

FAMILY PACKET

Family Packet, Grade 5, Cluster 5, Module 4: Color Coding the Exemplar and Controlling the Whole Paper

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 makes the whole response visible. The class reads "A Difficult Compromise," a nonfiction passage about representation and the Three-Fifths Compromise, and "A Visit to the Workshop," historical fiction about Zaylen's visit to Thomas Edison's workshop.

Your student studies a strong example sentence by sentence, names the job of each sentence, and uses color to see which job is missing. A complete answer uses both texts from the introduction through the conclusion. Ask your student to label three sentences by job. 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 working on color coding the exemplar and controlling the whole paper. Students will read "A Difficult Compromise," a nonfiction passage about representation and the Three-Fifths Compromise, and "A Visit to the Workshop," historical fiction about Zaylen's visit to Thomas Edison's workshop.

Students will use the habit of this week, which is a blue, yellow, and green introduction, a green, yellow, and red body, and a green, yellow, and blue conclusion. They will locate accurate evidence from both passages, name what the evidence helps prove, and explain the relationship instead of writing two separate summaries. The conclusion will restate the thesis (central idea), refer to the evidence as a whole, and reflect on the bigger picture without adding new evidence.

At home, ask your student to label three sentences by job and ask which job is missing and what revision would make that job clearer. Thank you for supporting careful reading, responsible discussion, and clear writing.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

NAME THE JOB, THEN THE COLOR

Ask your student to name the job of a sentence before coloring it. If a sentence has no job, that is the missing part.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to see the job each sentence does. Every sentence in a strong response has one job, such as an idea, evidence, an explanation, or a reflection. Marking the jobs with color lets your student spot the part that is missing and fix it.

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 precise connection language. Your student also organizes a focused, structured, and coherent piece with purposeful transitions and a conclusion. In plain words, your student learns to plan a whole response so that every sentence earns its place.

The three jobs your student colors first



Red, the explanation

Explains what the paired details prove together



Yellow, the evidence

Gives an accurate detail from Passage 9 or Passage 10



Green, the idea

States the thesis (central idea) or the reason the evidence will develop

How to help without giving the answer

- Ask your student to name the job of a sentence before choosing a color.
- Ask which color is missing from the response and why.
- Ask your student to point to the exact detail that supports one answer.
- Ask what revision would make one sentence do its job more clearly.
- Let your student write. Your job is to ask good questions, not to supply the answer.

idea

the main point a response teaches

Example, the green sentence states the shared answer.

evidence

an accurate detail from a text that supports an idea

Example, the yellow sentence names the compromise.

explanation

words that tell what the evidence proves

Example, the red sentence explains what the pair proves together.

reflection

thinking about meaning beyond the detail

Example, the blue sentence reflects on the bigger picture.

paired passage

two texts used to answer one prompt

Example, a paired passage response uses both texts.

transition

a word or phrase that shows how ideas connect

Example, however signals an important difference.

compromise

an agreement where people accept a decision to move forward

Example, the delegates reached a compromise.

consequence

an effect or result of an action

Example, one consequence was more political power.

experiment

a test used to learn what works

Example, the workshop team ran one experiment after another.

record

written information about a test or result

Example, the workers recorded each result.

significance

why an idea matters

Example, the conclusion explains why the difference matters.

control

to keep every part working the way it should

Example, controlling the whole paper means every sentence has a job.

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 this module is the color key. Every sentence gets a job first and a color second. The chart shows the four jobs and the question your student asks of each one.

The sentence job color key

Color	Sentence job	Question the writer asks
Green	Idea	What point am I making?
Yellow	Evidence	Which exact detail supports it?
Red	Explanation	What does the detail prove?
Blue	Reflection	Why does the relationship matter?

Mini version to use at home

Try it together

Ask your student to color code these four sentences about the two passages. Both passages show people continuing to work after an incomplete result. Delegates reached a compromise, while workers recorded failed tests and prepared another bulb. The paired details show that a result guides the next action, but its consequences must still be reviewed. This matters because continuing work should be judged by what it changes for people.

Answer for families. The first sentence is green because it states the idea. The second is yellow because it gives paired evidence. The third is red because it explains what the pair proves. The fourth is blue because it reflects on why the relationship matters.

TRACKS TRACKS helps your student find evidence. It stands for **Time, Reactions, Actions, Character or Concept, Key Knowledge, and Scenery or Setting**. Color coding helps your student explain the job of the sentence that uses that evidence.

5 Conversation Starters and a Simple Family Activity

- What job should an introduction do before the body sentences begin?
- How can color coding reveal a missing explanation?
- Which sentences need evidence, and which sentences need reasoning?
- How can a conclusion finish the thinking without adding new evidence?
- What revision would make one sentence do its job more clearly?

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.

Sentence Job Check

Write three short sentences about the two choices. Label each by its job. Revise one sentence so the job is clearer.

6 What Strong Work Looks Like

Here is a strong answer to this week's writing prompt. Each part has its own job, and the color shows that job.

Prompt. Explain what the two passages show about people who keep working after an incomplete result.

Green, idea

Both passages show people continuing to work after an incomplete result.

Yellow, paired evidence

Delegates reached a compromise, while workers recorded failed tests and prepared another bulb.

Red, explanation

The paired details show that a result guides the next action, but its consequences must still be reviewed.

Blue, yellow, and green closing

This matters because continuing work should be judged by what it changes for people. The compromise and the workshop tests both show that work may continue after a result. The evidence as a whole reminds readers to review outcomes and continue improving what remains unfinished.

Checklist for strong work

- ☐ Every sentence has one job, and each job has a color.
- ☐ Both passages are used in the response.
- ☐ The introduction sets the topic and names the central idea.
- ☐ The body gives accurate evidence and an explanation that says what the evidence proves.
- ☐ The conclusion restates the idea, refers to the evidence as a whole, and reflects on the bigger picture.

7 Progress at Home

My student can...

- ☐ name the job of a sentence before choosing a color
- ☐ use both passages in one response
- ☐ state an idea in the introduction
- ☐ give accurate evidence and an explanation that says what it proves
- ☐ reflect on why the relationship 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.