

FAMILY PACKET

Family Packet, Grade 5, Cluster 5, Module 1: Balanced Evidence Across Paired Passages

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.**

This week your student becomes a careful reader of two texts at once. The class reads "A Difficult Compromise," a nonfiction passage about the 1787 debate over representation, and "A Visit to the Workshop," historical fiction about Zaylen's visit to Thomas Edison's workshop. The two passages can be connected by careful thinking, but they are not the same kind of situation.

Your student learns that one answer uses both texts. Students find one accurate detail from each passage, connect the two details in a single sentence, and explain what the pair proves together. Ask your student to teach you the habit. Explaining it out loud is part of how the learning sticks. You can work through this packet together in about ten minutes.

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 1 Family Letter

Dear Families,

This week your student is learning to use balanced evidence across paired passages. We will read "A Difficult Compromise," a nonfiction passage about the Three-Fifths Compromise, and "A Visit to the Workshop," historical fiction about Zaylen's visit to Thomas Edison's workshop. The passages are not the same kind of situation. One examines an unjust political decision, while the other follows a team improving electric light.

Students will use the habit of this week, which is that both passages make a complete answer. They will locate accurate evidence and explain its meaning instead of placing two summaries side by side. The goal is an explanation that is faithful to both texts and clear about the different consequences inside them.

At home, ask your student to name one detail from each passage and explain what the two details prove together, then ask what important difference we should keep clear.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR BOTH PASSAGES

Ask your student to point to one detail in each passage. If the answer names only one passage, ask quietly where the second passage is. Both passages belong in every answer.

2 2 Family Tip Sheet

The skill, in plain words

Your student is learning to use evidence from two texts in one answer. That means finding one accurate detail from each passage, connecting those two details in a single sentence, and explaining what the pair proves together. Placing two summaries next to each other is not enough. The explanation is the part that makes the answer complete.

The standard, in plain words

This week the work connects to three Texas standards for informative writing. Your student composes an informational text with a clear central idea, uses the characteristics of the genre, and uses craft such as purposeful transitions. Your student also organizes a focused, structured, and coherent piece. In plain words, your student learns to keep one clear main idea while connecting what two texts say.

The three jobs your student marks



Red, the explanation

Tells what the two paired details mean together



Yellow, the evidence

Names an accurate detail from Passage 9 or Passage 10



Green, the central idea

States the shared answer that controls the response

How to help without giving the answer

- Ask your student to name both passages before naming any detail.
- Ask which job the detail does, a problem, an action, an outcome, or what remains.
- Ask what the two details prove together. Let your student answer.
- If your student is stuck, ask which passage is missing and where it belongs.
- Let your student write. Your job is to ask good questions, not to supply the answer.

evidence

a specific detail from a text used as proof

Example, the compromise helped the group move forward is evidence from Passage 9.

explanation

reasoning that tells what evidence means

Example, this shows progress while a larger problem stays unfinished.

thesis (central idea)

the central answer that controls a response

Example, an important step forward can leave a larger problem unfinished.

transition

a word or phrase that connects ideas

Example, however tells the reader that something is different.

significance

why an idea matters beyond one detail

Example, the conclusion reflects the bigger picture.

compromise

an agreement where each side gives up part of what it wants

Example, the delegates agreed to the Three-Fifths Compromise.

representation

having a voice through people in government

Example, the debate was about representation in Congress.

delegate

a person chosen to represent others

Example, a delegate spoke for a whole state.

consequence

what happens because of an action or decision

Example, one consequence was more political power for some states.

experiment

a test used to learn how something works

Example, the workers repeated the experiment with a new material.

injustice

an unfair situation or action

Example, the passage names the injustice of slavery.

progress

movement toward a goal

Example, a glowing bulb was real progress and the streets were still dim.

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 with two parts. The SET introduction opens the response, and the paired sentences build it. A complete answer names both passages, gives accurate details, connects them, and explains the relationship.

The SET introduction and the paired sentences

Move	Letter	What the writer does
Statement of Global Purpose	S	Names the broad idea that a difficult problem may need a step forward before every part is solved.
Evidentiary Reference	E	Names both "A Difficult Compromise" and "A Visit to the Workshop."
Thesis (central idea)	T	Answers the prompt and controls the paired explanation.
Paired evidence	Body	Gives one accurate detail from Passage 9 and one from Passage 10.
Explanation	Body	Explains what the paired details prove together and protects the important difference.

Mini version to use at home

Try it together

Pick one detail from each passage. In "A Difficult Compromise," a detail might be that the compromise helped the convention move forward. In "A Visit to the Workshop," a detail might be that a bulb began to glow while the streets outside were still dim. Ask your student to connect both details in one sentence and finish with, Together, these details show ____.

Answer for families. Together, these details show that a meaningful result can move work forward without solving every part of a difficult problem.

TRACKS While reading, students also look for evidence in the passages 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

- What is the difference between making progress and fully solving a problem?
- Which detail from each passage shows that work remains?
- Why is a paired answer incomplete if it uses only one source?
- How can two situations share a pattern without having the same consequences?
- Which bridge word would connect your two details, both, however, while, or unlike?

Talk, Pair, Explain

Choose two familiar books, games, recipes, or routines. Name one accurate detail from each. Next use a bridge word such as both, however, while, or unlike. Finally finish the sentence, Together, these details show ____.

Sentence Job Check

Write three short sentences about the two choices. Label each by its job, an idea, a detail, or an explanation. Revise one sentence so its job is clearer.

6 What Strong Work Looks Like

Here is a strong answer to this week's writing prompt. Each part of the response has its own job.

Prompt. Explain why both passages show that one important step forward can still leave a larger problem unfinished.

Thesis (central idea)

Both passages show that an important step forward can leave a larger problem unfinished.

Evidence from both passages

In "A Difficult Compromise," the agreement helped the convention move forward, while people continued to question whether representation was fair. In "A Visit to the Workshop," a bulb began to glow, yet the streets outside were still dim.

Explanation

Together, the details show that progress can matter while a larger problem remains unfinished. The passages are not equal, because one leaves a political injustice unresolved while the other shows technical work continuing.

Checklist for strong work

- ☐ Both passages are named or clearly used in the answer.
- ☐ One accurate detail from each passage does real work in the response.
- ☐ The paired details are connected in one sentence that explains the relationship.
- ☐ The response protects the difference between a political injustice and technical problem solving.
- ☐ The conclusion restates the central idea, refers to the evidence as a whole, and reflects the bigger picture.

7 Progress at Home

My student can...

- ☐ name the source before naming the detail
- ☐ say what job a detail does, a problem, an action, an outcome, or what remains
- ☐ pair one detail from the first passage with one detail from the second passage
- ☐ say what the pair proves together
- ☐ protect an important difference between the two passages
- ☐ write a conclusion that restates the central idea and reflects the bigger picture

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.