

FAMILY PACKET

Family Packet, Grade 3, Cluster 8, Module 4: TRANSFER: One Paper, One Proof, One Community

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 reaches the convergence point of the Grade 3 research capstone. Students do not begin a new topic. They assemble, revise, and publish the thinking built during the first three weeks and across the whole year. One familiar fact becomes new evidence when a researcher gives it a new job inside one organized proof. 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 4 of Cluster 8, TRANSFER: One Paper, One Proof, One Community. We are investigating the question, How can a researcher combine a year of reading and writing into one clear, organized proof? Students are finishing the monthlong research paper that answers, What helps a community grow strong?

The independent writing product is a published five-paragraph research paper with a source list, an exhibit, an oral presentation, and a final reflection. Students use direct quotations and paraphrases as evidence, give source credit, and explain how each piece proves one reason in the final thesis. The project also celebrates the Grade 3 year, as familiar passages return as evidence.

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 paper architecture, the SET introduction, three body paragraphs, and the R1-R2-R3 conclusion.

2 Family Tip Sheet

The skill, in plain words

Your student is at the convergence point of the research capstone. Students do not begin a new topic. They assemble, revise, and publish the thinking built during the first three weeks. The three weekly paragraphs become three reasons under one thesis, the central idea. Students write a SET introduction, three body paragraphs that each prove one reason, and an R1-R2-R3 conclusion.

The standard, in plain words

The work connects to the Texas standards for research and writing. Your student plans research, synthesizes evidence from many sources, revises for cohesion, edits for conventions, and publishes for a real audience. In plain words, your student learns to combine a year of reading and writing into one clear, organized proof.

The paper architecture your student uses

Paper part	Job
SET introduction	State the large purpose, name the broad evidence areas, and state a simple thesis with three reasons.
Three R-E1-E2 body paragraphs	Prove one reason each with evidence and explanation until the reason is proven.
R1-R2-R3 conclusion	Restate the thesis, refer to the evidence as a whole, and reflect on the big picture.

How to help without giving the answer

- Ask your student to teach you the paper architecture. 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 how the three body paragraphs work together as one proof under one thesis.
- If your student is stuck, ask about the thesis. Ask what one idea the whole paper proves.
- Let your student write the answer. Your job is to ask good questions, not to supply the answer.

thesis (central idea)

the simple answer the entire paper will prove

Example, communities grow strong when people use a place, solve problems, and make choices that help others.

SET

Statement of Purpose, Evidence-Reference Transition, and thesis

Example, the SET introduction previews PLACE, PROBLEM, and PEOPLE.

cohesion

the quality of ideas fitting and flowing together

Example, the student improved cohesion by connecting each body paragraph.

transition

a word or phrase that connects ideas

Example, the transition moves the reader from one reason to the next.

revise

to improve ideas, organization, sentences, or word choice

Example, the student revised to make the paper clearer.

edit

to correct grammar, punctuation, capitalization, and spelling

Example, the student edited the final draft.

source list

an organized record of sources used

Example, the source list names every passage the student used.

publish

to prepare and share final work

Example, the student will publish the paper for a real audience.

direct quotation

a source's exact words inside quotation marks

Example, the paper includes a direct quotation with source credit.

paraphrase

a source idea expressed with new words and structure

Example, the paraphrase keeps the meaning in the student's own words.

synthesis

a new understanding created by combining evidence and thinking

Example, the paper synthesizes evidence from many sources.

presentation

an organized explanation shared with an audience

Example, the oral presentation teaches the paper's answer.

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, called One Paper, One Proof. The paper has three parts, the SET introduction, three R-E1-E2 body paragraphs, and the R1-R2-R3 conclusion.

The SET introduction

S State the large purpose. Communities do not become strong by accident.

E Name broad evidence areas. Research from geography, history, science, civic life, art, and biography reveals a repeated pattern.

T State a simple thesis with three reasons. Communities grow strong when people use a place, solve problems, and make choices that help others.

The three R-E1-E2 body paragraphs

R Name one reason, such as place, problem solving, or people's choices.

E1 Give a direct quotation or a paraphrase with source credit.

E2 Explain what the evidence means, why it matters, and how it proves the reason.

Evidence and explanation repeat until the reason is proven.

The R1-R2-R3 conclusion

R1 Restate the thesis, the central idea.

R2 Refer to the evidence as a whole.

R3 Reflect on the big picture without adding new evidence.

Mini version to use at home

Try it together

Ask your student to teach you the paper architecture and name one piece of evidence and its job in the paper.

Answer for families. One strong paper could begin with the thesis that communities grow strong through place, problem solving, and responsible people. The PLACE body proves one reason with evidence from the Nile, the PROBLEM body proves another with the lightning rod, and the PEOPLE body shows how art preserves memory. The conclusion restates, refers to the evidence as a whole, and reflects.

One Paper, One Proof The three weekly paragraphs are not three separate assignments. They are **three reasons under one thesis, working together as one proof.**

- Ask your student to teach you the module question and the three reasons in the paper.
- Ask your student to show you one piece of evidence and explain its job.
- 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 piece of evidence, and explains what it proves. You ask one follow-up question beginning with why or how.

One Idea, One Proof at Dinner

Pick one family memory, such as a trip or a celebration. Ask your student to say the big idea in one sentence, then give one detail that proves it.

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. What helps a community grow strong?

SET (thesis)

Communities grow strong when people use the resources of a place, solve problems together, and make choices that help others and preserve what matters.

Body evidence

Passage 15 explains that the Nile provided water, fertile soil, fish, and transportation. Community Quest Kids states, "A place gives people resources and challenges." The exact words show that geography provides help and difficulty at the same time.

R1-R2-R3 (conclusion)

Strong communities depend on useful places, thoughtful solutions, and caring people. Evidence from rivers, inventors, scientists, artists, and ordinary contributors shows that resources and choices work together. The largest lesson is that every student can strengthen a community by noticing a need and choosing to act responsibly.

Checklist for strong work

- ☐ The paper begins with a SET introduction that states a simple thesis with three reasons.
- ☐ Each body paragraph proves one reason with evidence and explanation.
- ☐ Direct quotations and paraphrases appear with source credit.
- ☐ The conclusion restates, refers to the evidence as a whole, and reflects.
- ☐ The paper is revised, edited, and published with a source list.

7 Progress at Home

My student can...

- ☐ name the SET introduction, the three body paragraphs, and the R1-R2-R3 conclusion
- ☐ state one thesis with three reasons for the whole paper
- ☐ prove each reason with evidence and explanation
- ☐ give source credit for direct quotations and paraphrases
- ☐ revise for cohesion and edit for conventions
- ☐ publish the final paper with a source list

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.