

FAMILY PACKET

Family Packet, Grade 4, Cluster 7, Module 4: What Will We Carry Forward?

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 completes our Grade 4 Narrative and Poetry cluster. Students read the poems "The Roads Between Us" and "What We Carry Forward" and examine facts, evidence, interpretations, context, viewpoints, missing voices, legacy, and responsibility.

Ask your student to teach you what they learned. Teaching it out loud is part of how the learning sticks.

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A note from the classroom about the week's learning.

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The skill and standard in plain words, plus how to help.

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The organizer students use, with a mini version for home.

5 Conversation Starters and a Family Activity

Easy ways to talk about the week's learning.

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En español

Todo este paquete también está disponible en español.

1 Family Letter

Dear Families,

This week your student completes our Grade 4 Narrative and Poetry cluster, "Paths, People, and What We Carry Forward." Students will read the Very High endurance poems "The Roads Between Us" and "What We Carry Forward."

Students will examine facts, evidence, interpretations, context, viewpoints, missing voices, legacy, and responsibility. They will use all six TRAILS elements to write a developed perspective narrative and all six LEAVES elements to write a companion voice poem about the same central idea.

At home, invite your student to explain what should be preserved, questioned, improved, repaired, and carried forward, and to support that conclusion with evidence.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to explain what should be preserved, questioned, improved, repaired, and carried forward, and to support that conclusion with evidence. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to use evidence to explain how people help ideas, knowledge, and traditions travel; evaluate what should be preserved, questioned, improved or repaired, and carried forward; and communicate a thoughtful central idea through narrative and poetry.

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 composes literary texts using genre characteristics and craft. In plain words, your student learns to write a developed narrative and a companion voice poem about the same central idea.

The color map your student uses



TRAILS

All six elements for a developed perspective narrative



LEAVES

All six elements for a companion voice poem



Central Idea

One meaningful idea expressed in two forms

How to help without giving the answer

- Ask your student to teach you all six TRAILS and LEAVES elements. Explaining it out loud is part of how the skill sticks.
- Ask your student to show you the central idea and explain how it appears in both the narrative and the poem.
- Ask what should be preserved, questioned, improved, repaired, and carried forward.
- If your student is stuck, ask about the evidence. Ask what facts from the poems support the conclusion.
- Let your student write the narrative and poem. Your job is to ask good questions, not to supply the answer.

evidence

exact information that supports thinking

Example, a line from a poem is evidence.

interpretation

an explanation of what something means

Example, an interpretation might explain why a character acts a certain way.

viewpoint

a way of seeing or understanding

Example, two people might have different viewpoints on the same event.

legacy

an influence that continues from the past

Example, a family tradition is a legacy.

responsibility

a duty to care for something

Example, we have a responsibility to carry forward what matters.

preserve

to keep something safe for the future

Example, we might preserve a family recipe.

question

to ask whether something should continue

Example, we might question a tradition that is no longer helpful.

repair

to fix something harmful from the past

Example, we might repair a tradition that has been misunderstood.

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

TRAILS for developed narrative

Letter	Stands for	What it does
T	Title	Names the narrative
R	Relationship	Shows how characters connect
A	Actions	Shows what characters do
I	Inner thoughts	Shows what characters think
L	Lesson	Shows what the character learns
S	Setting	Shows where and when the story happens

LEAVES for companion voice poem

Letter	Stands for	What it does
L	Lines	The rows of words in a poem
E	Emotion	The feeling the poem creates
A	Artistic language	Words that create images and sounds
V	Voice	The way the speaker sounds
E	Experience	The moment the poem captures
S	Significance	Why the idea matters

Mini version to use at home

Try it together

Choose a family or community story. Have your student decide whether it should be preserved, questioned, improved/repared, or carried forward. Then ask your student to write a narrative and a companion voice poem about the same central idea.

Answer for families. The student uses all six TRAILS elements in the narrative and all six LEAVES elements in the poem. Both texts express the same central idea.

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 poems.

- How is evidence different from an opinion?
- Why might two people experience the same historical event differently?
- What should people consider before carrying a tradition or idea forward?
- What does it mean to repair something harmful from the past?
- How can today's choices become part of tomorrow's history?

Four Future Choices

Choose a family or community story, custom, rule, skill, or value. Discuss where it belongs, choosing PRESERVE, QUESTION, IMPROVE or REPAIR, or CARRY FORWARD. More than one placement may be defensible, and each person supports a conclusion with evidence and reasoning.

Four-Word Takeaway

After someone tells a family story or explains a tradition, each listener gives a four-word summary. Compare which details and meanings each person considered most significant.

6 What Strong Work Looks Like

Here is a strong developed narrative and companion voice poem about what we carry forward.

Prompt. Write one central idea in two forms, a developed narrative and a companion voice poem, about what people should carry forward.

Developed Narrative

Rain tapped the community-center windows while Nia and Mr. Ortiz sorted recordings for the history display. One interview praised a neighborhood rule, and another explained whom that rule had excluded. "Do we preserve both?" Nia asked. Mr. Ortiz slid the headphones back toward her. "Preserve the evidence, but don't confuse preserving a record with approving every choice." Nia listened again. At the exhibit opening, she placed the accounts beside each other and added a question for visitors. Whose voice would you seek next? The display gave the community a more honest place to begin repairing what the old rule had harmed.

Companion Voice Poem

Two voices share one table, two windows face one street, / one says the rule stood stable, one names the barred-out feet. / I will not hide the record, or call the record right, / I set the voices side by side and let them change the light.

Explanation

The narrative uses all six TRAILS elements to develop the story. The poem uses all six LEAVES elements to concentrate the same central idea into a companion voice poem.

Checklist for strong work

- ☐ The narrative makes all six TRAILS elements identifiable.
- ☐ The poem communicates the same central idea through all six LEAVES elements.
- ☐ The conclusion uses accurate evidence and reasoning.
- ☐ The student can distinguish a fact, evidence, an interpretation, and a viewpoint.
- ☐ The final meaning answers why this idea matters beyond one text or moment.

7 Progress at Home

My student can...

- ☐ explain how people help ideas, knowledge, and traditions travel
- ☐ distinguish a fact, evidence, an interpretation, and a viewpoint
- ☐ use evidence to decide what should be preserved, questioned, improved, repaired, and carried forward
- ☐ write a developed narrative and a companion voice poem about the same central idea
- ☐ use all six TRAILS and LEAVES elements in the writing

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.