

## FAMILY PACKET

# Family Packet, Grade 4, Cluster 5, Module 4: Seeing the Structure Through Color

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 color-code a complete paired-passage response. Blue shows broader thinking, Yellow shows proof or movement toward proof, Green shows the thesis (central idea) or a reason or way, and Red shows explanation thinking.

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 will read "Looking Back to Move Forward" and "Voices That Shaped Texas," both informational texts. Students will color-code a complete paired-passage response. Blue shows broader thinking, Yellow shows proof or movement toward proof, Green shows the thesis (central idea) or a reason or way, and Red shows explanation thinking.

Students will use BOTH texts, choose one piece of evidence from EACH, and connect the evidence in one sentence. They will see that the introduction moves Blue to Yellow to Green and the RRR conclusion moves Green to Yellow to Blue. Ask your student what job each sentence does and how color-coding can reveal a missing part.

With appreciation,

*[Classroom teacher signature]*

*The Writing Academy, LLC*

### ASK FOR A DEMONSTRATION

Ask your student to show you the color map and explain what each color means. If your student can teach it, the skill is sticking.

## 2 Family Tip Sheet

### The skill, in plain words

Your student is learning to identify and explain every sentence job, distinguish evidence from explanation, explain the mirrored introduction and conclusion, and revise for coherence and clarity.

### 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 an introduction, transitions, and a conclusion. In plain words, your student learns to see the structure of a complete response and revise for clarity.

### 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 sentence and explain what job it does.
- Ask how the introduction and conclusion mirror each other.
- If your student is stuck, ask about the sentence's job first. Ask what the sentence is doing.
- Let your student write and revise. Your job is to ask good questions, not to supply the answer.

**color-code**

to mark each sentence by its job using colors

*Example, students color-code a complete paired-passage response.*

**sentence job**

the work a single sentence does

*Example, a sentence can open, answer, prove, explain, or reflect.*

**evidence**

a fact from the passage that supports an answer

*Example, Ava noticing Renaissance ideas is evidence.*

**explanation**

tells why the evidence matters

*Example, both passages show that sharing ideas helps communities grow.*

**introduction**

the opening of a response

*Example, the introduction moves Blue to Yellow to Green.*

**conclusion**

the closing of a response

*Example, the RRR conclusion moves Green to Yellow to Blue.*

**coherent**

clear and logically connected

*Example, a coherent response has sentences that flow together.*

**revise**

to improve a draft by changing words or structure

*Example, students revise for coherence and clarity.*

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 color map

| Color  | Job                   | What it shows                           |
|--------|-----------------------|-----------------------------------------|
| Blue   | Opening or reflection | Broader thinking that frames the answer |
| Yellow | Evidence              | Proof or movement toward proof          |
| Green  | Thesis or reason/way  | The central idea or a supporting reason |
| Red    | Explanation           | Why the evidence matters                |

### The mirrored paths

**Introduction path** Blue to Yellow to Green. The writer opens broadly, moves toward proof, and states the thesis (central idea).

**Conclusion path** Green to Yellow to Blue. The writer restates the thesis, references evidence, and reflects on the bigger idea.

### Mini version to use at home

#### Try it together

Read a short paragraph from an informational text. Have your student color-code each sentence and explain what job it does.

**Answer for families.** Blue opens or reflects, Yellow proves, Green states the thesis or reason, and Red explains. If a color is missing, the response may need revision.

**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

- What job does one sentence do, and what words help you know?
- How do one detail from each text become a paired-passage answer?
- How are evidence and explanation different?
- How do the introduction and RRR conclusion mirror each other?
- What revision would make a response more coherent or clear?

#### Sentence Job Detective

Choose one sentence from an informational text. Decide whether it opens, answers, proves, explains, infers, or reflects. Defend the choice with words from the sentence.

### **Reverse the Path**

Say the introduction path, Blue to Yellow to Green. Reverse it to name the conclusion path, Green to Yellow to Blue. Explain what the writer does in each direction.

## 6 What Strong Work Looks Like

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

*Prompt. Explain how the two texts connect in showing that people use ideas or voices from the past to shape communities.*

### Introduction - Blue to Yellow to Green

Ideas and voices shape communities. Ava learned about Renaissance ideas and Texas artists shaped culture. Both show that sharing ideas helps communities grow.

### Evidence - Yellow

Ava noticed Renaissance ideas changed thinking, and Texas artists shaped culture through music.

### Explanation - Red

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

### Conclusion - Green to Yellow to Blue

Communities are shaped through learning and culture. Both passages support this. When people keep sharing, ideas influence future generations.

### Checklist for strong work

- ☐ The introduction moves Blue to Yellow to Green.
- ☐ The body includes evidence from both passages.
- ☐ The conclusion moves Green to Yellow to Blue.
- ☐ Each sentence has a clear job and color.
- ☐ The response is coherent and clear.

## 7 Progress at Home

### My student can...

- ☐ identify the job of each sentence using the color map
- ☐ distinguish evidence from explanation
- ☐ explain how the introduction and conclusion mirror each other
- ☐ revise a response for coherence and clarity
- ☐ use color-coding to find a missing part

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.