

FAMILY PACKET

Family Packet, Grade 4, PREPARE, Module 2: The Same Idea, Many Jobs

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 the Grade 4 PREPARE unit. The focus is that purpose and audience change the writing. The same idea can become different kinds of writing depending on the job and the reader. We are reading the longer versions of "Dream" and "Serve," and your student will write a personal narrative about a time they chose to include, help, encourage, or serve another person. This packet shows you what is happening in class, the words your student is learning, the thinking tool your student uses, and simple ways to help from home. You and your student can work through it together in about ten minutes.

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.

2 Family Tip Sheet

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

3 Key Words

This week's words with student friendly meanings and examples.

4 Our Thinking Tool

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.

6 What Strong Work Looks Like

A short model and a checklist to see progress.

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A "my student can..." checklist to sign and send back.

En español

Todo este paquete también está disponible en español.

1 Family Letter

Dear Families,

This week your student continues the Grade 4 PREPARE unit. The focus is that purpose and audience change the writing. The same idea can become different kinds of writing depending on the job and the reader.

We are reading the longer versions of "Dream" and "Serve," and your student will write a personal narrative about a time they chose to include, help, encourage, or serve another person. Students learn that the reader shapes the writing from the very beginning.

Please try this at home. Ask your student to tell a small experience two ways, once for a friend and once for a grown up like a principal. Then talk about what changed, the details, the level of formality, and how it sounded. That is exactly the audience aware thinking we practice this week.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to teach you the Audience Lens. If your student can say what a reader knows, needs, and expects, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning that the reader shapes the writing. The same idea can become several kinds of writing because a writer's purpose and audience change what the writing needs to do. Students move beyond naming genres and learn to match the response to a real audience, choosing the details, the style, the level of formality, and the conventions that fit the reader.

The standard, in plain words

The work connects to the Texas standards for planning and composing. Your student plans a first draft by selecting a genre for a topic, purpose, and audience, and composes literary texts using genre characteristics and craft. In plain words, your student learns to name the job, choose the form, and make the details fit the reader.

The Audience Lens your student uses

Question	Why it matters
What does my reader already know?	I can decide what context and details to include.
What does my reader need?	I can choose examples, explanations, and craft that help.
What does my reader expect?	I can choose the genre, style, register, and conventions that fit.

How to help without giving the answer

- Ask your student to tell the same small story two ways, once for a friend and once for a grown up.
- Ask what changed between the two tellings, the details, the formality, or the words.
- Ask what the reader already knows and what the reader needs to understand the moment.
- If your student is stuck, ask about the reader first. Ask what that reader needs.
- Let your student write the answer. Your job is to ask good questions, not to supply the answer.

perspective

the point of view of the person telling something

Example, from this perspective, the moment felt different.

register

how formal or friendly the writing sounds

Example, I chose a friendly register for my classmates.

craft

the choices a writer makes to shape the writing

Example, one craft move I used is dialogue.

dialogue

the exact words characters say

Example, the dialogue shows what the moment felt like.

reflection

the writer's thinking about what a moment meant

Example, my reflection explains why the moment mattered.

genre

a kind of writing, such as narrative or informative

Example, the genre that fits is personal narrative.

purpose

the job the writing must do

Example, the purpose is to narrate an experience.

audience

the reader or readers the writing is for

Example, the audience is my classmates.

fairness

treating people equally and justly

Example, the march stood for fairness for all.

participation

taking part in something with others

Example, participation looks like joining the march.

responsibility

a duty or job a person is trusted to do

Example, one responsibility I have is to help at home.

service

helping others and the community

Example, service can begin with one small choice.

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

This week your student uses the Genre Compass, the Audience Lens, and TRAILS. The Genre Compass names the response genre, the Audience Lens makes the reader visible, and TRAILS develops the experience.

The Genre Compass

Decision	Question
TOPIC	What is the writing about?
PURPOSE	What job must the writing do?
AUDIENCE	Who needs this writing?
RESPONSE GENRE	What kind of writing best accomplishes the job?
PLANNING STRATEGY	Will brainstorming, freewriting, or mapping organize the thinking?

The Audience Lens

Question	Why it matters
What does my reader already know?	I can decide what context and details to include.
What does my reader need?	I can choose examples and explanations that help.
What does my reader expect?	I can choose the style and register that fit.

Mini version to use at home

Try it together

Ask your student to tell one small memory two ways, once for a friend and once for a principal, and to say what changed and why.

Answer for families. One strong answer could say the story for a friend adds jokes and quick words, while the story for a principal adds details and a more formal tone, because each reader knows and expects different things.

TRAILS When the purpose is to let a reader experience a moment, the writer chooses narrative and develops it with **Topic, Relationships, Actions, Thoughts, and Dialogue, Important Moment, Lesson or Lasting Effect, and Setting.**

5 Conversation Starters and a Simple Family Activity

- Ask how the student would tell the same story to a friend and to a principal, and what would change.
- Ask what details a reader needs if they were not there with the student.
- Ask when it is better to write a note to one person instead of a story for a class.
- Ask about a time the student chose to include or help someone.

Two Listeners

Pick one small memory. Tell it once for a younger student and once for a grown up. Talk about how the words and details changed for each listener.

The Helping Moment

Share a time someone in the family chose to include or help another person. Name the exact moment that mattered most.

6 What Strong Work Looks Like

Here is a strong answer to this week's writing task. Each piece has its own job.

Prompt. Write a personal narrative for classmates about a time you chose to include, help, encourage, or serve another person. Develop the important moment with actions, thoughts, dialogue, and reflection.

Setting and the moment

The cafeteria buzzed with noise, but at the end of our table sat a girl I did not know, staring at her tray. I remembered how it felt to be new, and my stomach tightened.

Actions, thoughts, and dialogue

Part of me wanted to keep talking with my friends, but I slid down the bench toward her. "Is it okay if I sit here?" I asked. She looked up, surprised, and nodded.

Reflection

That day I learned that including someone does not take a big, brave act. It takes one small choice to move closer, and it can change an entire afternoon.

Checklist for strong work

- ☐ The student names the topic, purpose, audience, and response genre before drafting.
- ☐ The Audience Lens guides what details the reader needs.
- ☐ The narrative has a setting, actions and thoughts, dialogue, and reflection.
- ☐ The register sounds personal and clear for classmates.
- ☐ The student revises sentence structure and edits conventions.

7 Progress at Home

My student can...

- ☐ name the topic, purpose, audience, and response genre of a task
- ☐ tell the same story two ways for two different listeners
- ☐ use the Audience Lens, what the reader knows, needs, and expects
- ☐ develop an important moment with dialogue and reflection
- ☐ choose a register that fits the reader
- ☐ revise for sentence structure and edit for conventions

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.