

FAMILY PACKET

Family Packet, Grade 4, Cluster 8, Module 3: LEGACY AND EVIDENCE - What Lasts, and How Do We Know?

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 studies LEGACY AND EVIDENCE. Students compare different kinds of sources, including artifacts, maps, documents, artwork, and music. They ask what each source can reveal, what it cannot reveal alone, and which second source could corroborate it. The class writes Body Paragraph 3 of a research paper that compares two source types and explains what each can or cannot show. 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 también está disponible en español.

1 Family Letter

Dear Families,

This week your student is studying LEGACY AND EVIDENCE. Students compare different kinds of sources, including artifacts, maps, documents, artwork, and music. They ask three questions about each source. What can this source reveal? What can it not reveal alone? Which second source could corroborate it? Then they write Body Paragraph 3 of a research paper.

Students use a thinking tool called R-E1-E2. R is the Reason. E1 is the Evidence. E2 is the Explanation. They also use a second organizer, Power-Limit-Corroboation, which names the power, the limit, and the corroborating source.

Ask your student to pick two sources about the same family memory. What does the first source show? What does it miss? What does the second source add?

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to show you the Power-Limit-Corroboation organizer and explain each part. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to compare source types in Body Paragraph 3 of a research paper. A strong paragraph uses R-E1-E2. R is the reason. E1 is the evidence, with source credit and a label as a quotation or a paraphrase. E2 is the explanation of what the evidence means. The paragraph compares at least two source types, such as an artifact, a map, a document, artwork, or music, and explains what each one can or cannot show alone.

The standard, in plain words

This week the work connects to Texas standards 4.13C, 4.13D, 4.13E, and 4.13F. Your student generates and clarifies research questions, gathers relevant information from multiple sources, demonstrates understanding of information, and develops a research plan with a focus and a topic. In plain words, your student learns to ask good questions, find useful information in different kinds of sources, and explain what each source adds to the answer.

The R-E1-E2 tool your student uses



R (Reason)

The reason two sources together reveal more than one source alone



E1 (Evidence)

Credited text proof from a source, labeled as a quotation or a paraphrase



E2 (Explanation)

What the evidence means about what each source can or cannot show

How to help without giving the answer

- Ask your student to teach you R-E1-E2 and Power-Limit-Corroboation. Explaining both out loud is part of how the skill sticks.
- Ask your student to pick two sources about the same topic and tell you the power, the limit, and one corroborating source for each.
- Ask what the evidence helps prove. Let your student name the reason and give the evidence.
- Ask whether the evidence is a quotation or a paraphrase, and whether the source credit is in place.
- Let your student write the paragraph. Your job is to ask good questions, not to supply the answer.

source

an artifact, map, document, artwork, or piece of music that gives information

Example, a photograph is one kind of source.

legacy

the ideas, art, laws, and culture that remain after people act

Example, the Magna Carta left a long legacy.

artifact

an object made or used by people that historians study

Example, a tool or a piece of pottery can be an artifact.

evidence

a source fact that supports a reason in a body paragraph

Example, my evidence has source credit and a label.

quotation

the exact words from a source, set inside quotation marks

Example, my quotation has source credit and quotation marks.

paraphrase

a source idea restated in genuinely new words and sentence structure

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

attribution

giving credit to the source where a quotation or paraphrase came from

Example, I add attribution so the reader knows the source.

corroborate

to check an idea against a second source that agrees with it

Example, a second source can corroborate the first.

perspective

the point of view of the person who made or used a source

Example, a soldier's letter shows one perspective.

research

gathering information from sources to answer a question

Example, my research uses more than one kind of source.

power

what a source can show because of the kind of source it is

Example, a photograph has the power to show what people wore.

limit

what a source cannot show alone because of the kind of source it is

Example, a photograph has the limit of not showing what people thought.

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 thinking tools together. R-E1-E2 builds a strong body paragraph. Power-Limit-Corroboation compares source types and shows what each one can or cannot reveal alone.

The three parts of R-E1-E2



R (Reason)

The reason two sources together reveal more than one source alone



E1 (Evidence)

Credited text proof from a source, labeled as a quotation or a paraphrase



E2 (Explanation)

What the evidence means about what each source can or cannot show

How the parts work together

Part	Job	Question to Ask
R	States the reason	Why do two sources reveal more than one source alone?
E1	Gives credited evidence	What quoted or paraphrased proof supports the reason?
E2	Explains the evidence	What does the evidence show and what does it miss?

The Power-Limit-Corroboation organizer

POWER, LIMIT, CORROBORATE Students use this organizer to compare source types. **Power** is what the source can show. **Limit** is what the source cannot show alone. **Corroborate** is which second source could confirm or add to the first. Ask your student to fill in all three for any source they read this week.



Power

What this source can show



Limit

What this source cannot show alone



Corroborate

Which second source could confirm or add to it

Mini version to use at home

Try it together

Pick one source from class, such as a concert listing, a photograph, a map, or a household artifact. Have your student name one thing the source can show, one thing it cannot show alone, and one second source that could corroborate it.

Answer for families. A concert listing has the power to show whose voices were publicly shared. Its limit is that it cannot explain every listener's reaction. A second source, such as a review or a photograph, could corroborate who appeared and when.

- Why might an artifact and a written document reveal different parts of history?
- What could a concert listing tell a researcher? What could it not tell alone?
- Why does a quotation need source credit even when it uses quotation marks?
- Why does a paraphrase still need source credit after the wording changes?
- How do two sources make a conclusion stronger than one source alone?

Two Pieces of Evidence

Choose two items connected to the same family memory, like a photograph and a recipe, or a letter and a song. For each one, write, "This source is..." then "It can help us understand..." then "It cannot tell us..." Finally, decide what the two sources suggest together.

Quote or Paraphrase

Read one sentence from a household text such as a recipe or a family letter. Repeat the sentence exactly as a quotation, then restate the same idea in new words as a paraphrase. Name the source both times.

6 What Strong Work Looks Like

Here is a strong body paragraph using R-E1-E2. Each part has its own job. Notice that the evidence compares two different source types.

Prompt. How do different kinds of sources help us understand what a society leaves behind?

R (Reason)

Societies are also shaped by the changes, culture, and legacies that remain after people act.

E1 (Evidence)

The Evidence Room explains that Texas performers such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe helped preserve or represent cultural experiences through music. (Source, The Evidence Room, paragraph 2)

E2 (Explanation)

A concert listing alone cannot explain every listener's reaction, but it provides evidence about whose voices were publicly shared. The Magna Carta similarly preserves an idea that rulers should be subject to law.

Checklist for strong work

- ☐ The reason is clear and matches the prompt.
- ☐ The evidence is credited with a source and is labeled as a quotation or a paraphrase.
- ☐ The paragraph compares two or more source types, such as an artifact, a document, a map, artwork, or music.
- ☐ The explanation tells what each source can show and what each source cannot show alone.
- ☐ The paragraph names a second source that could corroborate the first.

7 Progress at Home

My student can...

- ☐ tell the difference between a quotation and a paraphrase
- ☐ name an example of an artifact, a document, and a piece of artwork or music
- ☐ tell what one source can show and what it cannot show alone
- ☐ name a second source that could corroborate a first source
- ☐ use R-E1-E2 to write a body paragraph that compares two source types
- ☐ give source credit for quoted or paraphrased evidence

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.