

## FAMILY PACKET

# Family Packet, Grade 5, Cluster 4, Module 3: Understanding Others and Building an Evidence- Based Rebuttal

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 consider another point of view fairly before answering it. This module focuses on two CREATURES letters, U for Understanding Others and R for Rebuttal. Students restate another viewpoint accurately and respectfully, then respond with reasoning and evidence. Considering the other side does not weaken an argument. It makes the writer more credible. 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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A note from the classroom about the week's learning.

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The skill and standard in plain words, plus how to help.

#### 3 Key Words

This week's words with student friendly meanings and examples.

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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.

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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 consider another point of view fairly before answering it. This module focuses on two CREATURES letters, U for Understanding Others and R for Rebuttal. Your student will restate another viewpoint accurately and respectfully, then respond with reasoning and evidence. Considering the other side does not weaken an argument. It makes the writer more credible.

We are reading "The Garden That Wouldn't Grow," about Kendrix learning that careful observation leads to better decisions, and "Words That Changed a Nation," about the Declaration of Independence and questions about who was included in its promise of equality. Your student will practice hearing another view and answering it with evidence.

Please try this at home. When your student disagrees with an idea, ask for a fair restatement of the other side first. Then ask for a respectful response using a reason and a detail from one of the passages.

With appreciation,

*Your student's teacher*

*The Writing Academy, LLC*

### ASK FOR A DEMONSTRATION

Ask your student to state another viewpoint fairly, then answer it with one reason and one piece of evidence. If your student can teach it, the skill is sticking.

## 2 Family Tip Sheet

### The skill, in plain words

Your student is learning to understand the other side before answering it. Understanding Others means restating another viewpoint accurately and fairly. Rebuttal means answering that viewpoint with reasoning and evidence, not by attacking the person. A strong rebuttal uses the Fairness Check and then bridges back to the claim.

### The standard, in plain words

This week the work connects to two Texas standards. Your student composes argumentative texts using genre characteristics and craft. Your student also develops a focused, structured, coherent piece with specific details. In plain words, your student learns to respond to the idea, not the person, and to support the response with evidence.

### The U-R move

| Letter | Part                 | What it does                        |
|--------|----------------------|-------------------------------------|
| U      | Understanding Others | Restates the other viewpoint fairly |
| R      | Rebuttal             | Answers with reasoning and evidence |
| Bridge | Return               | Returns to the claim and conclusion |

### How to help without giving the answer

- Ask your student to restate the other viewpoint fairly before answering.
- Ask whether the rebuttal answers the idea, not the person.
- Ask for one reason and one piece of evidence in the rebuttal.
- If your student is stuck, ask the Fairness Check question, "Would the other side say this is a fair restatement?"
- Let your student build the rebuttal. Your job is to ask good questions, not to supply the answer.

**viewpoint**

a position or way of seeing an issue

*Example, another viewpoint is that quick action can seem helpful.*

**rebuttal**

a reasoned response to another viewpoint

*Example, the rebuttal answers the idea with evidence.*

**credible**

believable because it is fair, accurate, and supported

*Example, a fair rebuttal makes the writer more credible.*

**acknowledge**

to recognize another idea fairly before responding

*Example, acknowledge the other side before answering.*

**refine**

to make a claim more precise after new thinking

*Example, the writer can refine the claim instead of abandoning it.*

**reasoning**

logical thinking that connects ideas and evidence

*Example, the reasoning explains why the other view misses a detail.*

**evidence**

accurate information from a text used as proof

*Example, the soil detail is evidence for the rebuttal.*

**respond**

to answer an idea with relevant thinking

*Example, respond to the idea, not the person.*

**support**

to strengthen an idea with reasons, evidence, or explanation

*Example, the evidence supports the rebuttal.*

**Continental Congress**

the group of colonial leaders who voted to separate

*Example, the Continental Congress approved the Declaration.*

**Enlightenment**

a period of new ideas about rights and government

*Example, Enlightenment thinkers influenced the Declaration.*

**divine right**

the belief that a ruler's authority comes from God

*Example, the Declaration rejected the divine right of kings.*

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.

This week your student uses the CREATURES framework, focusing on U for Understanding Others and R for Rebuttal. The move has three parts, mirror the other viewpoint, rebut with reasoning and evidence, and bridge back to the claim.

### The full CREATURES map

**C** Claim, a defensible position.

**R** Reasons, two different ideas that support the claim.

**E** Evidence, accurate text details that prove each reason.

**A** Argument, one connected line of reasoning.

**T** Thinking, sentences that explain how and why evidence supports the claim.

**U** Understanding Others, a fair statement of another viewpoint.

**R** Rebuttal, a reasoned response with evidence.

**E** Ending, a purposeful conclusion.

**S** Significance, why the position matters.

This week students focus on U and R while keeping the complete framework visible.

### The Fairness Check

**Ask three questions about the other viewpoint.**

Is the restatement accurate?

Is the restatement respectful?

Would the other side recognize it as fair?

### Mini version to use at home

#### Try it together

Use the claim, *Careful observation should guide decisions*. Have your student state the other viewpoint fairly, such as, someone might argue that quick action was reasonable because the plants looked weak. Then answer it with one reason and one piece of evidence from "The Garden That Wouldn't Grow."

**Answer for families.** Some readers may argue that Kendrix was reasonable to water more because plants need water. However, the passage shows that the soil was already overly wet and that the roots needed air, so gathering evidence before acting is more reliable.

**TRACKS** While reading, students also look for evidence using TRACKS, which stands for **Time, Reactions, Actions, Character or Concept, Key Knowledge, and Scenery or Setting**. Ask your student what TRACKS they found.

- Why can fairly stating the other viewpoint make an argument stronger?
- What is the difference between a rebuttal and attacking the other person?
- In "The Garden That Wouldn't Grow," why might someone argue Kendrix was right to water more quickly, and how would you answer that fairly?
- In "Words That Changed a Nation," who was left out of the promise of equality in 1776?
- Which detail best answers the other viewpoint, and why?

### **Mirror First**

One person makes a claim, the other restates it fairly before responding. Only after the first person says, "Yes, that is what I meant," may the second person answer with a reason. Practice listening before replying.

### **Refine, Don't Retreat**

State an opinion, hear a strong other viewpoint, then decide together whether to keep the opinion or make it more precise by adding a reasonable condition.

## 6 What Strong Work Looks Like

Here is a strong U-R move. The other viewpoint is stated fairly, answered with reasoning and evidence, and bridged back to the claim.

*Prompt. Defend the position that careful observation should guide decisions.*

### Claim

Careful observation should guide decisions when the cause of a problem is uncertain.

### Understanding Others

Some readers may argue that Kendrix was reasonable to water more immediately because plants need water and the leaves looked weak.

### Rebuttal

That concern makes sense at first. However, the passage shows that the soil was already overly wet and that the roots needed air. Because observation revealed a condition her assumption missed, gathering evidence before choosing the next action is more reliable.

### Checklist for strong work

- ☐ The other viewpoint is restated accurately and fairly.
- ☐ The rebuttal answers the idea, not the person.
- ☐ The rebuttal uses reasoning and passage evidence.
- ☐ The response bridges back to the claim.
- ☐ The mirror passes the Fairness Check.

## 7 Progress at Home

### My student can...

- ☐ state another viewpoint accurately and fairly
- ☐ use the Fairness Check on a restatement
- ☐ write a rebuttal with reasoning and evidence
- ☐ respond to the idea rather than the person
- ☐ bridge back toward the claim and conclusion
- ☐ refine a claim when a viewpoint raises a valid limitation

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.