

FAMILY PACKET

Family Packet, Grade 5, Cluster 7, Module 4: Informed Voices Create Responsible Change

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 Very High Stamina versions of "One Voice Can Start a Wave" and "Try, Learn, Change." Students weigh source reliability, viewpoints, and consequences before writing. The poems ask readers to check facts, listen to other viewpoints, and examine what happened after a decision.

Students complete the full TRAILS framework in a 5 to 7 paragraph narrative and create a full LEAVES poem of at least five four-line stanzas. The two forms share one central idea but are not copies of one another. Ask your student the poem's questions, "For whom? At what cost? What evidence? What happened next?" 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 grader reads the Very High Stamina versions of "One Voice Can Start a Wave" and "Try, Learn, Change." Students will consider revolutionary viewpoints, source reliability, rights and contradictions, civic responsibility, respectful disagreement, adaptation, experimentation, and unintended consequences. The poems repeatedly ask readers to check facts, listen to other viewpoints, and examine what happened after a decision.

Students will complete the full TRAILS framework in a 5 to 7 paragraph narrative and create a full LEAVES poem of at least five four-line stanzas. The two forms share one central idea but are not copies of one another.

At home, discuss a small decision using the poem's questions, "For whom? At what cost? What evidence? What happened next?" Ask what source your student would check and which viewpoint could be missing.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK THE FOUR QUESTIONS

Before a decision, ask "For whom? At what cost? What evidence? What happened next?" A responsible voice checks facts before it speaks.

The skill, in plain words

Your student is learning to use an informed voice responsibly. A responsible voice uses evidence, listening, and reasoning. Before accepting a conclusion, the writer asks "For whom? At what cost? What evidence? What happened next?" The writer checks whether a source is reliable, names the viewpoints that may be missing, and examines the consequences for different people. Then the writer builds a complete TRAILS narrative and a full LEAVES poem that share one central idea.

The standard, in plain words

This week the work connects to Texas standards for narrative writing and poetry. Your student plans and develops a coherent narrative and poem with purposeful organization, details, genre characteristics, and craft. In plain words, your student learns to weigh evidence and viewpoints, then to write a complete story and poem that show a responsible voice listening and revising when evidence changes.

The three things your student weighs**Red circle, the source**

Checking whether the source is reliable

**Yellow box, the viewpoint**

Naming which viewpoints may be missing

**Green triangle, the consequence**

Examining what happens for different people

How to help without giving the answer

- Ask the four questions before a decision, "For whom? At what cost? What evidence? What happened next?"
- Ask which source your student would check and why that source is reliable.
- Ask which viewpoint could be missing from the story.
- Ask how the decision might help one group and affect another differently.
- Let your student write. Your job is to ask good questions, not to supply the answer.

evidence

a specific detail that supports an idea

Example, the evidence shows what really happened.

viewpoint

a way of understanding an issue

Example, another viewpoint is missing from the story.

consequence

something that happens because of a choice

Example, one consequence is that a group is affected differently.

responsible voice

a voice that uses evidence, listening, and reasoning

Example, a responsible voice checks facts before speaking.

source

the place where information comes from

Example, the source of the claim should be checked.

reliable

trustworthy and backed by evidence

Example, a reliable source represents more than one viewpoint.

listening

paying attention to other viewpoints before deciding

Example, listening helps an idea grow.

revision

changing thinking or writing when new evidence appears

Example, the revision came after new facts were checked.

narrative

a story that shows a change over time

Example, the complete narrative uses all six TRAILS elements.

poem

a written form built with lines, sound, and image

Example, the full poem uses all six LEAVES elements.

significance

why an idea matters beyond the paper

Example, the poem ends with significance.

check

to compare an idea against facts

Example, the writer checks the facts before acting.

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 the complete TRAILS and LEAVES frameworks. The two forms share one central idea but are not copies of one another.

The complete TRAILS framework

Letter	Part	What the writer does
T	Topic/Experience	Names the meaningful experience.
R	Relationship	Shows how the characters are connected.
A	Actions, Thoughts, and Dialogue	Shows what characters do, think, and say.
I	Important Moment	Shows where evidence earns the change.
L	Lasting Effect	Shows what changes afterward.
S	Setting	Shows where and when the experience happens.

The complete LEAVES framework

Letter	Part	What the writer does
L	Lines/Layout	Chooses where each line ends.
E	Emotion/Experience	Lets the feeling come through.
A	Artistic Language	Uses metaphor and imagery.
V	Voice	Makes the speaker's perspective recognizable.
E	Echo/Sound	Uses rhyme and repetition.
S	Significance	Explains why the idea matters.

Mini version to use at home

Try it together

Choose a small family decision. Before choosing, ask, "For whom? At what cost? What evidence? What happened next?" Invite each person to offer one perspective, then explain whether the first plan should stay or change.

Answer for families. For a plan to change the family schedule, ask who it helps, what it costs in time, what facts support it, and what happened the last time. If one person's view is missing, listen to it before deciding. A responsible decision checks facts and includes the voices it affects.

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.

- Why is a loud or confident claim not automatically a reliable one?
- What questions could help us check whether a source is credible and whether it represents more than one viewpoint?
- How can a narrative and a poem both show that a responsible voice listens and revises when evidence changes?

Clue-Word Hunt

Choose a small family decision. Before choosing, ask, "For whom? At what cost? What evidence? What happened next?" Then explain whether the first plan should stay or change.

Shape and Say a Thesis

Share two short accounts of the same everyday event from different people. Identify what each person observed and what may be missing.

6 What Strong Work Looks Like

Here is a strong response to this week's writing task. The response explains a responsible voice with evidence, listening, and reasoning.

Response model.

What the response says

The Level 4 poem argues that a responsible voice combines speaking with evidence and listening. Its warning that "louder doesn't equal right" is followed by source-checking questions and respectful attention to another point of view.

Evidence

"A thoughtful citizen also knows / That listening helps an idea grow." The exact words show that listening is part of responsible voice.

Why it works

The response uses exact evidence, explains the larger meaning, and connects the source detail to both the narrative and the poem. It explains the responsible voice with evidence, listening, source checking, and revision when new facts appear.

Checklist for strong work

- ☐ The narrative uses all six TRAILS elements.
- ☐ The poem uses all six LEAVES elements.
- ☐ The writer identifies a source, a viewpoint, a consequence, and exact evidence.
- ☐ The writer asks, "For whom? At what cost? What happened next?" before accepting a conclusion.
- ☐ The Important Moment and Lasting Effect are visible through action, thought, dialogue, or image.
- ☐ The writer revises when new evidence warrants a change and explains the reasoning.

7 Progress at Home

My student can...

- ☐
- ☐ ask "For whom? At what cost? What happened next?" before accepting an idea
- ☐ explain how a decision may help one group while affecting another differently
- ☐ write a complete TRAILS narrative with an Important Moment and Lasting Effect
- ☐ create a full LEAVES poem whose lines, language, voice, sound, and significance work together
- ☐

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.