

FAMILY PACKET

Family Packet, Grade 3, Cluster 5, Module 4: Color-Coding the Full ECR Paper

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 putting the whole answer together and color-coding the full ECR paper. Every sentence has a job, and every job has a color. The paper opens wide with GET SET, narrows to a clear thesis (central idea), develops evidence and explanation, and widens again in the RRR conclusion. The rule stays the same, one answer equals two texts.

Ask your student to teach you what each color means. 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 by connecting two informational texts into one clear answer. The guiding rule is simple, one answer equals two texts. A strong response uses evidence from both passages and explains how the ideas connect.

We are reading about Henry Ford, who made automobiles more affordable with the Model T and the moving assembly line, and Sam Walton, who opened Walmart to offer lower prices and serve customers. Your student will track Problem, Action, Solution, Impact in each biography, then color-code the full ECR paper. Blue shows the statement of purpose, yellow shows a bridge or evidence, green shows the thesis (central idea), red shows explanation, and blue shows significant inferencing or reflection.

Please ask your student, what is one idea that fits both passages, or how were Ford and Walton alike or different in the ways they helped everyday families. This conversation reinforces the work we are doing in class.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to point to any sentence in their response and name its job and its color. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to see the whole answer at once through color. Every sentence has a job, and every job has a color. Blue opens with the statement of purpose, yellow bridges to the evidence, green states the thesis (central idea), red explains, and blue closes with significant inferencing or reflection.

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 uses craft so every sentence has a purpose. In plain words, your student writes a complete answer from two texts where every sentence does its job.

The color jobs your student uses



Blue

Statement of purpose and the big-picture reflection



Yellow

Bridge to the evidence and the evidence itself



Green

Thesis (central idea), reasons, and R1 restate

How to help without giving the answer

- Ask your student to name the job of a sentence before naming its color.
- Ask which sentence states the thesis (central idea).
- Ask which sentences give evidence from each passage.
- Ask how the opening and the closing mirror each other.
- Let your student write the answer. Your job is to ask good questions, not to supply the answer.

3 Key Words

structure

the way the parts of a paper are built and ordered

Example, color helps me see the structure of the paper.

evidence

a detail from a passage that supports an idea

Example, my Ford evidence and my Walton evidence are yellow.

explanation

words that tell how evidence proves an idea

Example, my red explanation shows the connection.

thesis (central idea)

the sentence that states the exact answer

Example, my green thesis says the main idea.

reflection

a big-picture thought about why the idea matters

Example, my blue reflection closes the paper.

bridge

a sentence that connects the purpose to the evidence

Example, the yellow bridge leads to the evidence.

purpose

the reason the writer is writing

Example, the blue statement of purpose opens the paper.

connection

how two ideas relate to each other

Example, the connection fits both passages.

impact

the effect or result of an action

Example, I name the impact of each solution.

significance

why an idea matters beyond the text

Example, the reflection shares the significance.

sequence

the order in which events happen

Example, I keep the events in sequence.

similarity

a way two ideas are alike

Example, the paper explains a similarity.

Tip for reading together. After your student reads a passage, ask one sentence to do one job, state the main idea, give evidence, or explain. Naming the job out loud builds confidence.

4 Our Thinking Tool

This week your student colors the whole ECR paper so every sentence has a job and a color. Here is the full map.

The full paper color code

Paper part	Color	Sentence job
GET SET opening	Blue	Statement of purpose
GET SET opening	Yellow	Bridge to the evidence
GET SET opening	Green	Thesis (central idea)
Body	Green	Reason or way
Body	Yellow	Evidence
Body	Red	Explanation
Body	Blue	Significant inferencing
RRR conclusion	Green	R1 Restate the thesis (central idea)
RRR conclusion	Yellow	R2 Refer to the evidence as a whole
RRR conclusion	Blue	R3 Reflect the big picture

How the paper moves

The paper **opens wide** with the statement of purpose, **narrows** to a clear thesis (central idea), **develops** evidence and explanation in the body, and **widens again** in the RRR conclusion. The opening and the closing mirror each other.

Mini version to use at home

Try it together

Ask your student to write one sentence about a story you shared and give it a job and a color. Then ask for a second sentence with a different job. Two sentences are enough to practice the idea that every sentence has a purpose.

Answer for families. A sentence can state the main idea, give evidence, explain, or reflect. Naming the job before the color is the habit students practice.

Paired Passage HABIT Use both texts, include one detail from each passage, and connect the ideas in one sentence. The color code shows the job of every sentence in the answer.

5 Conversation Starters and a Simple Family Activity

- Ask your student to explain what it means to connect two texts into one answer.
- Why is it important to use both passages?
- How were Henry Ford and Sam Walton alike?
- How were their solutions different?
- What is one idea that fits both Ford and Walton?

One Answer, 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. 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 detail from each source and connect the ideas in one sentence.

6 What Strong Work Looks Like

Here is a strong full paper, shown in one paragraph with its jobs and colors.

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

GET SET (blue, yellow, green)

People can improve daily life when they respond to real needs. Both biographies show how Henry Ford and Sam Walton noticed problems and acted on ideas. Henry Ford and Sam Walton helped everyday families by creating affordable solutions.

Body (green, yellow, red, blue)

Ford made the Model T more affordable, and Walton offered products at lower prices. These details show how each man improved access for families.

RRR (green, yellow, blue)

Henry Ford and Sam Walton helped everyday families through practical solutions. Ford changed travel and Walton changed shopping, and their ideas created lasting change.

Checklist for strong work

- ☐ Every sentence in the response has a job and a color.
- ☐ The paper opens with GET SET, a purpose, a bridge, and a thesis (central idea).
- ☐ The body gives one detail from each passage and explains it.
- ☐ The RRR conclusion restates, refers, and reflects.
- ☐ The response uses both passages and connects the ideas.

7 Progress at Home

My student can...

- ☐ name the job of a sentence in my answer
- ☐ give every sentence a color
- ☐ write a GET SET opening with purpose, bridge, and thesis (central idea)
- ☐ use one detail from each passage
- ☐ explain how the evidence supports the idea
- ☐ write an RRR conclusion that restates, refers, and reflects

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.