

FAMILY PACKET

Family Packet, Grade 4, Cluster 6, Module 4: Beginning and Ending an Argumentative Letter

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 shape an argumentative letter for a real audience. The argument still needs a clear claim, reasons, and proof, but the recipient changes the greeting, register, explanation, evidence, and closing.

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 shape an argumentative letter for a real audience. The argument still needs a clear claim, reasons, and proof, but the recipient changes the greeting, register, explanation, evidence, and closing. Students will use "A Day That Changed" and "Understanding the Texas Regions" as evidence sources while they practice clear openings and meaningful endings.

At home, ask your student to explain why a letter to a principal may sound different from a letter to a classmate. Invite your student to say a respectful opening and a final thought that helps the reader remember why the issue matters.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to explain why a letter to a principal may sound different from a letter to a classmate. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to shape an argumentative letter for a real audience with a clear claim, relevant support, respectful tone, and meaningful ending. The argument stays constant while the format and audience change.

The standard, in plain words

This week the work connects to Texas standards. Your student plans a first draft by selecting a genre for a particular topic, purpose, and audience. Your student also develops drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and conclusion. In plain words, your student learns to write for a real audience.

The color map your student uses



Greeting

Opens the letter and fits the recipient



SET Introduction

States the purpose and claim



RRR Conclusion

Reinforces the claim and gives a big-picture idea

How to help without giving the answer

- Ask your student to teach you the parts of an argumentative letter. Explaining it out loud is part of how the skill sticks.
- Ask your student to show you how the greeting and tone change for different recipients.
- Ask what the claim is and how the evidence supports it.
- Ask what the closing thought adds to the letter.
- Let your student write the letter. Your job is to ask good questions, not to supply the answer.

audience

the person or people who will read the writing

Example, a letter to a principal has a different audience than a letter to a classmate.

greeting

the opening of a letter

Example, "Dear Principal Smith" or "Dear Classmate."

register

the level of formality in writing

Example, a letter to a principal uses a more formal register than a letter to a classmate.

claim

the position the writer will support

Example, all four Texas regions should be valued.

evidence

specific text proof for a reason

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

closing thought

the final big-picture idea

Example, understanding all four regions helps people see how geography shapes the way Texans live and work.

correspondence

writing that communicates with a specific person

Example, an argumentative letter is a form of correspondence.

purpose

the reason for writing

Example, the purpose is to convince the reader to value all four Texas regions.

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 parts of an argumentative letter

Part	What it does	Changes with audience?
Greeting	Opens the letter and fits the recipient	Yes
SET Introduction	States the purpose and claim	The claim stays the same
TREES Body	Supports the claim with reasons and evidence	The evidence may change
RRR Conclusion	Reinforces the claim and gives a big-picture idea	The significance stays the same
Closing	Ends the letter politely	Yes

Mini version to use at home

Try it together

Choose a claim, such as "All four Texas regions should be valued." Have your student write a letter to a classmate and then to a principal. Discuss which words changed and which claim stayed the same.

Answer for families. The greeting, register, and closing change with the audience. The claim, reasons, evidence, and significance stay the same.

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

- How does knowing the recipient change a writer's greeting and tone?
- What must stay the same in an argument even when the audience changes?
- Why should a closing thought sound meaningful instead of rushed?
- Which detail from either passage would convince a teacher, principal, classmate, or community leader?
- How can a claim use because to declare the WHY?

Audience Shift

Choose one claim about weather journals or the Texas regions. Say it first to a classmate, then to a principal. Discuss which words changed and which claim stayed the same.

Ending Upgrade

Compare "Thank you for reading my letter" with "Ultimately, understanding all four Texas regions helps people see how geography shapes the way Texans live and work." Discuss which ending gives the reader a stronger big-picture thought and why.

6 What Strong Work Looks Like

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

Prompt. Explain in a letter to the principal whether or not all four Texas regions should be valued as important parts of the state.

Greeting and SET Introduction

Dear Principal Smith, I am writing to explain why all four Texas regions should be valued. Each region contributes distinct natural features, resources, economic activities, and communities to our state.

TREES Body

The regions provide different natural features, such as coastal plains, mountains, and deserts. Each region offers distinct resources that support different industries. The regions are home to diverse communities with unique cultures and traditions.

RRR Conclusion

All four Texas regions should be valued. Understanding all four regions helps people see how geography shapes the way Texans live and work. Thank you for considering my argument.

Checklist for strong work

- ☐ The greeting and register fit the audience.
- ☐ The opening explains why the writer is writing and states a clear claim.
- ☐ The support is relevant to the recipient and the passage.
- ☐ The closing thought communicates a big picture, theme, or lesson learned.
- ☐ The closing politely fits the intended audience.

7 Progress at Home

My student can...

- ☐ choose a greeting and register that fit the audience
- ☐ begin with a clear purpose and claim
- ☐ end with a big-picture thought
- ☐ select passage evidence that will be convincing to the intended reader
- ☐ explain how audience changes a letter while the argument stays supported

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.