

FAMILY PACKET

Family Packet, Grade 3, Cluster 2, Module 4: Evidence (The Second Branch of the Tree)

A warm, plain language guide to what your student is learning this week, with easy ways to talk and work together at home. **Every page is in English and Spanish.**

Welcome, families. This week your student grows the second branch of the tree, evidence. Students learn to select proof from the passage that matches their reason and use CSI to connect, support, and infer. This packet shows you what is happening in class, the words your student is learning, the thinking tool your student uses, and simple ways to help from home. You and your student can work through it together in about ten minutes.

Ask your student to teach you the CSI moves. Teaching it out loud is part of how the learning sticks.

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En español

Todo este paquete también está disponible en español.

1 Family Letter

Dear Families,

This week your student is learning to select evidence that proves a stated reason, the second branch of the tree. Students write a response using CSI to connect, support, and infer meaning. A strong piece of evidence must match the exact reason it sits under, so relevance, not just accuracy, is the test for choosing proof.

Our class will read "Laura Ingalls Wilder" and "Carmen Lomas Garza" at very high stamina. Students match reason cards with evidence cards, then write their own CSI responses about history, culture, and everyday family life. Invite your student to explain how a piece of evidence supports the thesis (central idea).

With appreciation,

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR THE PROOF

Ask your student to read a reason, then show which part of the passage proves it. Ask what the evidence shows that the text does not say directly.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to select evidence that proves a stated reason. Evidence is proof taken straight from the passage. Students use CSI to connect the evidence to the reason, support the thesis (central idea), and infer a meaning the text does not say directly.

The standard, in plain words

This week the work connects to a Texas standard for composing informational texts. Your student composes informational writing by selecting evidence that supports the central idea. In plain words, your student learns to prove each reason with exact proof from the passage and explain what that proof shows.

The three CSI moves



Connect

The evidence connects to the reason it proves



Support

The evidence supports the thesis (central idea)



Infer

The writer says what the evidence shows beyond the text

How to help without giving the answer

- Ask your student to explain how their evidence supports the reason they wrote.
- Ask which part of the passage proves the idea is true.
- Ask what the evidence shows that the text does not say directly.
- Ask why a short quote works better than copying a whole paragraph.
- Let your student choose the evidence and write the response. Your job is to ask good questions.

evidence

proof taken straight from the passage

Example, the quote about tamales is evidence from the passage.

support

to hold up or prove an idea

Example, the evidence supports the reason it sits under.

infer

to figure out something the text does not say directly

Example, the Infer sentence shares a bigger idea.

relevant

closely connected to the idea being proved

Example, relevant evidence matches the exact reason.

connect

to join the evidence with the reason

Example, the Connect move links proof to the claim.

proof

something that shows an idea is true

Example, the proof comes from a specific paragraph.

reason

a statement that tells why something is true

Example, the reason tells what the evidence must prove.

CSI

Connect, Support, and Infer

Example, CSI checks the evidence before writing.

paragraph

a group of sentences about one idea

Example, the evidence comes from paragraph 4.

quotation

the exact words from a text

Example, a short quotation proves the idea well.

explanation

telling what the evidence shows

Example, the explanation connects the proof to the reason.

culture

the customs, beliefs, and ways of life of a group

Example, the evidence shows family culture.

Tip for reading together. When your student chooses evidence, ask if the proof matches the exact reason or if it is just true. Evidence must prove the reason it sits under, not just come from the passage.

This week your student grows the second branch of the TREE, evidence, and uses CSI to check it. The evidence must prove the exact reason it sits under.

The three CSI moves



Connect

Does the evidence connect to the reason?



Support

Does the evidence support the thesis (central idea)?



Infer

What can the writer infer beyond the text?

From reason to proof

Step	What the writer does	Example
Reason	State the idea to prove	Garza painted traditions so they are not forgotten.
Evidence	Quote proof from the passage	The passage states that families make tamales during the holidays.
Infer	Explain what the proof shows	This shows that her art keeps traditions alive for others.

The CSI rule

Relevant The evidence must match the exact reason.

Quoted The proof comes straight from the passage.

Inferred The response says what the evidence shows beyond the text.

Mini version to use at home

Try it together

State a reason about a family story, such as, our family keeps old photographs because memories matter. Have your student find one detail that proves the reason, quote it, and finish with This shows that. Listen for an idea the story does not say directly.

Answer for families. A complete CSI response connects the proof to the reason, supports the main idea, and infers a bigger meaning, for example, This shows that photos help families remember who they are.

TRACKS While reading, students also look for evidence in the passage using TRACKS, which stands for **T**ime, **R**eactions, **A**ctions, **C**haracter or **C**oncept, **K**ey Knowledge, and **S**cenery or **S**etting. Ask your student what TRACKS they found in this week's passages.

- Ask your student to explain how their evidence supports the reason they wrote.
- Ask which part of the passage proves the idea is true.
- Ask why a short quote works better than copying a whole paragraph.
- Ask what the Infer sentence shows about the topic that was not stated directly.
- Ask your student to share a piece of evidence from a family story and explain how it matches their claim.

Teach the CSI Moves

Invite your student to teach Connect, Support, and Infer. A family member states a reason, the student finds evidence in the passage that proves it, writes the sentence, and explains what the evidence shows about the reason.

Match the Proof

Have your student write two evidence sentences from the Laura Ingalls Wilder or Carmen Lomas Garza passages. Listen as the student checks paragraph numbers and capital letters in names and explains which piece of evidence best proves a specific reason.

6 What Strong Work Looks Like

Here is a strong CSI response for this week's writing prompt. Notice how the proof matches the reason exactly.

Prompt. Explain why Carmen Lomas Garza painted everyday family moments.

Reason

Carmen Lomas Garza painted everyday family moments because she wanted family traditions to be remembered.

Evidence

The passage states that families make tamales together during the holidays.

Infer

This shows that her artwork keeps cultural traditions alive for others to see and celebrate, which is why her paintings matter beyond the text.

Checklist for strong work

- ☐ The evidence matches the exact reason it sits under.
- ☐ The proof comes straight from the passage.
- ☐ The response uses all three CSI moves, Connect, Support, and Infer.
- ☐ The Infer sentence states an idea the text does not say directly.
- ☐ The response supports the thesis (central idea).

7 Progress at Home

My student can...

- ☐ read a reason and find evidence that proves it
- ☐ choose evidence that matches the exact reason
- ☐ use CSI to connect, support, and infer
- ☐ quote a short piece of proof from the passage
- ☐ write an Infer sentence that goes beyond the text

Student name

Family signature

Date

Please sign and send this page back to school with your student. The teacher will celebrate the progress together with your student.