

FAMILY PACKET

Family Packet, Grade 4, Cluster 5, Module 1: Building the Evidence Bridge

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 learns to answer a paired-passage prompt by using balanced evidence from BOTH texts, building the whole evidence bridge. Students read "Looking Back to Move Forward" and "Voices That Shaped Texas," take one piece of evidence from each, and connect the ideas in one sentence. Every sentence has a job and a color, so students can see the bridge they are building.

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 is learning to answer a paired-passage prompt by using balanced evidence from BOTH texts, building the whole evidence bridge. We are reading "Looking Back to Move Forward," in which Ava learns how Renaissance ideas changed thinking, and "Voices That Shaped Texas," about artists whose music and talent shaped Texas culture.

Your student will connect a detail from each text to one thesis (central idea). Ask, "You gave me one reason, what is a second reason, from a different example, that supports the same idea?" When your student makes a point, ask for two different examples. Balancing two pieces of support is the habit practiced this week.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to show you how they use evidence from both texts to support one idea. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to answer a paired-passage prompt by using balanced evidence from BOTH texts. Students read two passages, take one piece of evidence from each, and connect the ideas in one sentence. Every sentence has a job and a color, so students can see the bridge they are building.

The standard, in plain words

This week the work connects to Texas standards. Your student composes an informational text with a clear central idea, develops drafts into a focused and coherent piece with purposeful structure and transitions, and uses relevant details. In plain words, your student learns to plan before writing, keep one clear main idea, and use evidence from both passages.

The color map your student uses



Blue

Broader thinking, opening or reflection



Yellow

Proof or movement toward proof



Green

Thesis (central idea) or reason/way

How to help without giving the answer

- Ask your student to teach you the color map. Explaining it out loud is part of how the skill sticks.
- Ask your student to show you one piece of evidence from each text and explain how they connect.
- Ask what the question is really asking. Let your student name it and give the reason.
- If your student is stuck, ask about the clue word first. Ask which word signals what the question needs.
- Let your student write the answer. Your job is to ask good questions, not to supply the answer.

paired-passage

two texts that are read and used together

Example, "Looking Back to Move Forward" and "Voices That Shaped Texas" are paired passages.

evidence

a fact from the passage that supports an answer

Example, Ava noticing Renaissance ideas is evidence from the first passage.

thesis (central idea)

one sentence that answers the exact prompt

Example, ideas and voices can shape communities through learning and shared culture.

balanced

using equal support from both texts

Example, one detail from each passage, not two from the same one.

resolution

the ending understanding in a story

Example, Ava understands that learning happens when people talk and listen.

Get S.E.T.

an introduction with a Statement of purpose, an Evidentiary transition, and a Thesis

Example, the introduction prepares the reader for the central idea.

influence

the power to change how people think or act

Example, Renaissance ideas influenced art and government.

culture

the customs, arts, and beliefs of a group

Example, Texas artists shaped Texas culture through music and talent.

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 the paired-passage evidence bridge. It has two parts, the color map that shows each sentence's job and the Get S.E.T. introduction that prepares the reader.

The color map



Blue

Broader thinking, opening or reflection



Yellow

Proof or movement toward proof



Green

Thesis (central idea) or reason/way

The Get S.E.T. introduction

Letter	Job	What it does
S	Statement of purpose	Names the topic and why it matters
E	Evidentiary transition	Moves the reader toward the evidence
T	Thesis (central idea)	Answers the exact prompt in one sentence

Mini version to use at home

Try it together

Read this question from class, *How do ideas and voices influence people and communities?* Have your student name one piece of evidence from each passage and connect them in one sentence. Then ask your student to explain how the two details support the same central idea.

Answer for families. Ava learned that Renaissance ideas changed thinking, and Texas artists shaped culture through music. Both show that ideas and voices influence people and communities.

TRACKS While reading, students also look for evidence in the passage using TRACKS, which stands for **Time, Reactions, Actions, Character or Concept, Key Knowledge, and Scenery or Setting**. Ask your student what TRACKS they found in this week's passages.

5 Conversation Starters and a Simple Family Activity

- Why is one example sometimes not enough to prove an idea?
- What is a resolution in a story, and why does it matter?
- How can two different texts teach the same lesson?
- Which of our two texts did you find more interesting, and what did it teach you?

Two Sides of the Bridge

Pick an idea you both believe, such as "Kindness matters." Each person gives one different example that proves it. Then say how the two examples support the same idea.

What Was the Lesson?

After a show or a story, ask each other: What did the character understand by the end? That ending understanding is the resolution.

6 What Strong Work Looks Like

Here is a strong answer to this week's writing prompt. Each sentence has its own job and color.

Prompt. How do the two passages show that ideas and voices shape communities?

Thesis (central idea) - Green

Ideas and voices can shape communities through learning, expression, and shared culture.

Evidence from Text 1 - Yellow

Ava learned that Renaissance ideas changed how people thought about art and government.

Evidence from Text 2 - Yellow

Texas artists shaped Texas culture through their music, traditions, and achievements.

Explanation - Red

Both passages show that when people share what they know and create, communities grow and change.

Checklist for strong work

- ☐ The answer uses evidence from BOTH passages, one detail from each.
- ☐ The student names the central idea and connects the two details in one sentence.
- ☐ Each sentence has a clear job and color.
- ☐ The introduction uses Get S.E.T. to prepare the reader.
- ☐ The answer explains how the evidence supports the central idea.

7 Progress at Home

My student can...

- ☐ find one piece of evidence in each passage
- ☐ connect two details from different texts in one sentence
- ☐ name the central idea of a paired-passage prompt
- ☐ explain how evidence supports the central idea
- ☐ use the color map to show each sentence's job
- ☐ write a Get S.E.T. introduction

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.