

FAMILY PACKET

Family Packet, Grade 3, Cluster PREPARE, Module 3: Plan the Path Before the Draft

This packet gives your family a short, friendly view of this week's learning. Read it together, talk about the new words, and ask your student to teach the thinking tool aloud.

Every page is written for families.

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Ask your student to teach you what they learned. Explaining it aloud helps the learning stick.

Inside this packet

1 Family Letter

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

2 Family Tip Sheet

The skill and standard in plain words.

3 Key Words

New words with meanings and examples.

4 Our Thinking Tool

The tool your student uses.

5 Conversation Starters and a Family Activity

Simple questions and activities.

6 What Strong Work Looks Like

A short model and a checklist.

7 Progress at Home

A checklist to sign and return.

1 Family Letter

Dear Families,

This week your student is learning that planning is where a writer decides where the thinking is going. Students name the topic, purpose, and audience, justify a genre, and choose brainstorming, freewriting, or mapping before drafting. We are reading *The Recess Question*, about Beth, whose class considers whether recess should be longer. Beth learns that a community problem can have more than one reasonable solution. Please invite your student to tell a small moment as a story with a setting, actions, a thought or line of dialogue, an important moment, and why it mattered.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to teach the tool and explain why it works.

2 Family Tip Sheet

The skill in plain words

Choose a clear planning route before drafting. Match brainstorming, freewriting, or mapping to the topic, purpose, audience, and genre.

The standard in plain words

Your student plans before drafting and develops Beth's changing thinking with narrative characteristics and craft. These ideas connect to 3.11A(i), 3.12A(i), and 3.12A(ii).

How to help without giving the answer

- Ask your student to explain the tool in their own words.
- Ask for a reason and proof from the text or work.
- Listen first. Let your student make the writing decisions.
- If your student is stuck, ask which part of the tool could help.

3 Key Words

plan

to decide a route before drafting

Example. Planning helps organize ideas.

brainstorming

quickly writing many possibilities

Example. Brainstorming offers choices.

freewriting

writing ideas without stopping to correct

Example. Freewriting helps discover an idea.

map

an organizer that connects ideas

Example. The map shows what happens before and after.

justify

to explain a reason for a choice

Example. I can justify my planning tool.

TRAILS

a tool for developing a narrative

Example. TRAILS helps plan the important moment.

Reading tip. Pause at a new word and use the sentence to make a guess before explaining the meaning.

4 Our Thinking Tool

Use Topic, Purpose, Audience, Genre, then choose a route. Brainstorming gathers possibilities, freewriting lets ideas flow, and mapping shows connections and sequence. Use TRAILS to plan the narrative experience.

Mini version to use at home

Try it together

Read this week's question or task. Ask your student to name the topic, the action, and the information they need to use.

Family prompt. The student should explain how each part of the tool helps answer the task.

TRACKS In informational texts, TRACKS can help find details. It means Time, Reactions, Actions, Character or Concept, Key Knowledge, and Scenery or Setting.

5 Conversation Starters and a Simple Family Activity

- Why does a writer plan before drafting?
- Which planning tool would fit a story about a change in thinking?
- What should happen before, during, and after an important moment?
- How can a plan help a reader follow a story?

Choose a Route

Name a small writing job and choose brainstorming, freewriting, or mapping. Explain why the route fits.

Tell the Change

Tell a story about changing your mind. Include what you thought first, what happened, and what you think now.

6 What Strong Work Looks Like

This model shows the decisions a writer should make.

Prompt. Planning choice. Develop Beth's changing thinking as a narrative for young readers.

Strong work

I chose a map because Beth's thinking changes across the class meeting. I placed her first idea before the discussion, the important moment when she hears another solution, and her new thinking after the vote. This route helps me show the change in order.

Checklist for strong work

- ☐ name the topic, purpose, audience, and genre
- ☐ choose a planning route
- ☐ explain why the route fits
- ☐ organize before, important moment, and after
- ☐ draft a narrative from the plan

7 Progress at Home

My student can...

- ☐ name the topic, purpose, audience, and genre
- ☐ choose a planning route
- ☐ explain why the route fits
- ☐ organize before, important moment, and after
- ☐ draft a narrative from the plan

Student name

Family signature

Date

Please sign and send this page back to school with your student.