

FAMILY PACKET

Family Packet, Grade 5, Cluster 3, Module 1: Building the Full ECR

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 building a complete informative Extended Constructed Response, or ECR, across two kinds of texts, a poem and a drama. Students move from the prompt to a thesis (central idea), magnify reasons or ways, choose CSI evidence, explain the proof, and organize the whole response with TREES. 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 building a complete informative Extended Constructed Response. Students will read the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own." The poem names rights and fair laws. The drama shows people thinking about representation and having a voice in decisions.

In class, students will move from the prompt to a thesis (central idea), then magnify reasons or ways, choose CSI evidence, explain the proof, and organize the response with TREES. Ask your student which detail shows fairness, which detail shows voice, and how the two genres connect.

Try this conversation at home. Ask, "Which right or voice idea stood out to you, and what detail supports your thinking?"

With appreciation,

Your student's teacher

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to point to one detail in each text and explain what it proves about fairness or voice. 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 one complete informative response from two texts. The response names a central idea, uses evidence from both the poem and the drama, and explains how each detail connects. The goal is not a longer response. The goal is a clear response that explains the shared idea of fairness and voice.

The standard, in plain words

This week the work connects to two Texas standards. Your student develops a focused, structured, coherent draft with specific facts. Your student also composes a short informational text with a clear central idea. In plain words, your student learns to organize a complete answer and to keep one clear main idea through it.

How a full response is built

Part	What it does
Prompt	Names the job the writer must do
Thesis (central idea)	One sentence that answers the exact prompt
Reasons or ways	Two or three focused directions
CSI evidence	A detail from each text that proves an idea
Explanation	What each detail means and why it matters
Summary	Brings the response together

How to help without giving the answer

- Ask your student to name the central idea before looking for details.
- Ask for one detail from the poem and one from the drama, and what each proves.
- Ask how the two texts work together to show fairness and voice.
- If your student is stuck, ask about one part of the response at a time.
- Let your student build the response. Your job is to ask good questions, not to supply the answer.

prompt

the statement that gives a writing job

Example, the prompt asks the writer to explain why rights matter.

thesis (central idea)

the central sentence that answers a prompt

Example, both texts show that people want fairness and a voice.

reason

an idea that explains why something matters

Example, one reason is that rights protect people.

way

a method that explains how something happens

Example, one way is through self-government.

evidence

specific proof from a text

Example, the poem says rights protect us every day.

explanation

thinking that tells how evidence proves an idea

Example, the explanation shows why the detail matters.

fair

treating people in a just way

Example, a fair rule applies to everyone.

voice

a chance to share an idea or choice

Example, people want a voice in decisions.

right

a freedom or protection people have

Example, one right protects free speech.

law

an official rule for a community

Example, fair laws help a community live justly.

representation

having people speak or decide for a group

Example, representation gives people a say.

coherent

clear and logically connected

Example, a coherent response moves from idea to evidence to explanation.

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 one main thinking tool, called TREES, to organize the complete informative response. TREES stands for Thesis, Reason or Way, Evidence, Explanation, and Summary.

TREES, the organizer for the full response

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

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

E Evidence, gives text proof from both genres.

E Explanation, says what the detail means and why it matters.

S Summary, brings the response together.

Students also use CSI to test each detail and DEEP FACTS plus E to explain it.

CSI, the evidence check

Letter	What the writer asks
C	Does this detail connect to the prompt and the idea?
S	Does this detail support the thesis (central idea)?
I	Can I infer more meaning from this detail?

Mini version to use at home

Try it together

Read one detail from each text, such as *"They wrote down rights to make things fair"* from the poem and *"If we live here and follow these laws, we should have a part in making them"* from the drama. Have your student explain what each detail proves about fairness or voice, then say how the two details work together.

Answer for families. The poem detail shows that rights guide fair treatment. The drama detail shows that people want a say in decisions. Together they show that a strong community protects rights and listens to people.

TRACKS While reading, students also look for details 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 the poem and drama.

5 Conversation Starters and a Simple Family Activity

- Which right in the poem seems most important to you, and which exact detail supports your choice?
- How does Thomas's thinking change from the first scene to the last scene?
- What makes a law or decision feel fair to the people who must follow it?
- How is evidence different from explanation in a response?
- How do the poem and drama show that people want fairness and a voice?

Upgrade the Explanation

Read a sentence together that begins, "The text says..." Ask your student to replace that opening with "shows," "suggests," or "demonstrates," then explain what the new word helps the reader understand about rights, fairness, or voice.

Passage Talk

Read a short part of either text together. Ask your student to name one important idea, point to one exact detail, and explain how that detail supports the idea. Ask what the poem or drama helps your student understand about people wanting fairness and a voice.

6 What Strong Work Looks Like

Here is a strong response that uses both genres and explains the shared idea of fairness and voice. Each part has its own job.

Prompt. Explain how both texts develop the idea that people want fairness and a voice.

Thesis (central idea)

Both the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own" develop the idea that people want fairness and a voice by showing the need for protection, fair laws, and a say in decisions.

Evidence

The poem says, "They wrote down rights to make things fair," showing that rights guide fair treatment. The drama says, "If we live here and follow these laws, we should have a part in making them."

Explanation

This shows that people want a say in decisions that affect them. Together, the texts show that a strong community protects rights and listens to people.

Checklist for strong work

- ☐ The thesis (central idea) answers the exact prompt.
- ☐ The response uses at least one detail from the poem and one from the drama.
- ☐ Each detail is tested with CSI, Connect, Support, and Infer.
- ☐ The explanation says what each detail means and why it matters.
- ☐ The response ends with a summary that brings the ideas together.

7 Progress at Home

My student can...

- ☐ name the central idea that answers the exact prompt
- ☐ find a detail in the poem and a detail in the drama
- ☐ test a detail with CSI, Connect, Support, and Infer
- ☐ explain what a detail proves about fairness or voice
- ☐ connect a reason or way, evidence, explanation, and summary
- ☐ organize a complete response with TREES

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.