

## FAMILY PACKET

# Family Packet, Grade 5, Cluster 5, Module 3: Building a Conclusion That Finishes the Thinking

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 learns how to end a strong answer. The class reads "A Difficult Compromise," a nonfiction passage about representation, slavery, and the Three-Fifths Compromise, and "A Visit to the Workshop," historical fiction about Zaylen's visit to Thomas Edison's workshop.

A conclusion is not a sudden stop. Your student learns three jobs for the last sentences. The first restates the central idea in fresh words. The second refers back to the evidence from both passages as a whole. The third reflects on why the established idea matters. Ask your student to teach you what each sentence does. You can work through this packet together in about ten minutes.

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#### En español

Todo este paquete también está disponible en español.

## 1 1 Family Letter

**Dear Families,**

This week your fifth-grade student is learning to build a conclusion that finishes the thinking. Students will read "A Difficult Compromise," a nonfiction passage about representation, slavery, and the Three-Fifths Compromise, and "A Visit to the Workshop," historical fiction about Zaylen's visit to Thomas Edison's workshop.

In class, students will use both passages in one informative response. They will track accurate evidence, connect one detail from each text in a sentence that explains the relationship, and keep the important difference between an unjust political decision and technical experimentation clear. Their conclusion will follow a three part habit. The first sentence restates the thesis (central idea) in fresh language. The second refers back to evidence from both passages as a whole. The third reflects on why the established idea matters. The conclusion will not introduce new evidence.

Ask your student what job each conclusion sentence does and what the details from both passages show together.

With appreciation,

*[Classroom teacher signature]*

*The Writing Academy, LLC*

### ASK WHAT EACH SENTENCE DOES

Point to the last three sentences and ask your student to name the job of each one.

## 2 2 Family Tip Sheet

### The skill, in plain words

Your student is learning to write a conclusion that finishes the thinking. The last part of a strong response has three jobs. It restates the central idea in fresh words, refers back to the evidence from both passages as a whole, and reflects on why the established idea matters. A conclusion never adds new evidence.

### The standard, in plain words

This week the work connects to two Texas standards. Your student develops drafts into a focused, structured, and coherent piece by organizing with purposeful structure, including a conclusion. Your student also composes an informational text with a clear central idea. In plain words, your student learns to plan an answer and then finish it in a way that pulls the whole thinking together.

### The three jobs of the final sentences



#### Red, the reflection

Explains why the established relationship matters



#### Yellow, the evidence referred back to

Points to the details from both passages as a whole



#### Green, the restated central idea

Says the shared answer again in fresh words

### How to help without giving the answer

- Ask your student to point to the last three sentences and name each job.
- Ask whether the restatement uses new words or copies the thesis.
- Ask whether the conclusion refers to the evidence as a whole instead of quoting one sentence.
- Ask whether any new detail sneaked into the conclusion.
- Let your student write. Your job is to ask good questions, not to supply the answer.

**conclusion**

the last part of a response that finishes the thinking

*Example, the conclusion reflects the bigger picture.*

**restate**

to say the main idea again in new words

*Example, the first job restates the thesis in fresh language.*

**evidence**

a specific detail from a source used as proof

*Example, the glowing bulb is a detail from Passage 10.*

**thesis (central idea)**

the central answer that controls a response

*Example, the thesis names the shared pattern.*

**paraphrase**

a source idea retold accurately in new words

*Example, paraphrase the formula without changing its meaning.*

**significance**

why an idea matters beyond one detail

*Example, the last sentence explains why the relationship matters.*

**persistence**

continued effort even when work is difficult

*Example, persistence shows in both passages.*

**unresolved**

not fully settled or solved

*Example, the deeper problem stayed unresolved.*

**consequence**

what happens because of an action or decision

*Example, the two passages have different consequences.*

**comparison**

the act of looking at how two things relate

*Example, the comparison protects the important difference.*

**conclusion sentence**

one sentence that does one of the three jobs

*Example, the third conclusion sentence reflects on significance.*

**evidence as a whole**

all the evidence treated together rather than one quote

*Example, referring to the evidence as a whole shows the pattern.*

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

The thinking tool for the ending has three sentences and three jobs. Read the chart in order. The colors help your student see which job each sentence does before the response is finished.

### The three conclusion sentences

| Sentence      | Job                                                   | Color  | Check                    |
|---------------|-------------------------------------------------------|--------|--------------------------|
| <b>First</b>  | Restates the thesis (central idea) in fresh language. | Green  | Fresh words, not a copy. |
| <b>Second</b> | Refers to evidence from both passages as a whole.     | Yellow | Both passages present.   |
| <b>Third</b>  | Reflects on the larger significance in a blue moment. | Blue   | Why the idea matters.    |

### Mini version to use at home

#### Try it together

Ask your student to finish this response. The delegates kept discussing representation after the first agreement about Congress, and Edison's workers kept testing materials after the bulb glowed. Ask your student to write one sentence for each of the three jobs.

**Answer for families.** Restate. Both passages show that important work continues after a first decision or result. Refer back. The convention moved forward after a compromise, and the workshop team continued after a bulb glowed and after bulbs failed. Reflect. This matters because a result can open the next step without settling every question.

**TRACKS** TRACKS and the conclusion do different jobs. TRACKS marks measurable evidence in the passages, while the three conclusion sentences organize the ending. Ask your student to name which job each one does.

## 5 5 Conversation Starters and a Simple Family Activity

- What job should the first sentence of a conclusion do?
- How can a writer refer back to evidence without copying the body paragraph?
- What does it mean to reflect on why an idea matters?
- Why should a conclusion avoid introducing a new detail?

#### Talk, Pair, Explain

Choose two familiar books, games, recipes, routines, or events. First name one accurate detail from each. Next use a bridge word such as both, however, while, or unlike. Finally explain what the two details show together. Ask your student to protect one meaningful difference.

#### Sentence Job Check

Write three short sentences about the two choices. Label each by its job. Revise the last sentence so it reflects why the idea matters.

## 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 how the two passages develop a similar idea while showing different kinds of consequences.*

### Thesis (central idea)

Both passages show that people continue working after an incomplete result.

### Evidence from both passages

The convention's debate and the workshop team's tests show that one moment rarely finishes a difficult process.

### Explanation

Persistence can move a plan forward, yet readers must examine the consequences of that progress.

### The three conclusion sentences

Both passages show that moving forward requires continued work after a decision or breakthrough. The relationship matters because persistence can shape what happens next, yet readers must examine the consequences of that progress.

### Checklist for strong work

- ☐ The conclusion has three sentences and each one does a different job.
- ☐ The first sentence restates the central idea in fresh words.
- ☐ The second sentence refers to evidence from both passages as a whole.
- ☐ The third sentence reflects on why the established idea matters.
- ☐

## 7 Progress at Home

### My student can...

- ☐ name the job of each of the three conclusion sentences
- ☐ restate the central idea without copying the thesis
- ☐ refer back to evidence from both passages as a whole
- ☐ reflect on why the established idea 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.