

FAMILY PACKET

Family Packet, Grade 3, Cluster 8, Module 1: PLACE: From Resource to Evidence

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 begins the Grade 3 research capstone, a monthlong research paper that asks, What helps a community grow strong? Students start with PLACE, because communities do not grow in empty space. They study the Nile, Plymouth, Poverty Point, frontier environments, and transportation, and they learn one pattern, the environment offers possibilities and limits, while people decide how to use what the place provides. 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 what they learned. Teaching it out loud is part of how the learning sticks.

Inside this packet

1 Family Letter

A note from the classroom about the week's learning.

2 Family Tip Sheet

The skill and standard in plain words, plus how to help.

3 Key Words

This week's words with student friendly meanings and examples.

4 Our Thinking Tool

The organizer students use, with a mini version for home.

5 Conversation Starters and a Family Activity

Easy ways to talk about the week's learning.

6 What Strong Work Looks Like

A short model and a checklist to see progress.

7 Progress at Home

A "my student can..." checklist to sign and send back.

En español

Todo este paquete también está disponible en español.

1 Family Letter

Dear Families,

This week your student begins Module 1 of Cluster 8, PLACE: From Resource to Evidence. We are investigating the question, How does the place around a community create both opportunities and challenges? Students are building one part of a monthlong research paper that asks, What helps a community grow strong?

Your student will study the Nile, Plymouth, Poverty Point, frontier environments, and transportation. The independent product is a complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong. Students will use direct quotations and paraphrases as evidence, give source credit, and write E2 explanations that show what each piece of evidence proves.

Ask your student to teach you the module question and show you one Q note, one P note, and one E2 explanation. Q means a direct quotation, P means a paraphrase, and E2 is the student's own reasoning.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to teach you the PLACE chain. If your student can name a place, a resource, a challenge, a choice, and an impact from one source, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning that a familiar fact becomes new evidence when it is given a job. Researchers do not collect the longest list of facts. They select a detail that proves a reason, credit the source, and explain the proof. This week the reason is about place, communities grow strong when people use place-based resources and possibilities to meet needs.

The standard, in plain words

This week the work connects to the Texas research standards. Your student plans research, uses sources, collects evidence, gives credit, and presents the findings. In plain words, your student learns to choose the right evidence for a reason instead of gathering every fact.

The PLACE chain your student uses

Step	Question	Example
PLACE	Where did people live?	Near the Nile, at Plymouth, or at Poverty Point
RESOURCE	What did the place provide?	Water, soil, timber, shells, stone, or a harbor
CHALLENGE	What difficulty did it create?	Flood, drought, distance, winter, or scarcity
CHOICE	What did people do?	Farm, trade, build, travel, adapt, or modify
IMPACT	What changed?	Needs were met and the community became stronger

How to help without giving the answer

- Ask your student to teach you the module question. Explaining it out loud is part of how the skill sticks.
- Ask your student to show you one piece of evidence and explain what job it performs.
- Ask what makes a detail evidence instead of just a fact. Let your student name the reason.
- If your student is stuck, ask about the reason first. Ask which detail proves that reason.
- Let your student write the answer. Your job is to ask good questions, not to supply the answer.

3 Key Words

place

the land and setting where people live

Example, the Nile Valley was a place where a community grew.

resource

something people can use to meet a need

Example, water, timber, soil, fish, and harbors are resources.

challenge

a problem or difficulty

Example, floods, drought, distance, and harsh weather are challenges.

choice

a decision about what to do

Example, people chose to farm, trade, build, adapt, or travel.

impact

the effect of a choice

Example, roads connected communities and changed travel.

select

choose for a purpose

Example, researchers select evidence that proves the reason.

direct quotation

the source's exact words in quotation marks

Example, the passage states, "A place gives people resources and challenges."

paraphrase

the source's idea in new words and structure

Example, the passage explains that the Nile supported several daily needs.

source credit

naming where borrowed information came from

Example, according to Passage 15, the river provided water and fertile soil.

E2 explanation

the researcher's reasoning after the evidence

Example, this matters because people made choices that turned resources into community support.

corroboration

confirmation of a reason by a second source

Example, a second passage confirms that a place can offer resources and limits.

relevant

closely connected to the reason

Example, a researcher rejects a detail that is interesting but not relevant.

Tip for reading together. When a new word appears in a passage, pause and let your student use the sentence around it to figure out the meaning before you explain. Naming the guess out loud builds confidence.

This week your student uses one main thinking tool, called the PLACE chain, together with the R-E1-E2 organizer. The PLACE chain makes a community's story visible, and R-E1-E2 builds the paragraph that proves the reason.

The PLACE chain

Step	Question	Example
PLACE	Where did people live?	Near the Nile, at Plymouth, or at Poverty Point
RESOURCE	What did the place provide?	Water, soil, timber, shells, stone, copper, or a harbor
CHALLENGE	What difficulty did it create?	Flood, drought, distance, winter, or scarcity
CHOICE	What did people do?	Farm, trade, build, travel, store, adapt, or modify
IMPACT	What changed?	Needs were met and the community became connected or stronger

The R-E1-E2 organizer

R (Reason) The reason the paragraph will prove, such as, people use place-based resources to meet needs.

E1 (Evidence) A direct quotation or a paraphrase, with source credit.

E2 (Explanation) The researcher's own reasoning, what the evidence means, why it matters, and how it proves the R.

A familiar fact becomes new evidence only when it proves a reason.

Mini version to use at home

Try it together

Read this question from class, *How does the place around a community create both opportunities and challenges?* Ask your student to name one place, one resource, one challenge, one choice, and one impact from this week's sources. Then ask what the evidence proves.

Answer for families. One strong chain could be the Nile River, water and fertile soil, the flood cycle, choosing to farm and travel, and villages growing stronger. The evidence proves that people used the resource to meet needs.

TRACKS While reading, students also use TRACKS to find evidence in the passage. This week TRACKS stands for **Topic, Read, Annotate, Choose, Keep credit, and Show proof**. Ask your student what TRACKS they found in this week's sources.

- Ask your student to teach you the module question and explain why every community begins in a place.
- Ask your student to show you one piece of evidence and explain the job it does in the paper.
- Ask your student to explain the difference between a direct quotation, a paraphrase, and E2.
- Ask which source returned this week and what new job it performed.
- Ask what new curiosity the research created.

Three-Minute Turn and Teach

Your student teaches the module question, names one source, shares one short piece of evidence, and explains what the evidence proves. You ask one follow-up question that begins with why or how.

Place Detective at Home

Choose a familiar place, such as a neighborhood, a farm, a park, or a town. Name one resource, one challenge, one human choice, and one impact. Ask your student whether each detail is only a fact or evidence with a job.

6 What Strong Work Looks Like

Here is part of a strong answer to this week's writing task. Each piece has its own job.

Prompt. How does the place around a community create both opportunities and challenges?

R (Reason)

One way communities grow strong is when people use the resources and possibilities of a place to meet their needs.

E1 (Evidence)

Passage 15 explains that the Nile River provided water, fertile soil, fish, and a route for transportation. Community Quest Kids states, "A place gives people resources and challenges."

E2 (Explanation)

This means the river supported several needs at the same time, but people still had to farm the soil, build boats, and organize life around the flood cycle. The evidence proves that a useful place becomes more powerful when people make thoughtful choices.

Checklist for strong work

- ☐ The response begins with a reason that matches the module question.
- ☐ At least one direct quotation and one paraphrase appear, each with source credit.
- ☐ The explanation tells what the evidence means and how it proves the reason.
- ☐ A second source confirms the same reason.
- ☐ The evidence is selected for a reason, not collected as a list of facts.

7 Progress at Home

My student can...

- ☐ name a place, a resource, a challenge, a choice, and an impact from a source
- ☐ select a detail that proves a reason instead of collecting every fact
- ☐ choose a direct quotation or a paraphrase and give source credit
- ☐ write an E2 explanation that tells what the evidence proves
- ☐ use a second source to confirm the same reason
- ☐ complete a first body paragraph for the research paper

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.