

FAMILY PACKET

Family Packet, Grade 3, Cluster 5, Module 1: Paired Passage Responses: Connecting Two Texts

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 is learning to write one clear answer from two informational texts. We read about Henry Ford, who made cars more affordable, and Sam Walton, who offered lower prices at his stores. The rule for the week is simple, one answer equals two texts. Your student tracks each story with a thinking tool called the Linear Plot Line, then chooses one detail from each passage and connects the ideas in one sentence. This packet shows what is happening in class, the words your student is learning, and simple ways to help from home.

Ask your student to teach you the rule, one answer equals two texts. 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 a paired-passage response that connects two informational texts into one clear answer. The rule is simple, one answer equals two texts.

The class is reading about Henry Ford, who made cars more affordable with the Model T and the moving assembly line, and Sam Walton, who opened Walmart and worked to offer lower prices. Your student will track each passage with the Linear Plot Line, Problem, Action, Solution, Impact. Then your student will choose one detail from each passage and connect the ideas in one sentence.

Please ask your student, what is one idea that fits both passages, and which detail from each passage supports that idea. Understanding how two texts fit together helps students in every subject.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to show you the Linear Plot Line on one passage, then name one detail from each passage and connect the ideas in one sentence. If your student can teach it, the skill is sticking.

The skill, in plain words

Your student is learning to write one answer from two informational texts. Every response follows three rules, use both texts, include one detail from each passage, and connect the ideas in one sentence. When a student can hold two texts together in one answer, the reader sees the evidence and the connection between the ideas.

The standard, in plain words

This week the work connects to Texas standards for writing. Your student composes an informational text with a clear central idea, develops the topic with relevant details, and develops drafts with details that matter. In plain words, your student writes a short answer that keeps one clear main idea and supports it with details from both passages.

The paired-passage rule your student uses**Use both texts**

Every answer needs both passages

**Two details**

One detail from each passage

**One connection**

Connect the ideas in one sentence

How to help without giving the answer

- Ask your student to teach you the rule, one answer equals two texts.
- Ask which idea fits both passages. Let your student name it and give the reason.
- Ask which detail comes from the Ford passage and which detail comes from the Walton passage.
- Ask how the two details connect. The connection is the heart of the answer.
- Let your student write the answer. Your job is to ask good questions, not to supply the answer.

paired passages

two texts read together for one prompt

Example, the Ford and Walton passages are paired passages.

evidence

a detail from a text that supports an idea

Example, my evidence comes from both passages.

connection

how two ideas relate to each other

Example, I explain the connection in one sentence.

thesis (central idea)

one sentence that states the main idea of the response

Example, my thesis fits both texts.

impact

the effect or result of an action

Example, I track the impact in each passage.

linear plot line

the order of Problem, Action, Solution, Impact

Example, I follow the linear plot line in each biography.

sequence

the order in which events happen

Example, I put the events in sequence.

similarity

a way two ideas are alike

Example, a similarity is that both men helped families.

difference

a way two ideas are not alike

Example, a difference is that Ford changed travel and Walton changed retail.

assembly line

a step-by-step way to build products

Example, Ford used an assembly line to build cars faster.

affordable

priced so people can buy it

Example, the Model T was more affordable.

customers

people who buy goods or services

Example, Walton listened to his customers.

Tip for reading together. When your student reads one of this week's biographies, pause after each part of the story and ask what problem, action, solution, or impact just happened. Naming the parts out loud builds confidence.

4 Our Thinking Tool

This week your student uses one main thinking tool, the Linear Plot Line, with the Paired Passage HABIT. Together they turn two texts into one clear answer.

The Linear Plot Line

Part	What it means	Example from the passages
Problem	the need or trouble someone noticed	Ford saw that cars were rare and expensive
Action	what the person did about it	Ford built the Model T and the assembly line
Solution	the way the problem was fixed	cars became faster and cheaper to build
Impact	the result for everyday people	many families could buy a car for the first time

The Paired Passage HABIT

Use BOTH texts. A paired-passage response is complete only when the reader can see evidence from Henry Ford and Sam Walton.

Two pieces of evidence. Choose one detail from EACH passage.

Connect the ideas in one sentence. One answer equals two texts.

The full ECR paper

The full answer opens with **GET SET**, a blue statement of purpose, a yellow bridge, and a green thesis (central idea). The body develops with **green reason, yellow evidence, red explanation, and blue significant inferencing**. The answer closes with **RRR**, green R1 restates, yellow R2 refers to the evidence as a whole, and blue R3 reflects the big picture. Every sentence has a job and a color.

Mini version to use at home

Try it together

Read this question from class, *How did Henry Ford and Sam Walton help everyday families in different ways?* Ask your student to name one detail from the Ford passage and one detail from the Walton passage, then connect the two ideas in one sentence.

Answer for families. Ford helped families by making cars more affordable, and Walton helped families by offering lower prices, so both men made everyday needs easier to reach.

Linear Plot Line While reading, students track each biography in order, Problem, Action, Solution, Impact. Ask your student to name the four parts for Henry Ford and for Sam Walton.

- Ask your student to explain what one answer equals two texts means.
- What problem did Henry Ford notice, and what solution did he create?
- What problem did Sam Walton notice, and what solution did he create?
- What idea fits both passages?
- Which detail from each passage proves that idea?
- How are Ford and Walton similar, and how are their solutions different?

One Idea, Two Passages

Choose two short informational texts or two family experiences. Ask your student to name one idea that fits both, then say, both blank because blank.

Problem to Impact

Use the car or the store as a topic. Ask, what was the problem, what action happened, what was the solution, and what was the impact. Ask your student to explain how the sequence helps a reader understand the passage.

6 What Strong Work Looks Like

Here is a strong answer to this week's writing prompt. Each part has its own job, and the answer uses both passages.

Prompt. Why were Henry Ford and Sam Walton important?

Thesis (central idea)

Henry Ford and Sam Walton were important because they created solutions that helped everyday families.

Ford evidence

The text stated that many families who had never owned a car before were finally able to buy one.

Walton evidence

The passage explained that customers liked finding many items in one place at prices they could afford.

Connection

This shows that both men created solutions that made life easier and more affordable.

Checklist for strong work

- ☐ The response uses both passages, with one detail from each.
- ☐ The thesis states one clear idea that fits both texts.
- ☐ The student connects the two details in one sentence.
- ☐ The answer explains how the evidence supports the main idea.
- ☐ The conclusion restates, refers to the evidence, and reflects the big picture.

7 Progress at Home

My student can...

- ☐ track Problem, Action, Solution, and Impact in a passage
- ☐ find one detail in each passage
- ☐ name one idea that fits both passages
- ☐ connect two details in one sentence
- ☐ write a thesis (central idea) that fits both texts
- ☐ explain how the evidence supports the 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.