

FAMILY PACKET

Family Packet, Grade 4, Cluster 5, Module 3: The RRR Conclusion Paragraph

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 write a conclusion for a paired-passage informative response. R1 restates the thesis (central idea) with a small wording change, R2 references evidence from both passages as a group, and R3 reflects on the larger meaning.

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 write a conclusion for a paired-passage informative response. R1 restates the thesis (central idea) with a small wording change, R2 references evidence from both passages as a group, and R3 reflects on the larger meaning. R1 is green, R2 is yellow, and R3 is blue.

We will practice with "Looking Back to Move Forward" and "Voices That Shaped Texas." Ask your student why a conclusion should not introduce brand-new evidence, how one sentence can point to proof from both texts, and why a strong reflection is more than a random opinion.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to teach you R1, R2, and R3 in order, including each color and job. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to write an RRR conclusion that restates a thesis (central idea) without copying it, references evidence from both passages collectively, and reflects on a supported larger meaning.

The standard, in plain words

This week the work connects to Texas standards. Your student develops drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion. In plain words, your student learns to finish a response with a conclusion that brings the reader back to the central idea and leaves them with a bigger idea.

The color map your student uses



Green - R1

Restate the thesis (central idea) in new words



Yellow - R2

Reference evidence from both passages as a group



Blue - R3

Reflect on the larger meaning beyond the page

How to help without giving the answer

- Ask your student to teach you R1, R2, and R3 in order. Explaining it out loud is part of how the skill sticks.
- Ask your student to show you how R1 restates the thesis without copying it exactly.
- Ask how R2 points to evidence from both passages as a group, not just one.
- Ask what larger idea R3 gives the reader. Let your student name it and give the reason.
- Let your student write the conclusion. Your job is to ask good questions, not to supply the answer.

conclusion

the paragraph that closes a response

Example, the RRR conclusion finishes a paired-passage response.

restate

say the same idea in different words

Example, R1 restates the thesis with a small wording change.

reference

point back to something discussed

Example, R2 references evidence from both passages as a group.

reflection

thoughtful larger meaning

Example, R3 reflects on why the idea matters beyond the page.

collective

considered together

Example, R2 groups the proof from both passages instead of listing every quote.

thesis (central idea)

the main answer of the response

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

Bluebird Moment

a big-picture reflection beyond the page

Example, when people keep learning and sharing, ideas can influence future generations.

synonym swap

replacing a word with a similar word

Example, changing shape to influence in R1.

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

The three R jobs

Letter	Color	Job	What it does
R1	Green	Restate	Says the thesis (central idea) again in new words
R2	Yellow	Reference	Points to evidence from both passages as a group
R3	Blue	Reflect	Gives the reader a supported bigger idea

Mini version to use at home

Try it together

Read this conclusion from class. Have your student identify R1, R2, and R3, name each color, and explain what each sentence does.

Answer for families. R1 (green) restates the thesis. R2 (yellow) references evidence from both passages. R3 (blue) reflects on the larger meaning. The conclusion does not introduce new evidence.

TRACKS While reading, students also look for evidence in the passage using TRACKS, which stands for **T**ime, **R**eactions, **A**ctions, **C**haracter or Concept, **K**ey Knowledge, and **S**cenery or **S**etting. Ask your student what TRACKS they found in this week's passages.

5 Conversation Starters and a Simple Family Activity

- Why should a conclusion restate a thesis (central idea) instead of copying it exactly?
- How can one sentence refer to proof from both passages as a group?
- What makes a reflection connected to the paper rather than a random opinion?
- How do the two passages show lasting influence in different ways?
- Why can a strong final sentence stay in a reader's mind?

Three R Teach-Back

Ask your student to teach R1, R2, and R3 in order, including each color and job. Success means the student says R1 restates, R2 references both passages collectively, and R3 reflects on larger meaning.

Bluebird Test

Read a possible final sentence. Ask your student to explain whether it gives a supported big-picture idea, introduces new evidence, and connects to both passages.

6 What Strong Work Looks Like

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

Prompt. Explain how both passages show that ideas and voices can shape communities over time.

R1 - Restate (Green)

Both texts explain that communities can be shaped through learning, expression, and shared culture.

R2 - Reference (Yellow)

Ava's discovery of Renaissance ideas and the Texas artists' music and achievements both support this idea.

R3 - Reflect (Blue)

When people keep learning and sharing what matters, ideas can continue to influence future generations.

Checklist for strong work

- ☐ R1 restates the thesis (central idea) without copying it exactly.
- ☐ R2 references evidence from both passages as a group.
- ☐ R3 reflects on a supported larger meaning.
- ☐ The conclusion does not introduce brand-new evidence.
- ☐ The three sentences flow as one ending.

7 Progress at Home

My student can...

- ☐ restate a thesis (central idea) in new words
- ☐ reference evidence from both passages as a group
- ☐ write a reflection that connects to the paper's idea
- ☐ explain why a conclusion should not introduce new evidence
- ☐ use the RRR color map to show each sentence's job

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.