

FAMILY PACKET

Family Packet, Grade 3, Cluster 6, Module 2: Supporting Claims with Reasons Through the Magnifying Process

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 support a claim with strong reasons. The big focus is the Magnifying Process, brainstorm many reasons, group the ones that are alike, narrow each group to its strongest idea, and choose three reasons to support the claim. The HABIT continues, if you have to decide, you must declare the WHY.

Ask your student to teach you the four steps of the Magnifying Process. 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 support an argument with strong reasons. The big focus is the Magnifying Process, brainstorm many reasons, group the ones that are alike, narrow each group to its strongest idea, and choose three reasons to support a claim.

We are practicing with Crash, about Amina and honesty, and The Good Citizen, about Maya and responsibility. To support the claim that Maya should have returned to the shelter, a student might give three reasons, responsibility means finishing a job, Rusty depended on Maya, and good citizens fix mistakes.

Please ask your student a question that requires a choice, then ask for three different reasons. Naming three different reasons is exactly the thinking practiced in this module.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to make a claim about a character and then give three different reasons. If your student can teach it, the skill is sticking.

The skill, in plain words

Your student is learning that a claim is a decision plus because plus reasons. To find strong reasons, students use the Magnifying Process, brainstorm many reasons, group the ones that are alike, narrow each group to its strongest idea, and choose three reasons that are truly different.

The standard, in plain words

This week the work connects to Texas standards for writing. Your student composes an argumentative text with a claim and develops the claim with relevant reasons and evidence. In plain words, your student states a position and backs it up with reasons that make sense and details that prove them.

The three parts of a strong claim**Decision**

The position the writer chooses

**Because**

The word that connects the decision to the reasons

**Reasons**

Why the decision makes sense, at least three

How to help without giving the answer

- Ask your student to make a decision and then declare the WHY.
- Ask for three different reasons and check that no two reasons are the same idea in new words.
- Ask which detail from the story could prove each reason.
- Ask your student to teach you the claim formula, decision plus because plus reasons.
- Let your student write the answer. Your job is to ask good questions, not to supply the answer.

claim

a decision with because and reasons

Example, Amina should have told the truth because honesty builds trust.

reason

why a decision makes sense

Example, honesty builds trust.

evidence

a detail from a text that proves an idea

Example, Amina admitted what happened.

support

to back up a claim with reasons and proof

Example, reasons support the claim.

magnify

to stretch, sort, and refine thinking

Example, students magnify many reasons into three.

decide

to make a choice

Example, the character had to decide.

declare

to say a decision out loud with its why

Example, you must declare the WHY.

group

to put alike ideas together

Example, I group the reasons that are alike.

narrow

to reduce a group to its strongest idea

Example, I narrow each group to one idea.

responsibility

doing a job carefully and owning your choices

Example, responsibility means finishing the job.

depend

to need someone for help or care

Example, Rusty depended on Maya.

mistake

an action that turns out wrong

Example, good citizens fix their mistakes.

Tip for reading together. When your student makes any choice, ask for three different reasons, one about people, one about feelings, and one about what happens next. Three different reasons build a strong argument.

4 Our Thinking Tool

This week your student uses the Magnifying Process to find the three strongest reasons for a claim.

The claim formula

Claim equals **decision** plus **because** plus **reasons**. Example, Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.

The Magnifying Process, four layers

Layer	What the student does	Example
1 Brainstorm	List many reasons	trust, respect, fairness, safety, kindness, truth
2 Group	Put the alike reasons together	trust and respect go together
3 Narrow	Choose the strongest idea in each group	honesty builds trust
4 Choose three	Pick the final three groups as reasons	trust, responsibility, solving problems

Mini version to use at home

Try it together

Ask your student to finish this sentence, I decide blank because blank, blank, and blank. Then check that the three reasons are truly different.

Answer for families. A claim is a decision plus because plus at least three different reasons. Different reasons name different ideas, not the same idea said twice.

The HABIT If you have to decide, you must declare the WHY. A claim declares the WHY with reasons, and the reasons need proof from the story.

5 Conversation Starters and a Simple Family Activity

- Ask your student what a claim is and how it is different from a sentence that only names an opinion.
- What does it mean to declare the WHY after making a decision?
- How would a student decide whether Amina should have told the truth about breaking the jar, and why?
- What three reasons could support Maya's decision to return to the shelter?
- How can a student tell whether two reasons are truly different?

Decide and Declare

Ask your student a question that requires a choice. The student finishes, I decide blank because blank.

Build the Claim

Pick one narrative and ask your student to make a claim about what the character should have done, using a decision plus because plus at least two reasons.

6 What Strong Work Looks Like

Here is a strong claim with three different reasons and evidence for each one.

Prompt. Explain if Amina should have told the truth about breaking the jar.

Claim

Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.

Reason 1 with evidence

Honesty builds trust. Mrs. Ramirez thanked Amina for telling the truth, so classmates could trust her.

Reason 2 with evidence

Honesty shows responsibility. Mrs. Ramirez said being honest shows responsibility, and truthfulness means taking responsibility.

Reason 3 with evidence

Honesty helps solve problems. The class cleaned the area and saved the plant, so telling the truth helped make things right.

Checklist for strong work

- ☐ The claim states a decision with because and at least three reasons.
- ☐ The three reasons are truly different from one another.
- ☐ Each reason has evidence from the story.
- ☐ The student can explain why each piece of evidence proves the reason.
- ☐ The claim answers the exact prompt.

7 Progress at Home

My student can...

- ☐ say what a claim is and how it is built
- ☐ declare the WHY after making a decision
- ☐ brainstorm many reasons for a claim
- ☐ group the reasons that are alike
- ☐ choose three reasons that are truly different
- ☐ match evidence to each reason

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.