

FAMILY PACKET

Family Packet, Grade 5, Cluster 7, Module 3: Evidence Can Change the Story

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 reads the High Stamina versions of "One Voice Can Start a Wave" and "Try, Learn, Change." Students write a fictional narrative in which a belief, expectation, or plan meets evidence that challenges it. The Important Moment is earned by evidence, and the Lasting Effect shows what changes afterward.

In TRAILS, the work centers on the Important Moment and the Lasting Effect. In LEAVES, the companion poem uses Artistic Language and Echo or Sound, with metaphor, purposeful repetition, rhyme, and emotion. Ask your student to make a harmless prediction and name two observations that could support or challenge it. 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 fifth grader reads the High Stamina versions of "One Voice Can Start a Wave" and "Try, Learn, Change." The civic poem includes differing colonial viewpoints, consent of the governed, the contradiction between stated rights and lived reality, Abigail Adams, enslaved Americans, and the responsibility to weigh facts and viewpoints. The second poem develops adaptation, Plymouth, Wampanoag knowledge, Kendrix's garden, Edison's tests, and a community that learns from new evidence.

Students will write a 3 to 4 paragraph fictional narrative in which a belief, expectation, or plan meets evidence that challenges it. TRAILS work centers on the Important Moment and the Lasting Effect that follows. Their companion poem will have three rhyming four-line stanzas with metaphor, rhyme, and a transformation from first thought to new understanding.

At home, make a harmless prediction together, then name two observations that could support or challenge it. Ask whether there is enough evidence to keep the idea, revise it, or wait for more information.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR THE MOMENT

Ask your student to name the exact moment when evidence changes the story.

The skill, in plain words

Your student is learning that evidence can change a belief, a plan, or a conclusion. The Important Moment is the exact place where a specific detail earns the change, not a sudden announcement. The Lasting Effect shows what the character now does, believes, or understands. In the poem, Artistic Language such as metaphor and imagery, plus Echo or Sound such as rhyme and repetition, make the change memorable.

The standard, in plain words

This week the work connects to Texas standards for narrative writing and poetry. Your student plans and develops a focused narrative and a poem, revises for meaning, and uses genre characteristics and craft. In plain words, your student learns to let evidence earn a change in thinking and to make that change memorable with purposeful language and sound.

The three moves your student uses**Red circle, the Important Moment**

The exact place where evidence earns the change

**Yellow box, the Lasting Effect**

What the character does, believes, or understands afterward

**Green triangle, Artistic Language**

Metaphor, imagery, rhyme, and repetition that make the change memorable

How to help without giving the answer

- Ask your student to name the first belief, the evidence, and the change.
- Ask which exact detail earns the Important Moment.
- Ask what the character does, believes, or understands after the change.
- If a poem states the lesson without an image, ask for a metaphor or a repeated sound.
- Let your student write. Your job is to ask good questions, not to supply the answer.

claim

an idea a person says is true

Example, the claim is that the plant needs more sun.

evidence

facts or details that support or challenge an idea

Example, this evidence suggests the plant has too much water.

revise

change thinking or writing to make it stronger

Example, I will revise my plan when the facts do not fit.

viewpoint

a way of understanding an issue

Example, from this viewpoint, the first answer seems reasonable.

conclusion

a judgment reached after considering evidence

Example, my conclusion is based on the observations.

adaptation

a change that helps solve a problem or fit conditions

Example, the adaptation helps the plant grow.

Important Moment

the exact place where evidence earns a change in thinking

Example, the Important Moment comes when Kendrix sees the roots.

Lasting Effect

what the character does, believes, or understands afterward

Example, the Lasting Effect is a stronger plan for the garden.

metaphor

a comparison that helps the reader see an idea in a new way

Example, the poem calls the change a brighter path.

repetition

using a word or sound more than once on purpose

Example, the repetition of check makes the action feel constant.

rhyme

matching sounds at the end of lines

Example, the rhyme pairs plan with began.

transformation

a change from a first thought to a new understanding

Example, the poem shows the transformation from doubt to a stronger plan.

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 two thinking tools, TRAILS for the narrative and LEAVES for the poem. This module builds the last letters of each framework.

TRAILS for the narrative, last letters

Letter	Part	What the writer does
I	Important Moment	Shows the exact place where a specific detail earns the change.
L	Lasting Effect	Shows what the character now does, believes, or understands.

LEAVES for the poem, next letters

Letter	Part	What the writer does
A	Artistic Language	Uses metaphor and imagery to make the change vivid.
E	Echo/Sound	Uses rhyme and purposeful repetition to make the idea stay.

Mini version to use at home

Try it together

Make a harmless prediction together, such as what will help a plant or how to organize a task. Name two observations. Decide whether the prediction should be kept, revised, or set aside until more information is available, and explain why.

Answer for families. Prediction, the plant needs more sun. Observation one, the leaves are turning yellow. Observation two, the soil stays wet for days. The evidence challenges the first idea, so the plan is revised to check the roots and the watering instead.

TRACKS While reading, students also look for evidence in the poems 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 poems.

5 5 Conversation Starters and a Simple Family Activity

- What is the difference between someone disagreeing with an idea and evidence that truly challenges the idea?
- Why might the poems include more than one viewpoint instead of presenting every person as thinking alike?
- What could be an Important Moment when a character realizes a first plan does not fit the evidence?
- What Lasting Effect could follow a changed conclusion, and why?

Keep, Revise, or Wait?

Make a harmless prediction together, such as what will help a plant. Name two observations. Decide whether the prediction should be kept, revised, or set aside until more information arrives, and explain why.

Evidence Arrives

Tell a short fictional story in turns. Start with a belief, add an observation, and end with an Important Moment and a Lasting Effect.

6 What Strong Work Looks Like

Here is a strong response to this week's writing task. The response shows how evidence earns an Important Moment and how a Lasting Effect follows.

Response model.

Important Moment

Kendrix's Important Moment is earned when muddy soil and yellow leaves contradict her belief that the plants are dry. The poem explains that she lets "her first thought go," then observes the roots.

Lasting Effect

The Lasting Effect is a stronger plan. She learns that changing an answer when facts suggest a better one is good thinking, and her healthier growth at last begins.

Why it works

The evidence earns the Important Moment, and the Lasting Effect shows the stronger plan and understanding that follow. The change is not sudden, it is earned by a specific detail.

Checklist for strong work

- ☐ The narrative begins with a belief, expectation, or plan.
- ☐ The Important Moment is earned by a specific detail, not a sudden announcement.
- ☐ The Lasting Effect shows what the character now does, believes, or understands.
- ☐ The poem has three rhyming four-line stanzas.
- ☐ The poem uses metaphor, repetition, or rhyme to make the change memorable.

7 Progress at Home

My student can...

- ☐ name the first thought, the evidence, and the change
- ☐ distinguish disagreement from evidence that challenges an idea
- ☐ build an Important Moment that is earned by a specific detail
- ☐ show a Lasting Effect after the change
- ☐ use metaphor, repetition, or rhyme with purpose in a poem
- ☐ revise an idea when evidence supports a stronger conclusion

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.