

FAMILY PACKET

Family Packet, Grade 3, Cluster 8, Module 2: PROBLEM: From Question to Solution

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 continues the Grade 3 research capstone, the monthlong research paper that asks, What helps a community grow strong? Students move from the conditions of a place to the problems people notice within those conditions. Across Grade 3, students have met scientists, inventors, business leaders, lawmakers, and students who followed a repeating pattern, notice, question, investigate, choose, and create impact. 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.

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En español

Todo este paquete también está disponible en español.

1 Family Letter

Dear Families,

This week your student begins Module 2 of Cluster 8, **PROBLEM: From Question to Solution**. We are investigating the question, **How do communities become stronger when people study problems and choose solutions?** Students are building one part of a monthlong research paper that asks, **What helps a community grow strong?**

The independent writing product is a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities. Students will use direct quotations and paraphrases as evidence, give source credit, corroborate a pattern with a second source, and explain how each piece of evidence proves one reason in the final thesis, the central idea.

Ask your student to teach you the week's 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 problem-solving chain. If your student can name the problem, the question, the action, and the impact from one source, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning that strong writers do not gather the most facts. They select the facts with the strongest jobs. This week students follow a repeating pattern, notice a real need, ask a useful question, investigate with sources, choose a response, and study the impact. A familiar fact becomes new evidence when the student gives it a precise reason, source credit, an explanation, and a connection to another source.

The standard, in plain words

The work connects to the Texas standards for research and writing. Your student plans research, uses sources, collects and selects evidence, synthesizes ideas, and explains how each piece of evidence proves one reason in the central idea. In plain words, your student learns to prove that thoughtful problem solving helps communities grow.

The problem-solving chain your student uses

Step	Question	Example
NOTICE	What real need or problem appeared?	Lightning could set buildings on fire.
QUESTION	What useful question guided the investigation?	How could electricity have a safer path?
ACT	What did the person or group investigate, make, or choose?	Franklin studied electricity and developed the lightning rod.
IMPACT	Who was affected and what changed?	Buildings had a safer response to lightning danger.

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 came first, the problem or the solution. Let your student name the order.
- If your student is stuck, ask about the impact. Ask who was affected and what changed.
- Let your student write the answer. Your job is to ask good questions, not to supply the answer.

3 Key Words

problem

something that needs to be understood or improved

Example, lightning could set buildings on fire.

solution

a response intended to solve a problem

Example, the lightning rod gave electricity a safer path to the ground.

investigate

to study carefully to find evidence

Example, Franklin investigated electricity before building the rod.

cause

why something happens

Example, one cause of the problem was the danger of fire.

effect

what happens because of a cause or action

Example, one effect of the solution was safer buildings.

impact

the important effect of an action or idea

Example, the impact on the community was greater safety.

relevant

directly useful for the point being proved

Example, this evidence is relevant because it proves the reason.

corroborate

to confirm information with another source

Example, a second source corroborates the same pattern.

direct quotation

the source's exact words in quotation marks

Example, the passage says, "Notice a problem. Study it. Develop a possible solution."

paraphrase

the source's idea in new words and structure

Example, the passage explains that Ford used moving assembly-line production.

source credit

naming where borrowed information came from

Example, according to Passage 16, the action helped many families.

E2 explanation

the researcher's reasoning after the evidence

Example, this matters because investigation came before the solution.

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.

4 Our Thinking Tool

The NOTICE, QUESTION, ACT, IMPACT chain

Step	Question	Example
NOTICE	What real need or problem appeared?	Lightning could set buildings on fire.
QUESTION	What useful question guided the investigation?	How could electricity have a safer path?
ACT	What did the person or group investigate, make, or choose?	Franklin developed the lightning rod.
IMPACT	Who was affected and what changed?	Buildings had a safer response to lightning danger.

The Q, P, and E2 evidence cards

Q (Direct quotation) The source's exact words with source credit. Passage 16 says, "Notice a problem. Study it. Develop a possible solution."

P (Paraphrase) The source's idea in new words, with source credit. Passage 16 explains that Ford used moving assembly-line production to make automobiles more affordable.

E2 (Explanation) The researcher's own reasoning. This proves that investigation came before the solution.

The research body paragraph

Part	Job
R	Name the reason, such as, another way communities grow strong is when people solve problems.
E1	Give a Q or P with source credit.
E2	Explain meaning, importance, and proof.
Corroboration	Use a second source that agrees, then link back to the reason.

Mini version to use at home

Try it together

Read this question from class, *How do communities become stronger when people study problems and choose solutions?* Ask your student to name one problem, one question, one action, and one impact.

Answer for families. One strong chain could be lightning damaging buildings, the question of how electricity could have a safer path, Franklin developing the lightning rod, and buildings better protected during storms.

TRACKS Students also use TRACKS to make research decisions, **Target, Read, Annotate, Cite, Keep, and State.**

- Ask your student to teach you the module question and explain why strong communities study problems.
- 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 earlier passage 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.

Problem-Solution Chain at Home

Choose a familiar need at home. Your student names the problem noticed, asks the useful question, names the action, and explains the impact. Ask whether the action helped, created a new challenge, or had more than one effect.

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 do communities become stronger when people study problems and choose solutions?

R (Reason)

Another way communities grow strong is when people notice problems, ask questions, and create solutions together.

E1 (Evidence)

Passage 16 says, "Notice a problem. Study it. Develop a possible solution." Passage 9 explains that Henry Ford used moving assembly-line production to make dependable cars more affordable.

E2 (Explanation)

This sequence matters because it shows that invention begins before the object is built. Franklin studied the danger and the science, and then the lightning rod gave buildings a safer path for electricity. The solution changed more than one thing, families traveled farther, roads became more important, and businesses developed along travel routes.

Checklist for strong work

- ☐ The response begins with a reason that matches the module question.
- ☐ The chain keeps its order, NOTICE, QUESTION, ACT, IMPACT.
- ☐ A direct quotation and a paraphrase appear, each with source credit.
- ☐ The explanation tells what the evidence proves and who was affected.
- ☐ A second source confirms the same problem-solving pattern.

7 Progress at Home

My student can...

- ☐ name the problem, the question, the action, and the impact in the right order
- ☐ ask a useful question that guides an investigation
- ☐ 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 pattern
- ☐ complete a second 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.