

FAMILY PACKET

Family Packet, Grade 4, Cluster 6, Module 2: Magnify One Claim into Three Strong Reasons

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 develop strong reasons that support an argumentative claim. Students use a magnifying process. They brainstorm many possible reasons, group similar reasons, narrow each group to its strongest central idea, and select three distinct reasons that can be supported with evidence.

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 develop strong reasons that support an argumentative claim. Students will use a magnifying process. They brainstorm many possible reasons, group similar reasons, narrow each group to its strongest central idea, and select three distinct reasons that can be supported with evidence. They will practice with "A Day That Changed" and "Understanding the Texas Regions."

At home, invite your student to make a claim about one of the passages and explain three different reasons for that claim. Ask, "Can each reason support its own paragraph?" and "What passage detail could prove it?"

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to make a claim and explain three different reasons. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to magnify one claim into three distinct reasons that can be supported with evidence. Students brainstorm widely, group similar reasons, narrow each group to one strong central idea, and choose reasons that match the claim, differ from one another, and connect to theme.

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 grow one claim into three strong reasons and support each with evidence.

The color map your student uses



Brainstorm

Generate many possible reasons



Group

Put similar reasons together



Narrow

Select the strongest three reasons

How to help without giving the answer

- Ask your student to teach you the four magnifying layers. Explaining it out loud is part of how the skill sticks.
- Ask your student to show you one claim and three reasons, and explain how each reason is different.
- Ask what evidence from the passages supports each reason.
- If your student is stuck, ask about the claim first. Ask what the writer is trying to prove.
- Let your student write the answer. Your job is to ask good questions, not to supply the answer.

claim

the position the writer will support

Example, all four Texas regions should be valued.

reason

a broad explanation for why the claim makes sense

Example, each region contributes distinct natural features.

evidence

specific text proof for a reason

Example, the passage describes coastal plains, mountains, and deserts.

magnify

to examine thinking closely and develop it in layers

Example, students magnify one claim into three strong reasons.

brainstorm

to generate many ideas quickly

Example, students brainstorm eight possible reasons before choosing.

group

to put similar ideas together

Example, students group reasons about landforms, resources, and communities.

distinct

clearly different from one another

Example, each reason should be distinct, not repeated.

theme

the big idea or message

Example, the theme is that diversity makes Texas strong.

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 four magnifying layers

Layer	What students do	What it produces
1. Brainstorm	Generate many possible reasons	A long list of ideas
2. Group	Put similar reasons together	Clusters of related ideas
3. Narrow	Reduce each group to its strongest idea	One strong reason per group
4. Select	Choose three distinct, supportable reasons	The final three reasons

Mini version to use at home

Try it together

Choose a claim, such as "All four Texas regions should be valued." Have your student brainstorm eight possible reasons, group similar ideas, narrow each group, and select the strongest three.

Answer for families. The final three reasons might be that each region contributes distinct natural features, that each region offers different resources and economic activities, and that each region is home to diverse 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 it useful to brainstorm more reasons than a writer needs?
- How does grouping similar reasons reduce repetition?
- How can a writer tell whether a reason truly supports the claim?
- Which reason connects most strongly to the theme or big picture?
- Which exact detail from "A Day That Changed" or "Understanding the Texas Regions" proves one reason?

Magnify the Why

Choose a claim, brainstorm eight possible reasons, group similar ideas, narrow each group, and select the strongest three. Explain why each final reason is different and supportable.

Reason and Evidence Match

Choose the claim "All four Texas regions should be valued because each region contributes distinct natural features, resources, economic activities, and communities to the state." Name three reasons and one passage detail that proves each reason.

6 What Strong Work Looks Like

Here is a strong answer to this week's writing prompt. The claim is supported by three distinct reasons.

Prompt. Explain whether or not all four Texas regions should be valued as important parts of the state.

Claim

All four Texas regions should be valued because each region contributes distinct natural features, resources, economic activities, and communities to the state.

Reason 1

The regions provide different natural features, such as coastal plains, mountains, and deserts.

Reason 2

Each region offers distinct resources that support different industries and jobs.

Reason 3

The regions are home to diverse communities with unique cultures and traditions.

Checklist for strong work

- ☐ The claim makes a decision and says because with reasons.
- ☐ The three reasons are distinct rather than repeated.
- ☐ Each reason is broad enough for a paragraph and specific enough to stay focused.
- ☐ Each reason can be proven with relevant text evidence.
- ☐ The evidence is a specific detail from one of the two passages.

7 Progress at Home

My student can...

- ☐ brainstorm many possible reasons before choosing
- ☐ group similar reasons together
- ☐ narrow each group to one strong central idea
- ☐ select three distinct reasons that can be supported with evidence
- ☐ match one piece of evidence to each reason

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.