

FAMILY PACKET

Grade 5, Cluster 8, Module 3

Action, Consequence, and Revision

How can researchers decide whether a change improved the situation? Every page is also available in Spanish.

1 Family Letter

Your student checks consequences, compares viewpoints, and revises a plan or conclusion when evidence requires it.

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1 Family Letter

Dear Families, this week your fifth grader studies two research passages and writes Body Paragraph 3. Students use R-E1-E2 to state a reason, use evidence, and explain what it proves. They study whether an action helped, who was affected, and what should happen next.

At home, ask what is known, what needs checking, and whose viewpoint matters before deciding whether a change was an improvement.

With appreciation,
Your student's teacher, The Writing Academy®, LLC

2 Family Tip Sheet

Skill and standard

Evaluate consequences and revise a choice or explanation when evidence changes the answer. The module uses 5.11(A), 5.11(B)(i), 5.11(B)(iv), 5.11(C)(iii), 5.11(C)(iv), 5.11(C)(ix), 5.12(B)(i), 5.12(B)(ii), 5.13(A), and 5.13(C).

3 Key Words

Action Something a person or group does.

Consequence What happens after an action or choice.

Revision A change made to improve a plan or idea.

Viewpoint A person's way of seeing an issue.

Evaluate Make a careful judgment using information.

Impact chain

Challenge then Question then Evidence then Choice then Action then Consequence then Revision.

R-E1-E2 and Check

Reason. Evidence with source credit. Explanation of what the evidence proves. Check who was affected and whether the change improved the situation.

Ask

What happened after the action? Who benefited or was harmed? What evidence would show whether the result was fair?

Impact Investigator

Choose one family change. Name the action, one consequence, a viewpoint, and one revision that could improve the next step.

The action solved one immediate problem, but the consequence affected another group. Evidence from both sources shows the tradeoff. A fair revision would test the plan again and listen to the missing viewpoint.

☐ The student names an action and consequence.

☐ The evidence supports the judgment.

☐ The student considers fairness and revision.

☐ My student can trace action to consequence.

☐ My student can consider a different viewpoint.

☐ My student can propose a revision.

Student name _____ Family signature _____ Date _____