

FAMILY PACKET

Family Packet, Grade 3, Cluster 4, Module 3: Getting SET with the Statement of Purpose

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 write the Statement of Purpose, the broad first sentence of an introduction. The class calls the introduction GET SET, and this module focuses on the S. A strong Statement of Purpose opens the paper with a big, global idea before the more specific thesis (central idea). 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 what GET SET stands for. 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 write the Statement of Purpose, the broad first sentence of an introduction. We call the introduction GET SET, Statement of Purpose, Evidentiary Transition, Thesis (central idea), and this module focuses on the S. A strong Statement of Purpose opens the paper with a big, global idea before the more specific thesis (central idea).

Our class will read "Benjamin Franklin and Electricity" and "The Founding Fathers" at High stamina. Students learn to tell a broad opening from a specific one and write an opening that avoids exact passage details like Benjamin Franklin or the lightning rod. Invite your student to say whether a sentence is broad, a big idea, or specific, exact details.

With appreciation,

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK BROAD OR SPECIFIC

Read one sentence aloud and ask your student whether it is broad, a big idea, or specific, exact details. Let your student name it and give the reason.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to write the Statement of Purpose, the broad first sentence of the GET SET introduction. The sentence opens the paper with a big, global idea before the specific thesis (central idea). Students learn to tell a broad opening from a specific one and to avoid exact passage details in the first sentence.

The standard, in plain words

This week the work connects to two Texas standards. Your student organizes writing with a purposeful structure, including an introduction, and composes an informational text with a clear central idea. In plain words, your student learns to open a paper with a big idea and lead naturally into the specific answer.

The two kinds of opening sentences



Broad

A big, global idea that fits many essays



Specific

Exact details that belong in the thesis (central idea)



Statement of Purpose

The broad first sentence of the introduction

How to help without giving the answer

- Ask your student what GET SET stands for.
- Read one sentence aloud and ask whether it is broad or specific.
- Ask how a writer can open a topic with a wide idea before giving the exact answer.
- Ask why naming exact people like Benjamin Franklin makes an opening too narrow.
- Let your student write the Statement of Purpose. Your job is to ask good questions, not to supply the answer.

3 Key Words

broad

wide, covering a big idea

Example, a broad opening fits many essays.

specific

narrow, about exact details

Example, the thesis (central idea) is specific.

statement of purpose

the broad first sentence of the introduction

Example, write a statement of purpose for the passage.

global

feeling wide and big-picture

Example, a global opening starts with a big idea.

thesis (central idea)

the direct answer to the prompt

Example, the thesis is the specific sentence.

introduction

the opening part of an essay

Example, the introduction leads to the answer.

GET SET

Statement of Purpose, Evidentiary Transition,
Thesis (central idea)

Example, say what GET SET stands for.

evidence

proof quoted from the text

Example, evidence supports the thesis (central idea).

transition

a sentence that leads from one idea to the next

Example, the transition bridges the opening and the answer.

invention

something new that someone makes

Example, important inventions can improve life.

liberty

freedom

Example, the Founding Fathers wrote about liberty.

government

the group that makes rules for a community

Example, the new government worked fairly.

Tip for writing together. When your student writes a first sentence, ask if it sounds like a big idea that fits many essays or like an exact detail. A strong opening is broad, and the thesis (central idea) is specific.

4 Our Thinking Tool

This week your student uses the GET SET introduction, and the focus is the S, the Statement of Purpose. The S opens the paper with a broad idea before the specific thesis (central idea).

The GET SET introduction

S Statement of Purpose, the broad first sentence with a big idea.

E Evidentiary Transition, the middle sentence that leads to the answer.

T Thesis (central idea), the specific sentence that answers the prompt.

Broad or specific

Broad opening	Specific thesis (central idea)
Important inventions can improve life.	Benjamin Franklin invented the lightning rod to protect buildings.
Governments work best when they protect rights.	The Founding Fathers wrote new laws for a fair government.

Mini version to use at home

Try it together

Choose a topic your family enjoys, such as cooking together. Read two sentences aloud, one broad like Cooking together brings families closer, and one specific like We make tamales every holiday. Ask your student which sentence could open an essay and which one answers the prompt. Then write one broad Statement of Purpose together.

Answer for families. The broad sentence opens the essay with a big idea, and the specific sentence belongs in the thesis (central idea), for example, the statement of purpose is that cooking together brings families closer.

GET SET Students build introductions using GET SET, which stands for **Statement of Purpose, Evidentiary Transition, and Thesis (central idea)**. Ask your student to say what GET SET stands for and to read the first sentence of their introduction.

5 Conversation Starters and a Simple Family Activity

- Ask your student what GET SET stands for in an introduction.
- Ask if a sentence is broad, a big idea, or specific, exact details.
- Ask how a writer can open a topic with a wide, meaningful idea before giving the exact answer.
- Ask why a paper should begin broadly rather than naming exact people like Benjamin Franklin right away.
- Ask your student to write one broad Statement of Purpose and one specific thesis (central idea) about "The Founding Fathers" and explain the difference.

Teach the Broad vs. Specific Sort

Invite your student to teach how to sort opening sentences into broad or specific categories. A family member reads two example sentences, one is a big idea like Important inventions can improve life, and the other names exact details like Benjamin Franklin invented the lightning rod. The student groups them, labels each category, and explains why the first sentence fits many essays while the second is too narrow for an opening.

Statement of Purpose at Home

Have your student write one broad Statement of Purpose about a topic they enjoy. Listen as the student checks that the sentence sounds like a big picture idea and does not name exact people or events. The student explains how this broad opening leads naturally toward a more specific thesis (central idea).

6 What Strong Work Looks Like

Here is a strong opening for this week's writing prompt. Notice how the Statement of Purpose is broad and the thesis (central idea) is specific.

Prompt. Explain why the Founding Fathers wrote the Declaration of Independence.

Statement of Purpose (broad)

Documents can protect the rights and freedoms of a whole community.

Thesis (central idea, specific)

The Founding Fathers wrote the Declaration of Independence because they believed people have a right to liberty and freedom from unfair rule.

Why it works

The broad opening fits many essays, and the specific thesis answers the exact prompt, so the introduction leads naturally from a big idea to the answer.

Checklist for strong work

- ☐ The Statement of Purpose is broad and opens with a big idea.
- ☐ The opening does not name exact people or events from the passage.
- ☐ The thesis (central idea) is specific and answers the exact prompt.
- ☐ The broad opening leads naturally toward the thesis (central idea).
- ☐ Both sentences are complete, with capital letters and end punctuation.

7 Progress at Home

My student can...

- ☐ say what GET SET stands for
- ☐ tell a broad sentence from a specific one
- ☐ write a broad Statement of Purpose that opens with a big idea
- ☐ write a specific thesis (central idea) that answers the prompt
- ☐ explain how the broad opening leads to the specific answer

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.