

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 5 InterActivity Writer's Notebook

Cluster 6: Extended Constructed Response: Argumentative

Cluster 6**14 Hands-On Pages****Framework: CREATURES**

Passages: *A Voice in the Community* and *A Gift That Welcomed Millions*

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), 5.12C, 5.12D

Statue Sentences Sort

Grade 5 • Cluster 6
Extended Constructed Response: Argumentative

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *A Voice in the Community* and *A Gift That Welcomed Millions* 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 explain why the Statue of Liberty mattered to people arriving in America?

✂ 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 It Mattered	True but Off Topic
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: Statue Sentences Sort

Grade 5 • 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 "Many people see it before they ever step onto American soil."

2 "Her father explained that the torch stood for hope and freedom."

3 "Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy."

4 "An older passenger smiled."

5 "Some looked excited."

6 "Others looked nervous."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *A Voice in the Community* and *A Gift That Welcomed Millions*.
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 the Statue of Liberty welcome people arriving in America?

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 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 about seeing it from the ship.	VAULT 2 Find the sentence about what the torch means.
glue tab · fold on solid line	
VAULT 3 Find the sentence about what the statue reminded Rosa's family.	

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *A Voice in the Community* and *A Gift That Welcomed Millions*.
2. **SHOW IT:** Cut out the cards and put them in order on the accordion strip.
3. **EXPLAIN IT:** Tell a partner how each card leads to the next one.

✂ Cut out the accordion strip on the dashed line. Fold on each solid line, back and forth like a fan. This strip comes in two rows: tape the end of row 1 to the start of row 2.

Event 1 glue card here then →	Event 2 glue card here then →	Event 3 glue card here then →
Event 4 glue card here then →	Event 5 glue card here end	

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

TEKS Connection: 5.7D, 5.7E **Why It Matters:** Students retell and summarize the source in logical order, keeping its meaning, and represent the sequence with a hands-on model.

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

Also: 5.7E

Cut-Out Pieces: Rosa's Journey

Grade 5 • 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 Rosa remembers why her family made the long journey.

B Families from many countries wait at Ellis Island to be checked.

C Her father explains what the torch and tablet stand for.

D Rosa spots the giant Statue of Liberty rising above the water.

E Rosa's family sails from Italy toward a new life in the United States.

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *A Voice in the Community* and *A Gift That Welcomed Millions*. 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.

civic

My meaning:

My sentence using the word:

Sketch

impact

My meaning:

My sentence using the word:

Sketch

inspected

My meaning:

My sentence using the word:

Sketch

democracy

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 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 civic "In many communities across the United States, people have chances to take part in civic life." lift the flap glue tab	glue tab impact "They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life." lift the flap glue tab
inspected "At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation." lift the flap	democracy "Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *A Voice in the Community* and *A Gift That Welcomed Millions*.
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 do some people choose to take part in civic life?
2. Why do some people decide not to vote or get involved?
3. How can one voice still make a difference in a community?
4. Why was the Statue of Liberty important to families like Rosa's?
5. How did Ellis Island show that people came from many places?
6. What do both passages teach about people having a voice and a chance?

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:

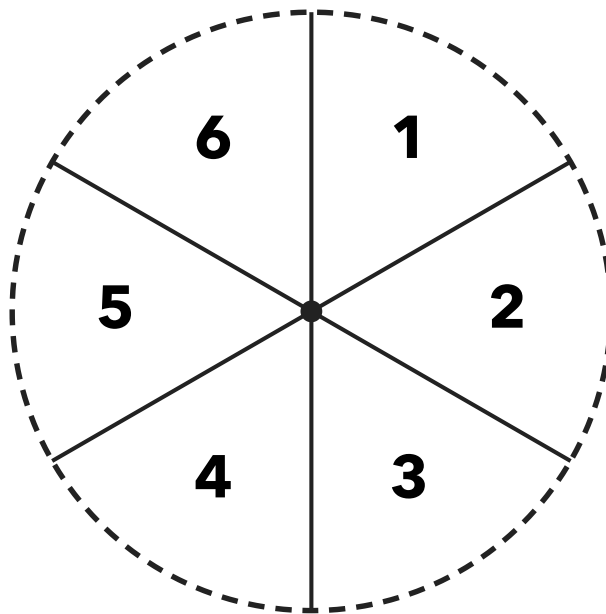
Cut-Out Pieces: Talk It Out Spinner

Grade 5 • Cluster 6
Extended Constructed Response:
Argumentative

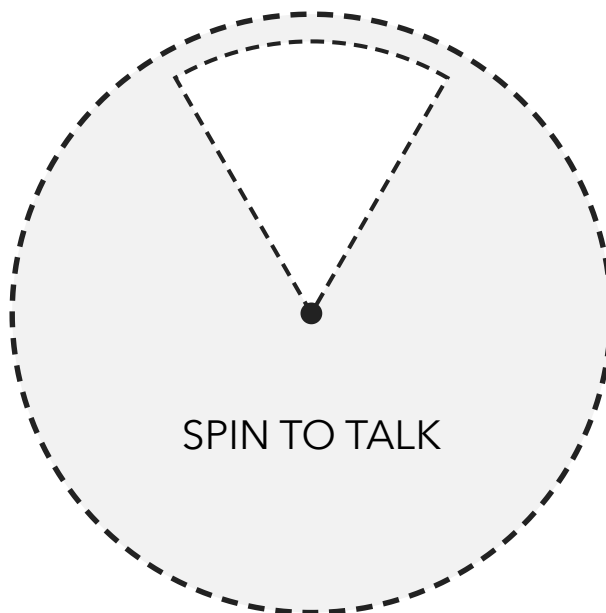
These pieces go with page 12. Cut on the dashed lines only.

✂ 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 5 • 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 every person take part in civic life?

Case 2. Why was the Statue of Liberty important to families arriving in America?

Case 3. Which passage shows that one voice can shape a community?

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 6
Extended Constructed Response: Argumentative

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)
Should	community voting	give reasons
Why	a single voice	support with evidence
Which	the Statue of Liberty	explain the meaning
How	families at Ellis Island	take a side

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 argumentative response about whether one person's voice can make a difference.

✂ Cut out the fold-out on the outside dashed line. Cut the dashed lines between doors. Fold each door open on its solid line and plan underneath.

C: Claim State your opinion in one clear sentence.	R: Reasons List two reasons that support your claim.	E: Evidence Add a fact or detail from the passage for each reason.
A: Argument Put your reasons and evidence together in order.	T: Thinking Explain how the evidence proves your point.	U: Understanding Others Name what people on the other side believe.
R: Rebuttal Explain why your side is stronger.	E: Ending Wrap up your opinion in a closing sentence.	S: Significance Tell why this idea matters to the community.

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)

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: Write a paragraph explaining why the Statue of Liberty was important to arriving families.

1 Thesis (central idea)

2 Transition + Evidence

3 Evidence

4 Explanation

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: 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 Paragraph

Grade 5 • Cluster 6
Extended Constructed Response:
Argumentative

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

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** In the end, the statue welcomed millions and still stands for freedom today.

✂ **STRIP B** Ellis Island was where families waited to be checked before entering. The text says, "At Ellis Island, Rosa watched families from many different countries wait to be inspected before entering the nation."

✂ **STRIP C** It also stood for the feelings that drew families to America. The text says, "Her father explained that the torch stood for hope and freedom."

✂ **STRIP D** This shows the statue reminded families why they made the journey. The text says, "Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy."

✂ **STRIP E** The Statue of Liberty gave arriving families hope for a new life.

✂ **STRIP F** For example, it welcomed people before they even stepped onto American soil. The text says, "Many people see it before they ever step onto American soil."

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: I think voting is good. People should vote because it is important. It helps the community.

✂ 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. People in many communities takes part in civic life.

sticker

Fix it:

2. Voting is important it gives people a voice.

sticker

Fix it:

3. Because one person's vote can make a difference.

sticker

Fix it:

4. The statue stood for hope and freedom, it welcomed many families.

sticker

Fix it:

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

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

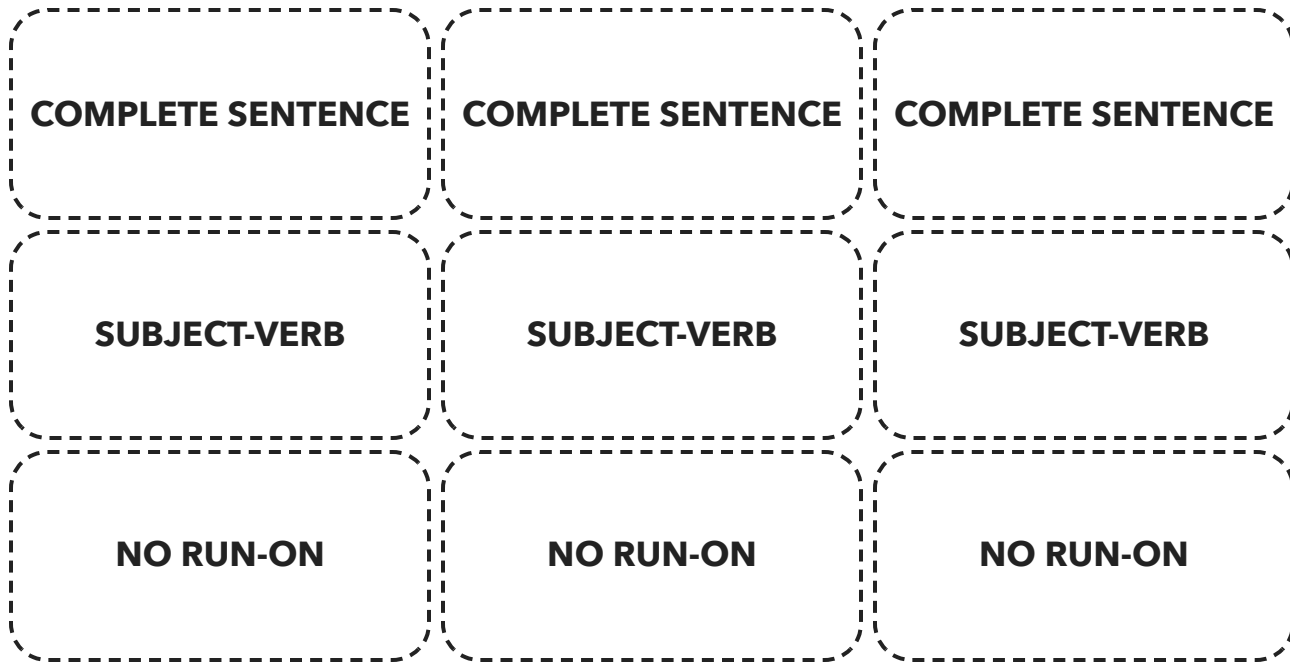
Also: 5.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 5 • Cluster 6
Extended Constructed Response: Argumentative

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

✂ Cut out the editing stickers on the dashed lines.



Grade 5 • 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]

- My claim clearly states my opinion.
- My reasons each have evidence from the passages.
- My explanation goes beyond restating.
- My ending tells why the idea matters.

TEKS 5.12C: Compose argumentative texts, including opinion essays, using genre characteristics and craft. Also: 5.7C, 5.11B(i)

Name: _____

Date: _____

Fold-Over Card: Student Directions

1. **CHOOSE IT:** Write to the National Park Service rangers at the Statue of Liberty.
2. **SHOW IT:** Cut and fold the card. Decorate the front.
3. **USE IT IN WRITING:** Inside, write a letter that asks for information: Ask when the statue was built, what the torch and tablet stand for, and how many families passed through Ellis Island.. Include a greeting, clear questions, 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.

A LETTER OF REQUEST Draw a picture for the front.	Dear _____,
---	--

TEKS Connection: 5.12D **Why It Matters:** Students compose correspondence that requests information from a real audience connected to the texts.

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 Voice in the Community* and *A Gift That Welcomed Millions* 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: Statue Sentences Sort

Why It Mattered: 1, 2, 3

True but Off Topic: 4, 5, 6

The three sentences in the first pocket tell what the statue meant to arriving families, while the other three are true details that do not explain its importance.

Page 6: Evidence Vault

Vault 1: "Many people see it before they ever step onto American soil." *Why:* It shows the statue was the first welcome people saw as they arrived.

Vault 2: "Her father explained that the torch stood for hope and freedom." *Why:* It connects the statue to the feelings that drew families to America.

Vault 3: "Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy." *Why:* It shows the statue's lasting meaning for families who came for a new life.

Page 8: Rosa's Journey

Correct order: E (Sailing to America), D (Spotting the statue), C (Symbols explained), B (Ellis Island wait), A (Remembering the hope)

Model summary: Rosa travels from Italy to the United States, sees the Statue of Liberty, learns what its symbols mean, and years later remembers the hope that brought her family to a new country.

Page 10: Word Flaps

civic: having to do with citizens and the life of a community

impact: to affect or change something

inspected: looked over carefully and checked

democracy: a government in which people choose their leaders by voting

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 details from the passages and explain that every voice and every arrival can shape a community over time.

Page 14: Question Detective Case File

1	civic life	decide	Should	SHOULD: take a side and give reasons with evidence
2	the Statue of Liberty	explain	Why	WHY: give reasons with evidence from the passage
3	one voice and a community	choose	Which	WHICH: pick one and support it with evidence

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Should a single voice matter in community voting? Take a side and support with evidence. Students circle the topic, box the action, and triangle the clue word.

Page 16: CREATURES Argument Planner

Claim: Yes, one voice can make a difference. Reasons: voting and speaking up change decisions. Evidence: a local election can decide how money is used in schools. Thinking: this shows small actions add up. Understanding Others: some think one vote is too small. Rebuttal: even so, communities are shaped by the people who live in them. Ending: every action can still have an effect over time. Significance: voices together shape a community.

Page 17: Build the Paragraph

1	Strip E: The Statue of Liberty gave arriving families hope for a new life.
2	Strip F: For example, it welcomed people before they even stepped onto American soil. The text says, "Many people see it before they ever step onto American soil."
3	Strip C: It also stood for the feelings that drew families to America. The text says, "Her father explained that the torch stood for hope and freedom."
4	Strip D: This shows the statue reminded families why they made the journey. The text says, "Instead, it reminded her family why they had made the journey, to find new opportunities and become part of a country built on the ideas of freedom and democracy."
5	Strip A: In the end, the statue welcomed millions and still stands for freedom today.

Distractor Jail, Strip B: It is a true detail about the journey, but it does not explain why the statue was important.

Page 19: Revision Pull Tab

Model: *I believe voting matters because it gives people a voice in decisions that affect their daily lives. For example, a local election can decide how money is used in schools. When people vote and speak up, every action can still have an effect over time.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [SUBJECT-VERB] People in many communities take part in civic life.
2. [NO RUN-ON] Voting is important, and it gives people a voice.
3. [COMPLETE SENTENCE] One person's vote can make a difference.
4. [NO RUN-ON] The statue stood for hope and freedom, and it welcomed many families.

Page 22: Write Your Argument

A strong response states a clear claim, supports it with reasons and passage evidence, explains the thinking, and ends with significance. Model opening: Some people believe it is important to take part in civic affairs, and I agree because every action can still have an effect over time.

Page 23: Request Letter

Model: *Dear National Park Service Rangers, I am a student in fifth grade learning about the Statue of Liberty. Could you tell me when the statue was built? I would also like to know what the torch and tablet stand for, and how many families passed through Ellis Island. Thank you for your help. Sincerely, A fifth grade student*

Page 24: Thinking Quilt Square

Center: One voice can shape a community because every action, from voting to speaking up, can have an effect over time.

Patch 1: "By voting or speaking up, people can have a say in those decisions."

Patch 2: "They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life."

Patch 3: "Even so, communities are shaped by the people who live in them."

Patch 4: "Some voices are heard more often, but every action can still have an effect over time."

Border: civic. Sentence: Taking part in civic life gives people a chance to shape their community. Sketch: Draw a town square where people raise their hands to speak, with a ballot box and a tall statue in the background.

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