

FAMILY PACKET

Family Packet, Grade 4, Cluster 2, Module 4: Choosing 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 finishes Cluster 2 with the evidence branch of the ECR tree. Students learn to choose evidence, a specific detail from the passage that truly supports a reason or way. The class uses CSI, Connect the evidence to the reason, Support the idea with an exact detail, and Infer what that detail shows. 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.

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.

Family Letter

Dear Families,

This week your student finishes Cluster 2 with Module 4, Choosing Evidence. Your student knows how to write a thesis (central idea) and grow reasons or ways. This week the student adds the proof, the evidence. Evidence is a specific detail from the passage that truly supports a reason. The class uses CSI, Connect the evidence to the reason, Support the idea with an exact detail, and Infer what that detail shows.

We are reading *The Energy We Use Everyday* and *Columbus's Arrival* at the longest, most detailed level. Students choose precise proof, not just any fact, and explain what it shows.

At home, ask your student, What exactly proves that, and what does it tell us? Choosing precise proof is the evidence habit we practice this week.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR THE PROOF

Ask your student to show you an exact detail from the passage and explain what it proves. If your student can name the detail and the inference, the skill is sticking.

Family Tip Sheet

The skill, in plain words

Your student is learning to choose precise evidence for a reason or way. Evidence is a specific detail from the passage that truly supports the reason. The class uses CSI, Connect the evidence to the reason, Support the idea with an exact detail, and Infer what that detail shows. Strong evidence is exact, relevant, and explained.

The standard, in plain words

This week the work connects to Texas standards for writing. Your student develops drafts with relevant details that develop an engaging idea and composes informational text with a clear central idea. In plain words, your student learns to choose the detail that proves the point and to explain what the detail shows.

The CSI habit



Connect

Link the evidence to the reason or way



Support

Back up the idea with an exact detail



Infer

Figure out what the detail shows

How to help without giving the answer

- Ask your student to name the reason or way first.
- Ask which exact detail from the passage proves it.
- Ask what the detail shows beyond the words.
- Ask whether a true detail is still strong evidence for this reason.
- Let your student pick the proof and explain the match.

Key Words

evidence

proof from the text

Example, the passage says their use can lead to pollution.

connect

to link evidence to the reason or way

Example, the detail connects to the way energy choices are shaped.

support

to back up an idea with a specific detail

Example, an exact detail supports the reason.

infer

to figure out what the evidence shows

Example, I infer that communities must plan carefully.

precise

exact and specific

Example, precise evidence names the exact detail.

relevant

closely connected to the point

Example, a relevant detail proves the reason.

quote

the exact words from a text

Example, quote the important part of the detail.

cite

to show where the words came from

Example, the writer cites the passage.

prove

to show something is true

Example, the evidence proves the reason.

relationship

how two things connect

Example, the evidence reveals a cause-and-effect relationship.

detail

a small, specific piece of information

Example, one detail from the passage proves the point.

pollution

harmful materials that damage the environment

Example, using some resources can lead to pollution.

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.

Our Thinking Tool

This week your student completes the evidence branch of the ECR tree with CSI. CSI is a three-part habit for testing evidence, Connect, Support, and Infer.

The three parts of CSI



Connect

Link the evidence to the reason or way



Support

Back up the idea with an exact detail



Infer

Figure out what the detail shows

Strong evidence vs. weak evidence

Strong evidence	Weak evidence
An exact detail from the passage	A true detail that does not prove the reason
A detail that directly supports the reason	A detail that only sounds interesting
A detail the writer can explain	A detail the writer repeats without meaning

Using CSI in steps

Step 1 Connect the evidence to the reason or way. **Step 2** Support the reason with an exact detail from the passage. **Step 3** Infer what the detail shows beyond the words.
Strong evidence names the exact detail and explains what it proves.

Mini version to use at home

Try it together

Make a statement about something you can see, such as, Our garden grows well. Have your student give one exact detail that proves it and say what the detail shows. Then give a reason and two details, one that fits and one that is off-topic, and ask your student to choose the detail that proves the reason.

Answer for families. For the statement, our garden grows well, an exact detail could be, the tomato plants have eight ripe tomatoes. The inference could be, the soil and sunlight are giving the plants what they need.

TRACKS While reading, students use TRACKS, which stands for **T**ime, **R**eactions, **A**ctions, **C**haracter or **C**oncept, **K**ey **K**nowledge, and **S**cenery or **S**etting, to find exact details they can use as evidence. Ask your student what TRACKS they found in this week's passages.

5 Conversation Starters and a Simple Family Activity

- What is the difference between a reason and the evidence that supports it?
- What does CSI stand for, and how does it help you use evidence?
- Can a true detail still be weak evidence? Why?
- What does it mean to infer what a detail shows?
- Which detail from the passages is the strongest evidence you found this week?

Prove It, Then Explain It

Make a statement about something you can see. Give one exact detail that proves it and say what the detail shows.

Which Detail Fits?

Give a reason, then two possible details, one that fits and one that is off-topic. Have your student pick the detail that proves the reason and explain why.

What Strong Work Looks Like

Here is a strong response to this week's writing prompt. Each part has its own job.

Prompt. Explain how energy choices are shaped by their effects on the environment.

Reason or way

Energy choices are shaped by environmental effects.

Evidence

The passage states, Their use can lead to pollution and environmental damage.

CSI explanation

This evidence reveals that using nonrenewable resources can cause environmental damage, so communities must consider those effects.

Checklist for strong work

- ☐ The evidence is an exact detail from the passage.
- ☐ The evidence connects to the reason or way.
- ☐ The evidence supports the reason with a specific quote.
- ☐ The inference explains what the detail shows.
- ☐ The student can name the relationship the evidence reveals.

Progress at Home

My student can...

- ☐ tell strong evidence from weak evidence
- ☐ connect evidence to a reason or way
- ☐ support a reason with an exact detail
- ☐ infer what a detail shows
- ☐ name the relationship the evidence reveals
- ☐ explain why a true detail might still be weak evidence

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.