

## FAMILY PACKET

# Family Packet, Grade 5, Cluster 2, Module 4: The Evidence Branch of the ECR Tree

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 is learning to choose strong evidence for an informative ECR using CSI, which stands for Connect, Support, and Infer. Students connect a detail to a reason or way, support the idea with a specific detail from the text, and infer what that detail means. 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.

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 learning to choose strong evidence for an informative ECR using CSI, which stands for Connect, Support, and Infer. Your student will connect a detail to a reason or way, support the idea with a specific detail from the text, and infer what that detail means.

We will read the informational texts "A Harvest to Remember" and "Spanish Rule in Early Texas." Students will grow the ECR TREE from roots to trunk to branches, then use CSI to add evidence that proves a thesis (central idea). Ask your student, "How does that detail prove your idea, and what does it make you think?"

With appreciation,

*Your student's teacher*

*The Writing Academy, LLC*

### **ASK FOR A DEMONSTRATION**

Ask your student to show you one piece of evidence and run it through CSI, naming how it connects, what it supports, and what they can infer. If your student can teach it, the skill is sticking.

## 2 Family Tip Sheet

### The skill, in plain words

Your student is learning to choose strong evidence with CSI. Connect means the detail fits a reason or way. Support means the detail gives a specific fact from the text that backs the idea. Infer means the writer explains what the detail shows. Good evidence is not just true. It proves the exact idea the writer is explaining.

### The standard, in plain words

This week the work connects to two Texas standards. Your student develops depth of thought with specific facts and details. Your student also composes a short informational text with a clear central idea. In plain words, your student learns to use specific facts and to keep one clear main idea through a short answer.

### The three CSI questions

| Letter | What it means | Question to ask                                         |
|--------|---------------|---------------------------------------------------------|
| C      | Connect       | Does this detail connect to the reason or way?          |
| S      | Support       | Does this detail support the idea with a specific fact? |
| I      | Infer         | What does this detail make the reader think?            |

### How to help without giving the answer

- Ask your student to name the reason or way before choosing evidence.
- Ask whether the detail connects to that reason or way, and how.
- Ask what the detail proves and why it matters.
- If your student is stuck, ask one CSI question at a time, starting with Connect.
- Let your student choose the evidence. Your job is to ask good questions, not to supply the answer.

### 3 Key Words

**prompt**

the question or task to answer

*Example, Explain WHY knowledge and cooperation were needed in "A Harvest to Remember."*

**thesis (central idea)**

one sentence that answers the exact prompt

*Example, Wampanoag knowledge helped the Pilgrims adapt to their new land.*

**evidence**

a fact from the passage that supports an answer

*Example, Squanto taught the Pilgrims to grow corn is a piece of evidence.*

**CSI**

the evidence check that stands for Connect, Support, Infer

*Example, run each detail through CSI before choosing it.*

**connect**

to fit directly with a reason or way

*Example, this detail connects to the reason that cooperation mattered.*

**support**

to back an idea with a specific fact

*Example, the passage supports the idea with a clear example.*

**infer**

to figure out what a detail means

*Example, from the detail, I can infer that the Pilgrims learned new skills.*

**detail**

one specific fact from the text

*Example, one detail says the soil became overly wet.*

**prove**

to show that an idea is true

*Example, the evidence must prove the reason or way.*

**conflict**

a problem or struggle in a text

*Example, the Pilgrims struggled to survive in a new land.*

**adapt**

to change in order to fit a new situation

*Example, the Pilgrims adapted by learning to use the land.*

**harvest**

the crops gathered at the end of a growing season

*Example, cooperation helped the Pilgrims reach a productive harvest.*

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 two thinking tools together, the ECR TREE and CSI. The TREE grows the response from roots to trunk to branches. CSI tests each piece of evidence before it goes into a branch.

### The ECR TREE

**T** Thesis (central idea), one sentence that answers the exact prompt.

**R** Reason/Way, tells why or how the thesis (central idea) is true.

**E** Evidence, gives text proof.

**E** Explanation, connects the proof to the thesis (central idea).

**S** Significance, states why the idea matters.

The roots are the passage and prompt. The trunk is the thesis (central idea). The branches are the reason or way, evidence, and explanation.

### CSI, the evidence check

| Letter | Question the writer asks                                |
|--------|---------------------------------------------------------|
| C      | Does this detail connect to the reason or way?          |
| S      | Does this detail support the idea with a specific fact? |
| I      | Can I infer more meaning from this detail?              |

### Mini version to use at home

#### Try it together

Use the reason, *Wampanoag knowledge helped the Pilgrims adapt*. Have your student choose one detail from "A Harvest to Remember," such as Squanto teaching the Pilgrims to grow corn, catch fish, and find food. Then ask the three CSI questions about that detail.

**Answer for families.** Connect, the detail fits the reason of adapting. Support, it gives a specific fact from the text. Infer, it shows the Pilgrims learned to use the land, which helped them survive and prepare for a productive harvest.

**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.

- How do you circle important nouns, box the important verb, and triangle the clue word? Show me with one prompt.
- What does a WHY prompt ask you to explain?
- What does a HOW prompt ask you to explain?
- Choose one passage. What problem did people need to solve, and how did it help you write your thesis (central idea)?
- Read one of your theses to me. Which clue word helped you write it?

**Clue-Word Hunt**

Ask a family member to say an everyday question with WHY or HOW, such as "Explain WHY we need a rule for taking turns." Have your student shape the prompt with hand motions and say, "WHY asks for reasons" or "HOW asks for a way something happened."

**Shape and Say a Thesis (Central Idea)**

Use one prompt, "Explain HOW taking turns solved a problem at home." Have your student circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem, then say a complete thesis (central idea) using "Taking turns solved the problem by \_\_\_\_\_."

## 6 What Strong Work Looks Like

Here is a strong answer to this week's writing prompt. The evidence is specific, and the explanation infers what the detail means.

*Prompt. Explain WHY knowledge and cooperation were needed in "A Harvest to Remember."*

### Thesis (central idea)

Wampanoag knowledge helped the Pilgrims adapt to their new environment.

### Evidence

The text states that Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area.

### Explanation

This shows that the Pilgrims learned to use the land and its resources, which helped them adapt and prepare for a productive harvest.

### Checklist for strong work

- ☐ The thesis (central idea) answers the exact prompt.
- ☐ The reason or way is named before the evidence is chosen.
- ☐ The evidence is a specific detail from the passage.
- ☐ The detail connects to the reason or way.
- ☐ The explanation infers what the detail means and how it proves the idea.

## 7 Progress at Home

### My student can...

- ☐ find the main noun a question is about
- ☐ find the action verb the question asks for
- ☐ find the clue word and name WHY or HOW
- ☐ name the reason or way before choosing evidence
- ☐ run a detail through CSI, Connect, Support, and Infer
- ☐ explain what the detail proves and why it matters

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.