

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 4 InterActivity Writer's Notebook

Cluster 3: Extended Constructed Response: Informational

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

Passages: *A Lone Star Choice* and *Making It Happen*

PURPOSE OF THIS BOOK

Every page is a cut, fold, glue, sort, flip, or spin activity that sends students back to the passage. Students FIND IT, SHOW IT, CHOOSE IT, EXPLAIN IT, and USE IT IN WRITING. Every page names the Grade 4 TEKS it teaches and why it matters, and an answer key at the back is organized by page number.

Name: _____ Class: _____

Supplies

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

Read the Lines

----- **Dashed line:** cut here. ✂

————— **Solid line:** fold here.

 **Striped tab:** put glue here.

The Evidence Path

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

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

Daily Routine (about 15 minutes)

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

For the Teacher

Pages are ordered by TEKS. Each page carries a **TEKS Connection** and **Why It Matters** line and lists its TEKS in the footer. 4.12 is listed only on pages where students compose. Every quoted sentence appears word for word in the passage. The Answer Key at the back is organized by page number.

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

Why the War Began

Grade 4 • Cluster 3
Extended Constructed Response: Informational

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *A Lone Star Choice* and *Making It Happen* 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: Why did a war begin between Mexico and the United States?

✂ 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 the war began	True, but not a reason
fold up on the solid line · glue the sides	fold up on the solid line · glue the sides

EXPLAIN IT: Card number ____ belongs in its pocket because

TEKS Connection: 4.7C Why It Matters: Students return to the source and decide which details truly support an answer, so evidence is chosen on purpose and not just found.

TEKS 4.7C: Use text evidence to support an appropriate response.

Cut-Out Pieces: Why the War Began

Grade 4 • Cluster 3
Extended Constructed Response:
Informational

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 "But Mexico did not agree,"	2 "And anger grew for all to see."
3 "Soon a war began to rise,"	4 "Texas stood beneath wide skies,"
5 "Leaders talked both day and night,"	6 "A state in the U.S. from that day."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

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

Question: How did one choice change the United States?

Inside the vault: glue this part into your notebook. Then glue the vault doors from the Cut-Out Pieces page on top so each door opens up.

Vault 1 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 2 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 3 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

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

Cut-Out Pieces: Evidence Vault

Grade 4 • Cluster 3
Extended Constructed Response: Informational

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 the year it happened.	VAULT 2 Find the sentence about the land that was added.
glue tab · fold on solid line	
VAULT 3 Find the sentence about what the story still does.	

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *A Lone Star Choice* and *Making It Happen*.
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: 4.7D, 4.7E **Why It Matters:** Students retell and summarize the source in logical order, keeping its meaning, and represent the sequence with a hands-on model.

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

Also: 4.7E

Cut-Out Pieces: Texas Path to Statehood

Grade 4 • Cluster 3
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 Leaders talked about joining the United States.	B The war ended and the U.S. gained land.	C Texas was a young republic standing on its own.
D In 1845 Texas joined the United States.	E Mexico did not agree and a war began.	

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *A Lone Star Choice* and *Making It Happen*. 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.

hopeless

My meaning:

My sentence using the word:

Sketch

patrons

My meaning:

My sentence using the word:

Sketch

vast

My meaning:

My sentence using the word:

Sketch

reshape

My meaning:

My sentence using the word:

Sketch

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

Cut-Out Pieces: Word Flaps

Grade 4 • Cluster 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 hopeless "Some were hopeful, while others felt hopeless." lift the flap	glue tab patrons "AALIYAH: So back then, patrons helped artists and learning." lift the flap
glue tab vast "But its effects were strong and vast." lift the flap	glue tab reshape "How choices reshape history." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *A Lone Star Choice* and *Making It Happen*.
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 Mexico disagree with Texas joining the United States?
2. How did the war change the map of the United States?
3. What did patrons do for artists long ago?
4. How are patrons from long ago like banks today?
5. Why do people still need support to get started?
6. What does the poem say choices can do to history?

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:

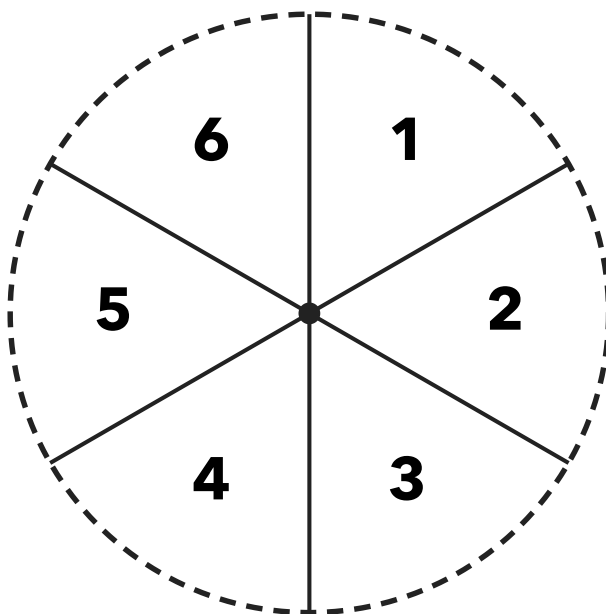
Cut-Out Pieces: Talk It Out Spinner

Grade 4 • Cluster 3
Extended Constructed Response:
Informational

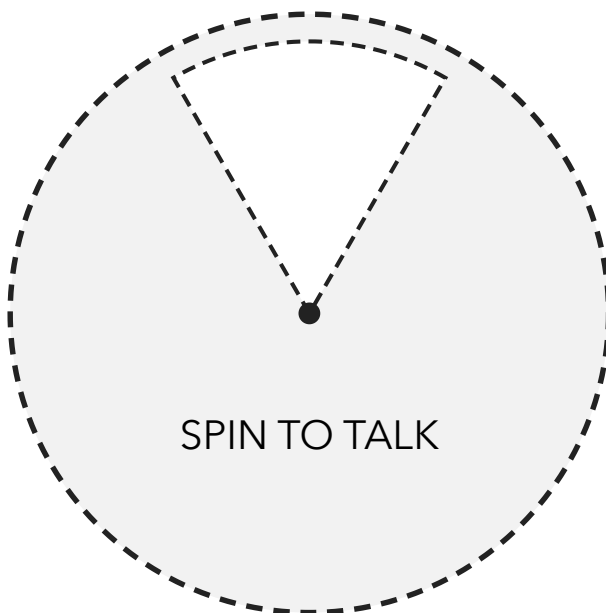
These pieces go with page 12. Cut on the dashed lines only.

✂ 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

Grade 4 • Cluster 3
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. Why did anger grow in Mexico?

Case 2. How did banks help Mr. Patel start his store?

Case 3. What did patrons do for artists long ago?

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

DETECTIVE NOTES

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

Pick one case. What must your answer do?

TEKS Connection: 4.11A **Why It Matters:** Students unpack exactly what a prompt asks (topic, action, and the WHAT, WHY, or HOW job) before planning a first draft for that purpose.

TEKS 4.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Mystery Prompt Generator

Grade 4 • Cluster 3
Extended Constructed Response: Informational

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	Texas joining the U.S.	mattered
How	patrons and artists	helped
What	banks and businesses	changed
Which	choices and history	began

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

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

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

TEKS 4.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

TREES Response Planner

Grade 4 • Cluster 3
Extended Constructed Response: Informational

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 a short informational response about what Texas joining the United States caused.

✂ 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.

T: Thesis (central idea) Name your central idea about the topic.	R: Reasons / Ways List the reasons or ways you will explain it.	E: Evidence Pick details or quotes from the passage.
E: Explanation Explain how the evidence proves the idea.	S: Summary Restate the central idea to close.	

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

TEKS Connection: 4.11A, 4.11B(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 4.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. Also: 4.11B(i)

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 does the writer show that Texas joining the U.S. caused big changes?	
	1 Thesis (central idea)	DISTRACTOR JAIL Glue the strip that is true but does NOT belong. Why doesn't it belong? _____ _____ _____
	2 Transition + Reason	
	3 Transition + Evidence	
	4 Explanation	
5 Conclusion		

TEKS Connection: 4.11B(i), 4.11B(ii), 4.7C **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 4.11B(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: 4.11B(ii), 4.7C

Cut-Out Pieces: Build the TREES Response

Grade 4 • 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** The poem also says Texas stood beneath wide skies. The text says, "Texas stood beneath wide skies,"

✂ **STRIP B** Next, anger grew and a war began. The text says, "And anger grew for all to see."

✂ **STRIP C** This shows the choice led to a war between the two sides.

✂ **STRIP D** First, Mexico did not agree with the choice. The text says, "But Mexico did not agree,"

✂ **STRIP E** In the end, the U.S. gained land and the map changed. The text says, "The U.S. gained land across the West,"

✂ **STRIP F** Texas joining the United States was a choice that caused big changes.

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: Texas joined the U.S. in 1845. Then there was a war. The U.S. got land.

✂ Pull tab

ADD: add a detail from the passage

DELETE: take out words that repeat or do not help

COMBINE: join two short sentences with a transition or conjunction

WORD CHOICE: trade a broad word for a precise word

PULL ↓

My best sentence:

TEKS Connection: 4.11C **Why It Matters:** Students revise a draft by adding, deleting, combining, and rearranging ideas and by choosing precise words, so the writing is clearer and more coherent.

TEKS 4.11C: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Name: _____

Date: _____

Sticker Edit: Student Directions

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

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

1. Texas joined the U.S. and mexico did not agree.

Fix it:

sticker

2. Leaders talked both day and night but they could not agree.

Fix it:

sticker

3. Banks help people start businesses so people can try new ideas.

Fix it:

sticker

4. Mexico did not agree and anger grew for all to see.

Fix it:

sticker

TEKS Connection: 4.11D(viii), 4.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.

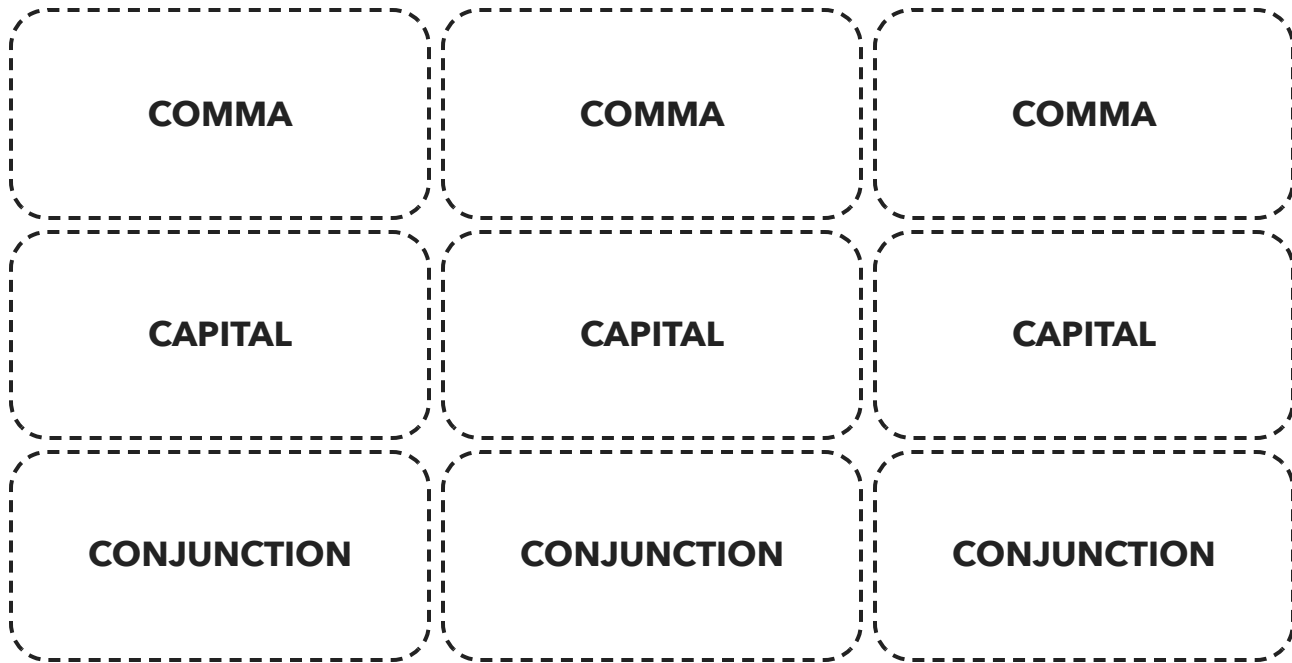
TEKS 4.11D(viii): Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences. Also: 4.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 4 • Cluster 3
Extended Constructed Response: Informational

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

✂ Cut out the editing stickers on the dashed lines.



My TREES Informational Response

Grade 4 · Cluster 3
Extended Constructed Response:
Informational

Name: _____

Date: _____

Pocket and Compose: Student Directions

1. **FIND IT:** Take out your cards and notes from the earlier pages.
2. **CHOOSE IT:** Pick the strongest evidence for this prompt.
3. **USE IT IN WRITING:** Write your response on the lines. Then check your writing.

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

fold up on the solid line · glue the sides

Write a short informational response that explains how Texas joining the United States changed things. Use the TREES framework to plan and write it.

Check my writing:

- My thesis (central idea) is clear in my first sentence.
- I give reasons and evidence from the passage.
- I use transitions like first, next, and in the end.
- I end with a summary that restates my central idea.

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

TEKS 4.12B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. Also: 4.7C, 4.11B(i)

Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *A Lone Star Choice* and *Making It Happen* that support it, one in each patch.
3. **SHOW IT:** In the border, illustrate a new vocabulary word and use it in a sentence. Cut on the outer edge.

BORDER: Vocabulary word	EVIDENCE PATCH 1: Copy the words exactly.	BORDER: Illustrate the word
EVIDENCE PATCH 2		EVIDENCE PATCH 3
BORDER: Use the word in a sentence	EVIDENCE PATCH 4	Quilt square for this cluster • Quilt maker:

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

TEKS Connection: 4.7C, 4.7E, 4.7F **Why It Matters:** Students return to the source for evidence that supports their thesis (central idea), illustrate a key word, and use newly acquired vocabulary, and the square joins a quilt that shows growth across the year.

Page 4: Why the War Began

Why the war began: 1, 2, 3

True, but not a reason: 4, 5, 6

Mexico did not agree with Texas joining the U.S., so anger grew and a war began.

Page 6: Evidence Vault

Vault 1: "In 1845, a change was made," *Why:* This is the moment the choice really happened, so it starts everything else that follows.

Vault 2: "The U.S. gained land across the West," *Why:* This shows a big result of the choice, because the country grew and the map changed.

Vault 3: "How choices reshape history." *Why:* This connects the past to today, because it shows people can learn how choices change the world.

Page 8: Texas Path to Statehood

Correct order: C (Young republic), A (Leaders talk), D (Joins in 1845), E (War begins), B (Land gained)

Model summary: Texas was a young republic, leaders talked about joining the United States, Texas joined in 1845, Mexico did not agree and a war began, and the war ended with the U.S. gaining land.

Page 10: Word Flaps

hopeless: feeling like there is no hope that things will get better

patrons: people who give money to help artists do their work

vast: very large and spread out over a lot

reshape: to change the shape or direction of something

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 use the text: Mexico disagreed and anger grew into war, the U.S. gained land, patrons and banks both helped people get started, and choices can reshape history.

Page 14: Question Detective Case File

1	anger in Mexico	grew	Why	WHY: give reasons
2	banks and Mr. Patel	helped	How	HOW: explain the way it happened
3	patrons and artists	helped	What	WHAT: tell the important details

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Why did Texas joining the U.S. matter? Students circle the topic, box the action, and triangle the clue word.

Page 16: TREES Response Planner

Thesis (central idea): Texas joined the United States in 1845, and that choice caused big changes. Reason: Mexico did not agree. Evidence: the passage says, "But Mexico did not agree," and "And anger grew for all to see." Explanation: this shows the choice upset Mexico and led to war. Summary: in the end, choices can reshape history.

Page 17: Build the TREES Response

1	Strip F: Texas joining the United States was a choice that caused big changes.
2	Strip D: First, Mexico did not agree with the choice. The text says, "But Mexico did not agree,"
3	Strip B: Next, anger grew and a war began. The text says, "And anger grew for all to see."
4	Strip C: This shows the choice led to a war between the two sides.
5	Strip E: In the end, the U.S. gained land and the map changed. The text says, "The U.S. gained land across the West,"

Distractor Jail, Strip A: It is true, but it does not show any change caused by the choice, so it does not belong with this central idea.

Page 19: Revision Pull Tab

Model: *Texas joined the United States in 1845, and that choice caused big changes. Because Mexico did not agree, anger grew and a war began. In the end, the U.S. gained land across the West, and choices reshaped history.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [COMMA, CAPITAL] Texas joined the U.S., and Mexico did not agree.
2. [COMMA, CONJUNCTION] Leaders talked both day and night, but they could not agree.
3. [COMMA, CONJUNCTION] Banks help people start businesses, so people can try new ideas.
4. [COMMA, CONJUNCTION] Mexico did not agree, and anger grew for all to see.

Page 22: My TREES Informational Response

A strong response has a clear thesis (central idea), reasons, evidence from the passage, an explanation, and a summary. Model opening: Texas joined the United States in 1845, and that choice changed history in big ways.

Page 23: Thinking Quilt Square

Center: Texas joining the United States was one choice that reshaped history in big ways.

Patch 1: "Texas joined the U.S., a choice that stayed."

Patch 2: "And anger grew for all to see."

Patch 3: "Soon a war began to rise,"

Patch 4: "How choices reshape history."

Border: reshape. Sentence: One choice can reshape a whole map and a whole history. Sketch: Draw a Texas map with an arrow showing land added across the West, and a small timeline from 1845 to the end of the war.

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