

FAMILY PACKET

Family Packet, Grade 3, Cluster 5, Module 3: Conclusion Paragraph with R1, R2, R3: The Bluebird Moment

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 end a paired-passage response with a strong conclusion. The conclusion has three jobs called R1, R2, and R3. R1 restates the thesis (central idea) with fresh words, R2 refers to the evidence as a whole, and R3 reflects the big picture, the Bluebird Moment that leaves the reader thinking. The rule stays the same, one answer equals two texts.

Ask your student to teach you the three R's. Teaching them 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 end a paired-passage response with an RRR conclusion. The rule is simple, one answer equals two texts.

Students read about Henry Ford and Sam Walton, track each biography with the Linear Plot Line, and use one detail from each passage. R1 restates the thesis (central idea) with fresh words. R2 refers to the evidence as a whole. R3 reflects the big picture, the Bluebird Moment that leaves the reader thinking.

Please ask your student, what idea fits both passages, and how did each solution affect everyday families. A strong ending is the last thing a reader remembers.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to write or say a conclusion and point to the sentence that restates, the sentence that refers to the evidence, and the sentence that reflects the big picture.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to write the ending of a paired-passage response. The ending has three jobs. R1 restates the thesis (central idea) with fresh words. R2 refers to the evidence as a whole, bringing both passages together. R3 reflects the big picture, the Bluebird Moment that leaves the reader thinking.

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 it with relevant details, and revises so the craft makes the comparison clear. In plain words, your student writes a complete answer from two texts and ends it with a conclusion that ties the ideas together.

The three jobs of the conclusion



R1 Restate

Say the thesis (central idea) again
with fresh words



R2 Refer

Bring the evidence from both
passages together



R3 Reflect

Share the big picture, the Bluebird
Moment

How to help without giving the answer

- Ask your student to point to the sentence that restates the main idea.
- Ask which sentence refers to the evidence as a whole.
- Ask what big idea the reader should carry away from the ending.
- Ask what idea fits both passages and how each solution affected families.
- Let your student write the ending. Your job is to ask good questions, not to supply the answer.

conclusion

the ending paragraph that lands the paper

Example, my conclusion ties both passages together.

restate

to say an idea again with fresh words

Example, R1 restates the thesis (central idea).

refer

to point back to the evidence as a whole

Example, R2 refers to the evidence from both passages.

reflect

to share a big-picture thought

Example, R3 reflects the big picture.

thesis (central idea)

one sentence that states the main idea of the response

Example, R1 restates the thesis.

evidence

a detail from a text that supports an idea

Example, the evidence comes from both passages.

Bluebird Moment

the reflection that leaves the reader thinking

Example, the ending finishes with a Bluebird Moment.

impact

the effect or result of an action

Example, I name the impact in my conclusion.

connection

how two ideas relate to each other

Example, the connection fits both passages.

similarity

a way two ideas are alike

Example, the conclusion names a similarity.

difference

a way two ideas are not alike

Example, the conclusion names a difference.

reflection

a thoughtful thought about why the idea matters

Example, my reflection looks at the big picture.

Tip for reading together. Read any story together and practice three ending sentences, the main idea again, the evidence together, and why it matters. Three sentences are all a conclusion needs.

4 Our Thinking Tool

This week your student focuses on one part of the full response, the RRR conclusion. It has three jobs, and every job has a color.

The RRR conclusion

Job	Color	What it does
R1 Restate	Green	Restates the thesis (central idea) with fresh words
R2 Refer	Yellow	Refers to the evidence as a whole, from both passages
R3 Reflect	Blue	Reflects the big picture, the Bluebird Moment

Why it works

The conclusion is the last thing a reader remembers. R1 keeps the answer on track, R2 brings both passages together, and R3 leaves the reader with a thought that stays, like a bluebird leaving the tree.

Mini version to use at home

Try it together

Ask your student to finish this sentence three times about any story you share, the story was about blank, the details showed blank, and this matters because blank. Those are R1, R2, and R3 in plain words.

Answer for families. R1 restates the main idea, R2 brings the evidence together, and R3 shares why the idea matters beyond the story.

RRR The class chant is **Restate, Refer, Reflect**. Ask your student to say the chant and show the three colors, green, yellow, and blue.

5 Conversation Starters and a Simple Family Activity

- Ask your student to explain what one answer equals two texts means.
- What problem did Henry Ford notice, and what action did he take?
- What problem did Sam Walton notice, and what action did he take?
- How were the solutions similar, and how were they different?
- Which sentence in a conclusion restates, refers, and reflects?

One Idea, Two Stories

Share two short stories or shows. Ask your student to name one idea that fits both and say, both helped people by blank. Then ask which detail came from each story.

Problem to Impact

Choose a change that affected many people. Walk through Problem, Action, Solution, Impact. Ask your student to name one sentence that refers to both sources as a whole.

6 What Strong Work Looks Like

Here is a strong conclusion to this week's writing prompt. Each sentence has one clear job.

Prompt. Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.

R1 Restate (green)

Henry Ford and Sam Walton supported everyday families through practical solutions that made life more affordable and convenient.

R2 Refer (yellow)

The details from both passages highlight the ways each man responded to a problem and created changes that benefited many people.

R3 Reflect (blue)

As the bluebird leaves the tree, thoughtful problem-solvers often help communities by creating solutions people can truly use.

Checklist for strong work

- ☐ The conclusion has three sentences, one for each job.
- ☐ R1 restates the thesis (central idea) with fresh words.
- ☐ R2 refers to the evidence as a whole, from both passages.
- ☐ R3 reflects the big picture and leaves the reader thinking.
- ☐ The conclusion uses both passages, one detail from each.

7 Progress at Home

My student can...

- ☐ say what R1, R2, and R3 mean
- ☐ restate the thesis (central idea) with fresh words
- ☐ refer to the evidence from both passages as a whole
- ☐ reflect on why the idea matters
- ☐ write a conclusion that ends with the big picture
- ☐ use one detail from each passage in the ending

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.