

FAMILY PACKET

Family Packet, Grade 3, Cluster 8, Module 3: PEOPLE: Choices, Service, and Memory

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 turn from locations and famous solutions toward the choices people make every day. They study poetry, biography, fiction, art, history, and civic examples, and they learn one essential habit, different source forms have different jobs. 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 3 of Cluster 8, PEOPLE: Choices, Service, and Memory. We are investigating the question, How do people use choices, voices, talents, stories, and service to strengthen a community? 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 body paragraph proving how people's choices, voices, talents, stories, and service strengthen communities. Students will synthesize poetry, biography, fiction, art, history, and civic examples, use direct quotations and paraphrases as evidence, give source credit, 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 source-form table. If your student can say what job a poem, a story, and an article each do in research, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning that different source forms have different jobs. A poem can support theme and significance, fiction can illustrate a behavior or decision, and nonfiction can provide factual evidence. This week students study how people use choices, voices, talents, stories, and service to strengthen a community, and they learn that a strong community needs many different talents, not one kind of hero.

The standard, in plain words

The work connects to the Texas standards for research and writing. Your student synthesizes poetry, biography, fiction, art, history, and civic examples, and explains how each piece of evidence proves one reason in the central idea. In plain words, your student learns that a familiar fact becomes new evidence when it is given a job in the paper.

The source-form table your student uses

Source form	Its job in research	Example this week
Poem	Supports theme and significance	A poem shows why service and hope matter to a community.
Fiction	Illustrates a behavior or a decision	A story shows a character making an honest, responsible choice.
Nonfiction	Provides factual evidence	An article gives facts about how people helped a community grow.
Art or Memory	Preserves stories and traditions	A painting or a recorded memory keeps an important story alive.

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 kind of source the evidence came from and what that source form does best.
- If your student is stuck, ask about the person. Ask how a choice, a voice, or a talent helped others.
- Let your student write the answer. Your job is to ask good questions, not to supply the answer.

choice

a decision about what to do

Example, a student can choose to welcome someone new.

voice

a person's way of sharing ideas or feelings

Example, a speech can share a message of hope.

talent

a natural skill or ability

Example, painting is a talent that can preserve memories.

story

a telling of events, real or imagined

Example, a story can show a character making an honest choice.

service

helping others and the community

Example, a volunteer helps at an animal shelter.

community

a group of people who live or work together

Example, strong communities need many different talents.

memory

something remembered and kept alive

Example, a painting can keep an important memory alive.

poem

writing that expresses ideas through poetic craft

Example, a poem can show why hope matters to a community.

fiction

a story made up by a writer

Example, fiction can illustrate a behavior or decision.

nonfiction

writing that gives facts

Example, an article gives facts about how people helped.

source form

the kind of writing a source uses

Example, a poem, a story, and an article are different source forms.

synthesize

combine ideas from sources

Example, students synthesize a poem, a story, and facts into one proof.

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

This week your student uses one main thinking tool, the source-form table, with the R-E1-E2 organizer. Different source forms have different jobs, and a strong community needs many different talents.

The source-form table

Source form	Its job in research	Example this week
Poem	Supports theme and significance	A poem shows why service and hope matter to a community.
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The R-E1-E2 organizer

R (Reason) The reason the paragraph will prove, such as, people use their talents and service to strengthen a community.

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

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

Mini version to use at home

Try it together

Ask your student to name one way a person's talent or service helped a community, and to say which source form gave the evidence.

Answer for families. One strong answer could be Carmen Lomas Garza's paintings, which preserved memories of celebrations, foods, and traditions. The evidence proves that a person's talent can keep a community's story alive.

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

5 Conversation Starters and a Simple Family Activity

- Ask your student to teach you the module question and explain why a strong community needs many different talents.
- Ask your student to show you one piece of evidence and explain the job it does in the paper.
- Ask your student to explain what job a poem, a story, and an article each have in research.
- 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.

Talents and Service at Home

Talk about a talent or a helpful act someone in the family shares with others. Ask your student how that choice or service makes the community stronger.

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 people use choices, voices, talents, stories, and service to strengthen a community?

R (Reason)

One way communities grow strong is when people use their talents and service to help others and preserve what matters.

E1 (Evidence)

A poem shows why service and hope matter to a community. Passage 1 explains that Carmen Lomas Garza painted scenes of family life, and her art preserved memories of celebrations, foods, and traditions.

E2 (Explanation)

This means a person's talent becomes community memory because later viewers can study a culture that might otherwise be lost. The evidence proves that a community grows stronger when people choose to share their gifts and serve others.

Checklist for strong work

- ☐ The response begins with a reason that matches the module question.
- ☐ Evidence comes from more than one source form, such as a poem, a story, or an article.
- ☐ A direct quotation and a 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 pattern.

7 Progress at Home

My student can...

- ☐ name how a choice, a voice, a talent, a story, or an act of service helps a community
- ☐ say what job a poem, a story, and an article each have in research
- ☐ 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 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.