

FAMILY PACKET

Family Packet, Grade 5, Cluster 3, Module 3: Magnifying WHY Reasons into Topic Sentences

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 magnify WHY reasons for an informative ECR. Students brainstorm widely, group similar ideas, and choose three distinct topic sentences. Each topic sentence becomes the leader of one body paragraph. 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.

Inside this packet

1 Family Letter

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 is learning how to magnify WHY reasons for an informative ECR. Students will read the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own." Both texts ask students to think about rights, fair laws, representation, self-government, and having a voice in decisions.

In class, students will brainstorm widely, group similar ideas, and choose three distinct topic sentences. Please ask your student to name several reasons, group the ideas that sound alike, and choose the three most different reasons. Then ask which detail from one of the passages could support the thinking.

With appreciation,

Your student's teacher

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to show you the four Magnifying steps, then explain why the three chosen topic sentences are truly different. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to turn a broad WHY thesis (central idea) into three clear topic sentences. The Magnifying process has three layers, brainstorm, group, and narrow. Students list many reasons, put similar ones together, and choose the strongest reason from each group. Each chosen reason becomes a topic sentence that leads one body paragraph.

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 plan before writing and to keep one clear main idea through a short answer.

The three layers of the Magnifying process

Layer	What the writer does
Brainstorm	List every reason connected to the thesis (central idea)
Group	Put reasons that are alike into baskets
Narrow	Choose the strongest reason from each basket

How to help without giving the answer

- Ask your student to name several reasons before choosing any.
- Ask which reasons sound alike and could share one basket.
- Ask which three reasons are truly different and would make three different paragraphs.
- If your student is stuck, ask about one basket at a time.
- Let your student choose the topic sentences. Your job is to ask good questions, not to supply the answer.

prompt

the statement that gives a writing job

Example, the prompt asks why rights and voice matter.

thesis (central idea)

the central sentence that answers a prompt

Example, both texts show that people need protection, fair laws, and a voice.

reason

an idea that explains why something is true or important

Example, one reason is that rights protect people from unfair treatment.

topic sentence

the sentence that leads one body paragraph

Example, each topic sentence states one focused reason.

brainstorm

to list many ideas quickly

Example, brainstorm at least eight connected reasons.

group

to put similar ideas together

Example, group the reasons that share the same meaning.

basket

a group of similar ideas

Example, all the protection reasons belong in one basket.

narrow

to reduce a large list to a few strong choices

Example, narrow each basket to its strongest reason.

different

not the same as another idea

Example, the three topic sentences must be truly different.

coherent

clear and logically connected

Example, the topic sentences stay connected to the thesis (central idea).

evidence

specific proof from a text

Example, a detail from the poem can support a topic sentence.

explanation

thinking that tells how evidence proves an idea

Example, the explanation connects the detail to the reason.

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 Magnifying process to grow a WHY thesis (central idea) into three clear topic sentences. The organizer has three layers, brainstorm, group, and narrow.

The four Magnifying steps

Step	What the writer does
1. Brainstorm wide	List many reasons connected to the thesis (central idea)
2. Group with pride	Put similar reasons into labeled baskets
3. Narrow with care	Keep the strongest reason from each basket
4. Choose the best	Pick three different topic sentences for three paragraphs

TREES, the organizer for the full response

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

R Reason or Way, told through each topic sentence.

E Evidence, gives text proof.

E Explanation, says what the detail means.

S Summary, brings the response together.

Mini version to use at home

Try it together

Use the thesis (central idea), *The poem and drama are important because both texts show that people need protection, fair laws, and a voice in decisions.* Have your student brainstorm reasons, group the similar ones, and choose three topic sentences that are truly different.

Answer for families. Strong topic sentences could be, rights protect people from unfair treatment, fair laws help communities live more justly, and people need a voice in decisions that affect them.

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

- Why do writers brainstorm many ideas before they choose their best reasons?
- How can grouping ideas into baskets make writing more organized?
- How does the poem show that rights protect people or make laws fairer?
- How does the drama show that people want a voice in decisions?
- Which of your topic sentences are truly different, and which ones repeat the same reason?

Sort the Ideas

Choose a big idea, list several reasons, group the reasons that belong together, and choose three that are truly different. Explain why repeated ideas belong in the same basket.

Passage Talk

Read one short section of either passage together. Ask your student to name one important idea, point to a detail that supports it, and explain how the detail connects.

6 What Strong Work Looks Like

Here is a strong thesis (central idea) with three distinct topic sentences. Each topic sentence would lead its own body paragraph.

Prompt. Explain why the poem and drama are important.

Thesis (central idea)

The poem "Our Rights, Our Voices" and the drama "A Voice of Their Own" are important because both texts show that people need protection, fair laws, and a voice in decisions.

Topic sentence 1

One reason these ideas matter is that rights protect people from unfair treatment.

Topic sentence 2

Another reason is that fair laws help communities live more justly.

Topic sentence 3

A third reason is that people need a voice in decisions that affect their lives.

Checklist for strong work

- ☐ The thesis (central idea) is written before the reasons are brainstormed.
- ☐ The student lists at least eight connected WHY reasons.
- ☐ Similar reasons are grouped into labeled baskets.
- ☐ One strong reason is chosen from each basket.
- ☐ Three topic sentences are written, and each is truly different.

7 Progress at Home

My student can...

- ☐ brainstorm many reasons connected to a WHY thesis (central idea)
- ☐ group similar reasons into a clear basket
- ☐ narrow a group to its strongest reason
- ☐ choose three reasons from separate groups
- ☐ write a topic sentence that is different from the other topic sentences
- ☐ explain why each topic sentence supports the thesis (central idea)

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.