

FAMILY PACKET

Family Packet, Grade 4, PREPARE, Module 4: Independent Genre Decision and Transfer

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 finishes the Grade 4 PREPARE unit. The goal is independence, your student analyzes a new writing situation, chooses and justifies a genre and a planning strategy, writes a personal narrative, revises and edits, and then explains how the same idea would change in another kind of writing. We are reading the fullest versions of "Dream" and "Serve." 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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This week's words with student friendly meanings and examples.

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7 Progress at Home

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En español

Todo este paquete también está disponible en español.

1 Family Letter

Dear Families,

This week your student finishes the Grade 4 PREPARE unit. The goal is independence, your student analyzes a new writing situation, chooses and justifies a genre and a planning strategy, writes a personal narrative, revises and edits, and then explains how the same idea would change in another kind of writing.

We are reading the fullest versions of "Dream" and "Serve." The signature idea is that purpose and audience decide the genre, and an independent writer can explain the whole path from a new writing situation to a finished response.

Please try this at home. After your student writes or tells about an experience, ask, How would this change if you wrote it as a letter or an explanation instead of a story? Noticing what must change and what can stay is the transfer thinking we celebrate this week.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to teach you the whole decision chain, topic, purpose, audience, genre, and strategy. If the student can teach it, the student owns it.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to work independently. An independent writer faces a new writing situation, names the topic, purpose, and audience, chooses and justifies a response genre, picks a planning strategy, drafts, revises, edits, and then transfers the same content into another response form. A label without a writing job reason is not enough.

The standard, in plain words

The work connects to the Texas standards for planning, composing, revising, and editing. Your student selects a genre for a topic, purpose, and audience, composes literary texts using genre characteristics and craft, revises sentence structure, and edits conventions. In plain words, your student learns to own the whole decision chain.

The complete writer decision chain

Link	Question
TOPIC	What is the writing about?
PURPOSE	What must the writing do?
AUDIENCE	Who will read it, and what does that reader need?
RESPONSE GENRE	What form best accomplishes the job?
PLANNING STRATEGY	What route organizes the thinking?

How to help without giving the answer

- Ask your student to teach you the whole decision chain. Explaining it out loud is part of how the skill sticks.
- Ask for the reason behind the genre choice, not just the label.
- Ask how the same idea would change in a letter or an explanation.
- If your student is stuck, ask about the purpose first. Ask what the writing must do.
- Let your student write the answer. Your job is to ask good questions, not to supply the answer.

transfer

using the same content or skill in a new form or situation

Example, I can transfer this idea into a letter.

justify

to give reasons that support a decision

Example, I justify my genre because the purpose is to narrate.

synthesis

bringing many ideas together into one whole

Example, my synthesis connects the idea and the evidence.

revision

improving ideas, organization, or sentences

Example, my revision made the narrative clearer.

reflection

a writer's thinking about what an experience meant

Example, my reflection shows what I carried away.

genre

a kind of writing, such as narrative or informative

Example, the genre that fits is personal narrative.

draft

an early version of a piece of writing

Example, in my draft I told the whole experience.

strategy

a planned way of doing something

Example, my planning strategy is freewriting.

significance

why something matters or the meaning it carries

Example, the significance of this moment is that I chose to listen.

courage

the strength to do what is right even when it is hard

Example, courage looks like speaking up for someone.

inclusion

making sure everyone is welcomed and included

Example, inclusion means inviting others to join.

citizenship

being a responsible member of a community or country

Example, a citizen shows citizenship by helping others.

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 complete writer decision chain and TRAILS. The chain names the whole path from a writing situation to a finished response, and TRAILS develops the narrative.

The complete writer decision chain

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TOPIC	What is the writing about?
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Mini version to use at home

Try it together

Ask your student to teach you the decision chain for something they want to write, and to say how the same idea would change in another form.

Answer for families. One strong answer could name a true experience, the purpose of narrating it for school readers, the genre of personal narrative, and freewriting plus TRAILS as the plan, then say a thank-you note would keep the moment and change the form and the tone.

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 your student to explain the whole path from a writing situation to a finished piece.
- Ask how the same idea would change if it were written as a letter instead of a story.
- Ask what stays the same across genres, and what has to change.
- Ask about a time an idea or a person changed what the student decided to do.

One Idea, Two Forms

Pick one small experience. Tell it as a story, then say how you would turn it into a thank-you note. Talk about what changed and what stayed.

Teach It Back

Have your student teach you the decision chain, topic, purpose, audience, genre, and strategy, for something they want to write. If the student can teach it, the student owns it.

6 What Strong Work Looks Like

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

Prompt. Choose a meaningful personal experience in which an idea, person, event, or responsibility changed what you decided to do. Write a personal narrative for a school audience, and explain why narrative is the best formal genre for this job.

Genre justification

My purpose is to narrate a true experience so school readers can feel the moment and understand why it mattered, so personal narrative fits this job. The experience begins when my grandmother asked me to read her letters aloud.

The important moment

"Read them the way you hear them," she said. I read slowly, and she smiled at words I almost skipped. I decided then that listening was a way to care.

Lasting effect and transfer

I carried that decision home. The same idea could become a thank-you note to my grandmother, keeping the moment and changing the form, because a letter speaks to one reader directly.

Checklist for strong work

- ☐ The student names the topic, purpose, audience, genre, and planning strategy.
- ☐ The genre choice is justified with writing job language.
- ☐ The narrative develops an important moment with actions, thoughts, or dialogue.
- ☐ The student revises sentence structure and edits conventions.
- ☐ A transfer note names what stays and what changes in another genre.

7 Progress at Home

My student can...

- ☐ explain the whole path from a writing situation to a finished response
- ☐ choose a response genre and justify it with the writing job
- ☐ choose a planning strategy and use it to organize thinking
- ☐ develop a personal narrative with an important moment
- ☐ revise for sentence structure and edit for conventions
- ☐ transfer the same idea into another genre and explain the change

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.