

FAMILY PACKET

Family Packet, Grade 3, Cluster 4, Module 4: The Yellow Sentence (Evidentiary Transition)

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 yellow Evidentiary Transition, the middle sentence of the GET SET introduction. This sentence acts as a bridge that connects the broad opening statement to the specific thesis (central idea) by grouping support together instead of listing every detail. 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 how a grouped sentence works. 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 yellow Evidentiary Transition, the middle sentence of the GET SET introduction. This sentence acts as a bridge that connects the broad opening statement to the specific thesis (central idea) by grouping support together instead of listing every detail. A strong writer builds a smooth path from big ideas to specific claims so the introduction sounds polished and purposeful.

Our class will read "Benjamin Franklin and Electricity" and "The Founding Fathers" at very high stamina. Students match listing sentences with grouped sentences, then write their own yellow bridges about Benjamin Franklin's experiments and the actions taken by the Founding Fathers to create liberty. Invite your student to explain how a grouped sentence supports the thesis (central idea).

With appreciation,

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR THE BRIDGE

Ask your student to explain how a grouped sentence supports the thesis (central idea) by turning a list into one unified idea.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to write the yellow Evidentiary Transition, the middle sentence of the GET SET introduction. The sentence groups the support together instead of listing every detail, so it bridges the broad opening and the specific thesis (central idea).

The standard, in plain words

This week the work connects to a Texas standard for composing informational texts. Your student composes informational writing by developing the central idea with craft, including a smooth introduction. In plain words, your student learns to connect the big idea to the exact answer with one smooth sentence that groups the support.

Listing or grouping



Listing

Naming every detail one by one,
like a grocery list



Grouping

Putting the support together as
one unified idea



The yellow bridge

The middle sentence that connects
the opening and the answer

How to help without giving the answer

- Ask your student what the yellow Evidentiary Transition does in their introduction.
- Ask if a sentence lists every detail or groups the support together.
- Ask why grouping ideas sounds smoother than listing them.
- Ask how the yellow sentence bridges the broad opening and the specific thesis (central idea).
- Let your student write the yellow sentence. Your job is to ask good questions, not to supply the answer.

3 Key Words

evidentiary transition

the yellow middle sentence that groups the support

Example, find the bridge sentence in a model introduction.

collective

referring to things as one group instead of listing them

Example, rewrite a list into one grouped phrase.

bridge

a connection that links the broad opening to the specific answer

Example, the yellow sentence builds the bridge.

grouping

putting ideas together in one phrase

Example, grouping support sounds smooth.

thesis (central idea)

the green sentence that lands on the answer

Example, the bridge leads to the thesis (central idea).

statement of purpose

the broad first sentence of the introduction

Example, the yellow sentence follows the statement of purpose.

GET SET

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

Example, say what GET SET stands for.

listing

naming every detail one by one

Example, a grocery list names each item.

support

proof that holds up an idea

Example, the yellow sentence groups the support.

invention

something new that someone makes

Example, the experiments led to a useful invention.

liberty

freedom

Example, the actions created liberty.

introduction

the opening part of an essay

Example, the introduction ends with the thesis (central idea).

Tip for writing together. When your student writes the middle sentence of an introduction, ask if it groups the support or names every part one by one. If it sounds like a grocery list, ask for one grouped phrase.

4 Our Thinking Tool

This week your student writes the yellow Evidentiary Transition, the middle sentence of the GET SET introduction. The yellow sentence groups the support and bridges the broad opening to 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 yellow middle sentence that groups the support.

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

Listing vs. grouping

Listing sentence	Grouped yellow sentence
Franklin used kites, keys, and rods in his experiments.	The experiments of Benjamin Franklin show how curiosity can solve real problems.
The founders wrote about liberty, rights, and government.	The actions taken by the Founding Fathers created liberty for a new nation.

Mini version to use at home

Try it together

Talk about a family project, such as planning a celebration. First say a listing sentence, We need food, music, games, and guests. Then have your student rewrite it as one grouped yellow sentence that puts the support together, such as The details of the celebration work together to create a happy day.

Answer for families. A grouped sentence joins the support into one idea instead of naming each part, for example, the details of the celebration work together to create a happy day.

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 yellow sentence of their introduction.

5 Conversation Starters and a Simple Family Activity

- Ask your student to explain what the yellow Evidentiary Transition does in their introduction.
- Ask if a sentence lists every detail or groups the support together as one idea.
- Ask why grouping ideas sounds smoother than listing them like a grocery list.
- Ask how the yellow sentence bridges the broad opening and the specific thesis (central idea).
- Ask your student to share a grouped phrase from "Benjamin Franklin and Electricity" or "The Founding Fathers" and explain why it works well.

Teach the GET SET Moves

Invite your student to teach Statement of Purpose, Evidentiary Transition, and Thesis (central idea). A family member states a broad idea, the student finds support in the passages, writes a yellow sentence that groups the evidence instead of listing it, and explains how the bridge connects the opening to the specific answer.

Match the Group

Have your student write two yellow Evidentiary Transition sentences from the passages. Listen as the student checks for collective phrases and explains which sentence groups the support smoothly instead of listing every detail one by one.

6 What Strong Work Looks Like

Here is a strong GET SET introduction for this week's writing prompt. Notice how the yellow sentence groups the support instead of listing it.

Prompt. Explain why the Founding Fathers created the Constitution.

Statement of Purpose (broad)

Governments work best when they protect the rights of the people they serve.

Yellow Evidentiary Transition

The actions taken by the Founding Fathers to create liberty show how leaders can use writing to protect important rights for everyone.

Thesis (central idea, specific)

The Founding Fathers created the Constitution through careful planning and debate to establish a fair government.

Checklist for strong work

- ☐ The yellow sentence groups the support into one idea.
- ☐ The yellow sentence does not list every detail one by one.
- ☐ The sentence bridges the broad opening and the specific thesis (central idea).
- ☐ The introduction sounds smooth, not like a grocery list.
- ☐ All three GET SET sentences are complete and clear.

7 Progress at Home

My student can...

- ☐ say what GET SET stands for
- ☐ tell a listing sentence from a grouped sentence
- ☐ write a yellow sentence that groups the support
- ☐ explain how the yellow sentence bridges the opening and the answer
- ☐ build a smooth GET SET introduction

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.