

FAMILY PACKET

Family Packet, Grade 5, Cluster 1, Module 2: Writing a Strong Thesis (Central Idea) with TOPIC, CHARGE, ANSWER

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 learns to build a strong SCR thesis (central idea) by combining TOPIC, CHARGE, and ANSWER and matching the sentence structure to the prompt type. 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.

Inside this packet

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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.

7 Progress at Home

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 learns to build a strong SCR thesis (central idea) from TOPIC, CHARGE, and ANSWER. TOPIC names the main subject. CHARGE names what the prompt asks the writer to do. ANSWER supplies the writer's own thinking.

Students match the sentence structure to the prompt type. WHAT uses a simple sentence. WHY uses a complex sentence with because. Relational HOW uses a simple sentence with through or by.

Ask your student to name the three pieces of a thesis (central idea) and point to each one in a sentence. Then ask what structure the prompt type needs.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to show you the three pieces of a thesis (central idea) and explain each one. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to build a strong SCR thesis (central idea) by combining TOPIC, CHARGE, and ANSWER. Students identify each piece in a thesis (central idea) and match the sentence structure to the prompt type.

The standard, in plain words

This week the work connects to Texas standards. Your student develops drafts into a focused, structured, and coherent piece of writing. Your student also composes informational texts with a clear central idea. In plain words, your student learns to start with a strong thesis (central idea).

The three pieces of a thesis (central idea)



TOPIC

The main subject from the prompt



CHARGE

What the prompt asks the writer to do



ANSWER

The writer's own thinking

How to help without giving the answer

- Ask your student to teach you the three pieces. Explaining them out loud is part of how the skill sticks.
- Ask your student to show you how to match the sentence structure to the prompt type.
- Ask what the prompt is asking the student to do and what the student thinks.
- If your student is stuck, ask about the missing piece. Ask what is not there yet.
- Let your student write. Your job is to ask good questions, not to supply the answer.

TOPIC

the important subject from the prompt

Example, the topic of this prompt is the colonies.

CHARGE

what the prompt asks the writer to do
Example, the charge asks me to explain.

ANSWER

the writer's own thinking
Example, my answer is my own thinking.

thesis (central idea)

a complete sentence that directly answers the prompt

Example, my thesis answers the prompt.

structure

the way ideas and sentence parts are organized

Example, the structure of a WHY thesis is complex.

evidence

specific proof from the passage
Example, my evidence is from the passage.

explanation

the thinking that tells what evidence means

Example, my explanation shows what the evidence proves.

relationship

the connection between ideas, events, or details

Example, the relationship here is cause and effect.

influence

the power to affect an action, idea, or result

Example, setting can influence behavior.

analyze

to study parts closely in order to understand how they work

Example, when I analyze the prompt, I see the charge.

compare

to look at ideas or details for meaningful similarities or differences

Example, I can compare the two passages.

Parliament

the group in Great Britain that made laws and taxes for the colonies

Example, Parliament decided to tax the colonies.

representation

having someone speak for you in government

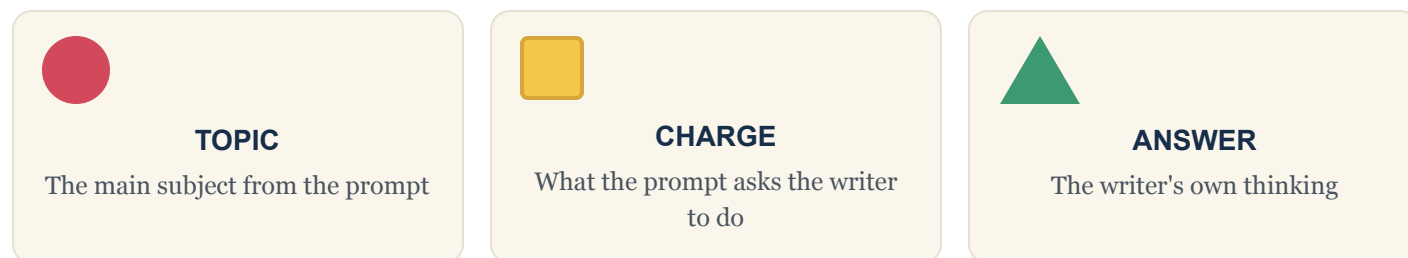
Example, the colonists wanted representation because they had no voice.

Tip for reading together. When your student shares a writing idea, ask for the TOPIC, CHARGE, and ANSWER. This builds the thesis habit.

4 Our Thinking Tool

This week your student uses the three pieces of a thesis (central idea) to build strong responses. TOPIC plus CHARGE plus ANSWER equals a strong thesis (central idea).

The three pieces



How to match the structure to the prompt type

Prompt Type	Required Structure	Example
WHAT	Simple sentence with facts	The Boston Massacre increased tension.
WHY	Complex sentence with because	The colonists protested because they were taxed without representation.
HOW	Simple sentence with through or by	Setting influences survival through instinct and learned behavior.

Mini version to use at home

Try it together

Read this prompt, *Why did colonists protest British laws?* Have your student build a thesis (central idea) with TOPIC, CHARGE, and ANSWER, then match the sentence structure to the prompt type.

Answer for families. TOPIC: colonists and British laws. CHARGE: protested. ANSWER: because they were taxed without representation and believed the treatment was unfair. Full thesis: The colonists protested British laws because they were taxed without representation and believed the treatment was unfair.

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 passages.

5 Conversation Starters and a Simple Family Activity

- Ask what the difference is between TOPIC, CHARGE, and ANSWER.
- Ask why a strong thesis needs all three pieces.
- Ask how the prompt type changes the sentence structure.
- Ask what makes a thesis strong.
- Ask how to find a missing piece.

Thesis Builder Showdown

Spin to determine the prompt type. Draw a prompt. Assemble TOPIC, CHARGE, and ANSWER. Match the sentence structure. Write and label the thesis.

Listen and Label

Hear pieces of a thesis (central idea), identify each job, and restate the pattern.

6 What Strong Work Looks Like

Here is a strong thesis (central idea) with all three pieces labeled. Each piece has its own job.

Prompt. Why did colonists protest British laws?

TOPIC

Colonists and British laws

CHARGE

Protested

ANSWER

Because they were taxed without representation and believed the treatment was unfair

Checklist for strong work

- ☐ The thesis (central idea) includes all three pieces.
- ☐ The sentence structure matches the prompt type.
- ☐ The ANSWER is the student's own thinking, not a copied phrase.
- ☐ The thesis (central idea) answers the exact prompt.
- ☐ The student can point to each piece in the sentence.

7 Progress at Home

My student can...

- ☐ build a strong SCR thesis (central idea) from TOPIC, CHARGE, and ANSWER
- ☐ identify each piece in a thesis (central idea)
- ☐ match WHAT to a simple sentence, WHY to because, and HOW to through or by
- ☐ find and add a missing piece
- ☐ upgrade word choice when stronger wording matches the thinking

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.