

FAMILY PACKET

Family Packet, Grade 3, Cluster 3, Module 4: Matching Reasons, Evidence, and Explanations

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 learns to match reasons, evidence, and explanations. Students choose a quotation that supports a reason, check it with CSI, and introduce it with a signal marker. Then they write a sentence beginning with This to explain how the quotation proves the reason. 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 whole proof, reason, quotation, and explanation. Teaching it out loud is part of how the learning sticks.

Inside this packet

1 Family Letter

A note from the classroom about the week's learning.

2 Family Tip Sheet

The skill and standard in plain words, plus how to help.

3 Key Words

This week's words with student friendly meanings and examples.

4 Our Thinking Tool

The organizer students use, with a mini version for home.

5 Conversation Starters and a Family Activity

Easy ways to talk about the week's learning.

6 What Strong Work Looks Like

A short model and a checklist to see progress.

7 Progress at Home

A "my student can..." checklist to sign and send back.

En español

Todo este paquete también está disponible en español.

1 Family Letter

Dear Families,

This week your student is learning to match reasons, evidence, and explanations. Students choose a quotation that supports a reason, check it with CSI, Connect, Support, Infer, and introduce it with a signal marker such as The poet said, or The drama stated. Then they write a sentence beginning with This to explain how the quotation proves the reason.

We will use the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries." Ask your student to read a reason and its quotation aloud, then explain the connection. Students will use these matching parts in a full independent Extended Constructed Response (ECR). You can help by listening and asking, What does that evidence prove?

With appreciation,

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK WHAT THE EVIDENCE PROVES

Ask your student to read a reason and its quotation aloud, then explain how the quotation proves the reason. Listening is the help that matters.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to match reasons, evidence, and explanations. Students choose a quotation that supports a reason, check it with CSI, Connect, Support, Infer, and introduce it with a signal marker. Then they write a sentence beginning with This to explain how the quotation proves the reason.

The standard, in plain words

This week the work connects to a Texas standard for reading and writing. Your student develops informational writing by matching each reason to evidence and explanation in a full independent response. In plain words, your student learns to prove every reason with exact words from the text and explain what those words show.

The three CSI moves



Connect

The quotation connects to the reason



Support

The quotation supports the reason clearly



Infer

The writer explains what can be inferred from the quotation

How to help without giving the answer

- Ask what reason your student is trying to prove.
- Ask which words in the passage support that exact reason.
- Ask how CSI helped choose the evidence.
- Ask what the This sentence explains about the quotation.
- Let your student write the explanation. Your job is to ask good questions, not to supply the answer.

3 Key Words

evidence

text proof that supports a reason

Example, my evidence supports fairness.

reason

the idea a writer is trying to prove

Example, the reason tells what the evidence must prove.

quotation

the exact words from a text

Example, I copy the quotation accurately.

signal marker

words that introduce evidence or explanation

Example, The poet said introduces my quote.

CSI

Connect, Support, Infer

Example, I use CSI to check my quotation.

connect

to join the evidence with the reason

Example, the quote connects to my reason.

support

to hold up or prove an idea

Example, the quote supports the reason clearly.

infer

to figure out something the text does not say directly

Example, I can infer a bigger idea from the quote.

explanation

my thinking about how evidence proves a reason

Example, This shows explains my proof.

proof

something that shows an idea is true

Example, the whole proof is reason, quote, and explanation.

fairness

treating people the right way

Example, the evidence proves fairness had broken down.

This shows

the frame that begins the explanation

Example, This shows that fairness had broken down.

Tip for writing together. When your student writes a This sentence, ask what the quotation reveals and how that supports the reason. A quotation does not explain itself, so the This sentence must do the thinking.

4 Our Thinking Tool

This week your student matches reasons, evidence, and explanations using the TREES chart and the CSI check. The quotation proves the reason, and the This sentence explains the connection.

The three CSI moves



Connect

Does the quotation connect to the reason?



Support

Does the quotation support the reason clearly?



Infer

What can the writer explain from the quotation?

The whole proof

Reason State the idea to prove.

Signal marker + quotation Introduce the exact words with The poet said or The drama stated.

This sentence Begin with This shows that and explain how the quotation proves the reason.

Mini version to use at home

Try it together

State a reason about a family story, such as, our family saves photos because memories matter. Read two short sentences from the story and have your student choose the one that proves the reason. Then finish with, This shows that _____.

Answer for families. The whole proof joins a reason, a quotation that supports it, and a This sentence that explains it, 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 **Time, Reactions, Actions, Character or Concept, Key Knowledge, and Scenery or Setting**. Ask your student what TRACKS they found in this week's passages.

5 Conversation Starters and a Simple Family Activity

- Ask what reason your student is trying to prove.
- Ask which words in the passage support that exact reason.
- Ask how CSI helped choose the evidence.
- Ask what signal marker introduces the quotation.
- Ask how the This sentence explains what the quote proves.

Find the Match

Read a reason from the notebook and two short quotations from the passage. Have your student choose the stronger match and explain Connect, Support, Infer. Ask what the other quotation might support.

Say the Whole Proof

Your student says a reason, introduces a quotation with a signal marker, and finishes with This shows. A family member asks how the quotation proves the reason. Try again with a more specific explanation.

6 What Strong Work Looks Like

Here is a strong reason, evidence, and explanation for this week's writing prompt. Notice how the quotation proves the reason exactly.

Prompt. Explain WHY laws were needed in "Why We Need Laws."

Reason

One reason laws were needed was to protect fairness for everyone.

Signal marker and quotation

The poet said, "Some took more food while others had too little."

Explanation

This shows that fairness had broken down because some people had more than they needed while others were left without enough.

Checklist for strong work

- ☐ The student states the reason before finding evidence.
- ☐ The quotation supports that exact reason.
- ☐ A signal marker introduces the quotation.
- ☐ The This sentence explains what the quotation proves.
- ☐ The whole proof, reason, quotation, and explanation, stays together.

7 Progress at Home

My student can...

- ☐ state the reason I am trying to prove
- ☐ choose a quotation that supports the exact reason
- ☐ use CSI to check the evidence
- ☐ introduce a quotation with a signal marker
- ☐ write a This shows sentence that explains the quotation

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.