

FAMILY PACKET

Family Packet, Grade 4, Cluster 8, Module 2: IDEAS AND CHOICES - How Do People Turn Possibility Into Change?

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 continues a four week research project about how people turn possibility into change. Students learn that ideas, choices, leadership, culture, speech, and service shape societies. They continue to use R-E1-E2 to write body paragraphs. This packet shows you what is happening in class and simple ways to help from home.

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 tambien esta disponible en espanol.

1 Family Letter

Dear Families,

This week your student continues a four week research project about how people turn possibility into change. The class will read sources about how ideas, choices, leadership, culture, speech, and service shape societies.

Students continue to use R-E1-E2 to write body paragraphs. R stands for Reason. E1 stands for Evidence 1. E2 stands for Explanation 1. Students write a body paragraph with one reason, one piece of credited evidence, and one explanation of what the evidence proves.

A key skill this week is distinguishing a quotation from a paraphrase. A quotation is the exact words from a source. A paraphrase restates the idea in new words. Both need source credit. Students also learn to explain what evidence proves rather than just describing it.

Ask your student to explain the Change Chain. What need or opportunity existed? What did someone decide or believe? What action followed? What changed immediately? What legacy remains?

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to show you the Change Chain and explain each step. If your student can explain how an idea became an action and then a change, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to write a research body paragraph using R-E1-E2. A strong paragraph has three parts. R is the reason. E1 is the evidence. E2 is the explanation. Students choose evidence that proves the reason, give source credit, and explain what the evidence means.

The standard, in plain words

This week the work connects to Texas standards 4.13A through 4.13H. Your student generates and clarifies research questions, gathers relevant information from sources, and demonstrates understanding. In plain words, your student learns to ask good questions, find useful information, and explain what it means.

The R-E1-E2 tool your student uses



R (Reason)

The why or how the thesis is true



E1 (Evidence)

Credited text proof that supports the reason



E2 (Explanation)

What the evidence means and why it matters

The Change Chain your student also uses

Need or Opportunity

What challenge or opening existed

Idea or Choice

What someone decided or believed

Action

What was done

Change

What changed right away

Legacy

What lasted over time

How to help without giving the answer

- Ask your student to teach you R-E1-E2. Explaining it out loud is part of how the skill sticks.
- Ask your student to show you a quotation and a paraphrase and explain the difference.
- Ask what the evidence helps prove. Let your student name the reason and give the evidence.
- Ask your student to trace a change chain. What came first? What followed?
- Let your student write the paragraph. Your job is to ask good questions, not to supply the answer.

3 Key Words

idea

a thought or plan that someone believes is possible

Example, the idea influenced later thinking.

choice

a decision between two or more options

Example, the choice led to lasting change.

action

something a person does in response to an idea or choice

Example, the action created immediate change.

change

a result that is different from what existed before

Example, the change affected many people.

source

a text, person, or place that provides information

Example, the source gives evidence for my reason.

culture

the beliefs, customs, arts, and traditions of a group of people

Example, music helps preserve culture.

corroboration

checking an idea against a second source

Example, I will corroborate this detail later.

legacy

something that lasts from the past into the present

Example, the legacy of that choice remains today.

relevant

closely connected to the topic and useful for proving a point

Example, the evidence is relevant to my reason.

consequence

a result or effect that follows from an action or decision

Example, one decision had consequences beyond the original question.

influence

the power to affect or change how someone thinks or acts

Example, the idea had influence on later leaders.

preserve

to keep something safe or unchanged over time

Example, stories can preserve culture.

support

to provide evidence that backs up an idea

Example, the quotation supports my reason.

paraphrase

a source idea restated in genuinely new words and sentence structure

Example, my paraphrase keeps the meaning and names the source.

plagiarism

using someone else's words or ideas without giving credit

Example, I must avoid plagiarism by crediting sources.

primary source

a firsthand account or original document from the time being studied

Example, a diary from that era is a primary source.

secondary source

a text that discusses or analyzes primary sources

Example, a textbook is a secondary source.

bibliography

a list of all sources used in a research paper

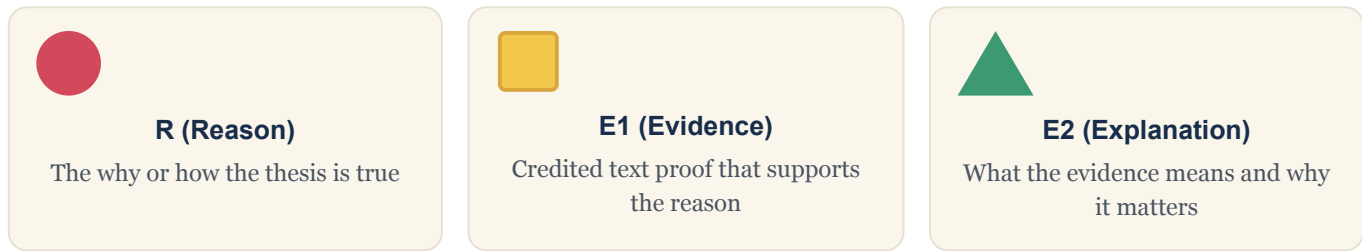
Example, my bibliography includes five sources.

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 Tools

This week your student uses two main thinking tools. R-E1-E2 builds paragraphs. The Change Chain helps trace how ideas become changes.

R-E1-E2 for body paragraphs



The Change Chain



How the tools work together

Tool	Job	Question to Ask
R-E1-E2	Build a body paragraph	What reason do I prove? What evidence supports it? What does it mean?
Change Chain	Trace how change happens	What need existed? What was decided? What action followed? What changed? What lasted?

Mini version to use at home

Try it together

Read this question from class, *How do people turn possibility into change?* Have your student trace a change chain using an example from the source. Then have your student name the reason, choose one piece of credited evidence, and explain what the evidence proves.

Answer for families. One example is the Magna Carta. The need was that rulers had unlimited power. The idea was that rulers should follow laws. The action was that nobles forced the king to sign a charter. The change was that no one was above the law. The legacy is that it influenced later ideas about rights and government.

5 Conversation Starters and a Simple Family Activity

- Ask your student to explain how an idea is different from an action.
- Ask your student why one decision can produce consequences far beyond the original question.
- Talk together about how music, art, or stories can preserve culture.
- Ask your student to explain why a researcher must credit both a quotation and a paraphrase.
- Ask which part of a change chain is easiest to overlook.

Build a Change Chain

Choose one example from the source, such as the Magna Carta, Renaissance, Mansa Musa, Texas annexation, business support, cultural music, or citizenship. Say **NEED OR OPPORTUNITY**, then **IDEA OR CHOICE**, then **ACTION**, then **CHANGE**. Then explain why it mattered. For a quotation or paraphrase, repeat one exact sentence with attribution, then state its meaning in new words with source credit.

6 What Strong Work Looks Like

Here is a strong body paragraph using R-E1-E2. Each part has its own job.

Prompt. How do people turn possibility into change?

R (Reason)

Another way societies are shaped is through the ideas, choices, and actions of people.

E1 (Evidence)

Passage 16 explains, "A ruler should also be required to follow laws." (Source, paragraph 16)

E2 (Explanation)

This matters because the idea influenced later discussions about limits on power and rights.

Checklist for strong work

- ☐ The reason is clear and matches the prompt.
- ☐ The evidence is credited with a source and paragraph number.
- ☐ The evidence is labeled as a quotation or a paraphrase.
- ☐ The explanation tells what the evidence means and why it matters.
- ☐ The paragraph stays focused on one reason.
- ☐ The change chain traces how an idea became a change.

7 Progress at Home

My student can...

- ☐ explain how an idea is different from an action
- ☐ tell the difference between a quotation and a paraphrase
- ☐ trace a change chain from need to legacy
- ☐ give source credit for evidence
- ☐ use R-E1-E2 to write a body paragraph
- ☐ explain what evidence proves

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.