reason.	Evidence 2 Exact words from the other story.	Conclusion Restate your claim.

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

TEKS Connection: 3.11B(i) **Why It Matters:** Students organize an argument with purposeful structure: a claim, reasons with evidence, and a conclusion.

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

Name: _____

Date: _____

Cut and Arrange Puzzle: Student Directions

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

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

Question: Should students always tell the truth, even when no one saw what happened?

1 Claim

2 Reason 1 and evidence

3 Explanation

4 Reason 2 and evidence

5 Conclusion

DISTRACTOR JAIL

Glue the strip that is true but does NOT belong.

Why doesn't it belong?

GLUE TAB • glue into notebook

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

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

Cut-Out Pieces: Argument Puzzle

Grade 3 • Cluster 6

Extended Constructed Response: Argumentative

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

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** This shows that owning a mistake earns trust from others.

✂ **STRIP B** Being honest helps make things right. The text says, "She had made a mistake, but her honesty helped make things right."

✂ **STRIP C** Telling the truth shows responsibility. Mrs. Ramirez says, "Accidents happen, but being honest shows responsibility."

✂ **STRIP D** Students should always tell the truth, even when no one saw what happened.

✂ **STRIP E** The text says, "Diego, Mei, Jamal, and Amina shared markers and paper."

✂ **STRIP F** That is why every student should choose the truth, even when it feels hard.

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: Amina did a good thing. It was nice. She said it.

✂ Pull tab

ADD: add a detail from the passage

DELETE: take out words that repeat or do not help

COMBINE: join two short sentences

WORD CHOICE: trade a broad word for a precise word

PULL ↓

My best sentence:

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

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

Name: _____

Date: _____

Sticker Edit: Student Directions

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

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

1. Maya filled him bowl.

sticker

Fix it:

2. Mrs. Ramirez thanked she for telling the truth.

sticker

Fix it:

3. amina raised her hand

sticker

Fix it:

4. Rusty wagged he tail at Maya.

sticker

Fix it:

TEKS Connection: 3.11D(vii), 3.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including subjective, objective, and possessive pronouns.

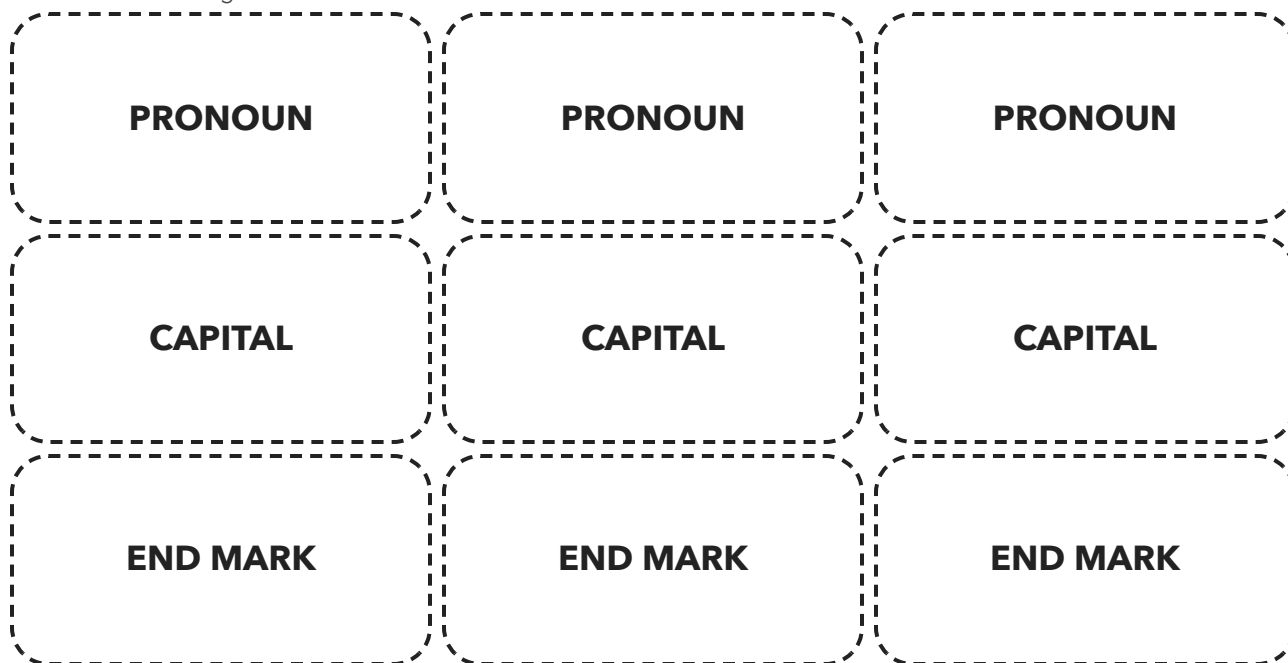
TEKS 3.11D(vii): Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases. Also: 3.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 3 • Cluster 6
Extended Constructed Response: Argumentative

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

✂ Cut out the editing stickers on the dashed lines.



Grade 3 · Cluster 6

Extended Constructed Response: Argumentative

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 stated a clear claim.
- Each reason has exact evidence from a story.
- I explained how the evidence supports my claim.
- My conclusion restates my claim.

TEKS 3.12C: Compose argumentative texts, including opinion essays, using genre characteristics and craft. Also: 3.7C, 3.11B(i)

Thank-You Card

Grade 3 • Cluster 6
Extended Constructed Response: Argumentative

Name: _____

Date: _____

Fold-Over Card: Student Directions

1. **CHOOSE IT:** Pick a character to thank: Amina (for her honesty) or Maya (for caring for Rusty).
2. **SHOW IT:** Cut and fold the card. Decorate the front.
3. **USE IT IN WRITING:** Inside, write a thank-you note with a greeting, a reason, and a closing.

✂ Cut out the card on the dashed line. Fold it in half on the solid line so the front is on the outside.

THANK YOU Draw a picture for the front.	Dear _____,
---	--

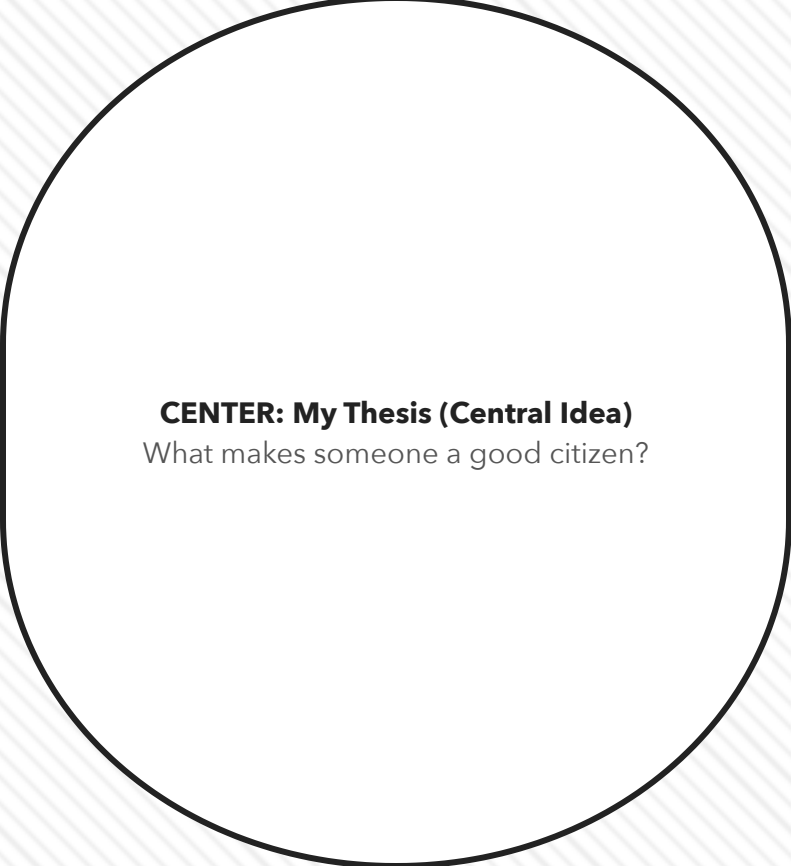
TEKS Connection: 3.12D **Why It Matters:** Students compose correspondence, a thank-you note, for a real audience and purpose connected to the text.

Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *Crash* and *The Good Citizen* 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) What makes someone a good citizen?	EVIDENCE PATCH 3
BORDER: Use the word in a sentence	EVIDENCE PATCH 4	Quilt square for this cluster • Quilt maker:

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

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

Page 4: Claim Support Sort

Supports the Claim: 1, 3, 5

Does Not Support the Claim: 2, 4, 6

Supporting cards show a character choosing honesty, helping, or fixing a mistake. The others describe the setting. Accept card 6 as support if the student explains that volunteering is a responsible choice.

Page 6: Evidence Vault

Vault 1: "No one had seen exactly what happened." *Why:* It shows she told the truth even though no one saw.

Vault 2: "I bumped the table and knocked it over." *Why:* It is her honest choice in her own words.

Vault 3: "Being a good citizen means telling the truth, even when it feels hard." *Why:* It states the lesson that supports the claim.

Page 8: Crash Story Map Accordion

Correct order: B (the jar breaks), D (she wonders), A (she tells the truth), E (teacher thanks her), C (clean up, proud)

Page 10: Word Flaps

honesty: telling the truth

responsibility: doing what you should and owning your actions

citizen: a member of a community

volunteering: helping without being paid

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

Page 12: Talk It Out Spinner

Answers will vary. Look for evidence from both stories, for example: both girls made a mistake and chose to make it right.

Page 14: Question Detective Case File

1	students, truth	tell	Should	OPINION: state a claim and give reasons
2	Maya, good citizen	show	How	HOW: explain the way
3	Amina	feel (proud)	Why	WHY: give reasons

Page 15: Claim Builder Fold-Out

Model: Claim: Students should always tell the truth. Reason 1: Honesty builds trust. Evidence 1: "Accidents happen, but being honest shows responsibility." Reason 2: Owning a mistake helps fix it. Evidence 2: "Maya quickly filled his bowl and watched him eat." Conclusion: Telling the truth makes things right.

Page 16: Argument Puzzle

1	Strip D: Students should always tell the truth, even when no one saw what happened.
2	Strip C: Telling the truth shows responsibility. Mrs. Ramirez says, "Accidents happen, but being honest shows responsibility."
3	Strip A: This shows that owning a mistake earns trust from others.
4	Strip B: Being honest helps make things right. The text says, "She had made a mistake, but her honesty helped make things right."
5	Strip F: That is why every student should choose the truth, even when it feels hard.

Distractor Jail, Strip E: It is in the story, but sharing markers does not support the claim about telling the truth.

Page 18: Revision Pull Tab

Model: *Amina bravely raised her hand and admitted that she had knocked over the jar.* Accept revisions that replace "good," "nice," and "it" with precise words and combine sentences.

Page 19: Editing Stickers

1. [PRONOUN] Maya filled his bowl.
2. [PRONOUN] Mrs. Ramirez thanked her for telling the truth.
3. [CAPITAL, END MARK] Amina raised her hand.
4. [PRONOUN] Rusty wagged his tail at Maya.

Page 21: My Opinion Essay

Look for a claim, two reasons each with an exact quotation from *Crash* or *The Good Citizen*, explanations, and a conclusion.

Page 22: Thank-You Card

Model: *Dear Amina, Thank you for telling the truth when the jar broke. You showed our class what responsibility looks like. Your friend, Diego*

Page 23: Thinking Quilt Square

Center: A good citizen is honest and does her job carefully, even when it is hard.

Patch 1: "Amina took a deep breath and raised her hand."

Patch 2: "Accidents happen, but being honest shows responsibility."

Patch 3: "Maya jumped on her bike and pedaled as fast as she could back to the shelter."

Patch 4: "Being a good citizen meant doing your job carefully, especially when others depended on you."

Border: responsibility. Sentence: Feeding my dog every day is my responsibility. Sketch: a student filling a dog bowl
Accept any evidence copied word for word that supports the student's thesis (central idea).