

FAMILY PACKET

Family Packet, Grade 5, PREPARE, Module 2: Purpose and Audience Change the Response

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.**

Welcome, families. This week your student learns that purpose and audience change the response. The same topic can become a story, a letter, a recommendation, or a reflection, depending on who is reading and why. Students use a thinking tool called the Genre Compass and a tool called the Audience Lens to choose a genre that fits the topic, the purpose, and the reader. This packet shows you what is happening in class and simple ways to help from home.

Ask your student to teach you the Audience Lens. Teaching it out loud is part of how the learning sticks.

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En español

Todo este paquete también está disponible en español.

1 Family Letter

Dear Families,

This week your student learns that purpose and audience change the response. The same topic can be told in different ways, and the genre, detail, style, register, and narrative craft all shift to fit the reader.

Students use two thinking tools. The Genre Compass has four directions, Topic, Purpose, Audience, and Genre. The Audience Lens asks three questions, What does the reader KNOW? What does the reader NEED? What does the reader EXPECT? Students plan and draft a personal narrative for classmates about a time evidence or new information caused them to see a situation differently, using freewriting, then TRAILS to develop an important moment.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to show you the Genre Compass and the Audience Lens. Ask your student to point to the head for what the reader KNOWS, to the ear for what the reader NEEDS, and to open both hands for what the reader EXPECTS. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to select and justify a response genre using topic, purpose, and audience. The same topic can become many kinds of writing, such as a story, a letter, a recommendation, or a reflection. Students name the topic, the purpose, and the audience, choose a genre that fits, and defend the choice with a reason.

The standard, in plain words

This week the work connects to Texas standards. Your student plans a first draft by selecting a genre that fits the topic, purpose, and audience. Your student also develops an engaging idea with relevant details and a clear structure, and revises to strengthen the focus and the craft. In plain words, your student learns to match the writing to the reader and the job, and to make the writing clearer and stronger.

The Genre Compass your student uses



Topic + Purpose

What is the writing about and what should it do



Audience

Who is the reader and what do they know, need, and expect



Genre + Craft

The form that fits and the details, style, and register that match the reader

How to help without giving the answer

- Ask your student to teach you the Genre Compass and the Audience Lens. Explaining it out loud is part of how the skill sticks.
- Ask your student to name the topic, the purpose, the audience, and the genre, in that order.
- Ask your student to defend the genre choice with a reason, not just a label.
- If your student is stuck, ask about the reader. Ask what the reader KNOWS, NEEDS, and EXPECTS.
- Let your student write the response. Your job is to ask good questions, not to supply the answer.

purpose

the reason for writing, such as to narrate, explain, persuade, or reflect

Example, my purpose is to share what I learned.

audience

the person or people who will read the response

Example, my audience is my classmates.

genre

the form or type of writing, such as a story, a letter, a recommendation, or a reflection

Example, a narrative is one genre.

register

how formal or casual the writing sounds, based on the reader

Example, a letter to a principal uses a more formal register.

TRAILS

a development tool, Time, Reactions, Actions, Inner thoughts, Language, and Sensory details

Example, TRAILS helps me slow down an important moment.

perspective

the point of view from which the writer tells the story

Example, I wrote the moment from my own perspective.

craft

the choices a writer makes with words, structure, and detail to shape the response

Example, dialogue and reflection are parts of craft.

dialogue

the spoken words between characters in a story

Example, my dialogue shows what each character said out loud.

reflection

the part of a story where the writer shares what the experience meant

Example, my reflection comes at the end of the narrative.

freewriting

writing quickly without stopping to fix spelling or grammar, used to find ideas

Example, I freewrite for two minutes to start my draft.

Audience Lens

a tool with three questions, what does the reader KNOW, NEED, and EXPECT

Example, the Audience Lens helped me choose what to explain.

Genre Compass

a tool that fits topic, purpose, audience, and genre together

Example, the Genre Compass shows why narrative fits this writing.

More words your student will meet. accuracy, viewpoint, responsibility, compromise, Ruth Wakefield, Nestle, commission, recommendation, coalition, dietary, deliberate. Ask your student to use one of these words in a sentence about this week's writing.

4 Our Thinking Tool

This week your student uses two thinking tools that work together. The Genre Compass fits topic, purpose, audience, and genre into one decision. The Audience Lens asks three questions about the reader. Together, they help your student choose a genre and then shape the writing for the reader.

The three parts of the Audience Lens



What does the reader KNOW?

What the reader already understands, so the writer does not over explain



What does the reader NEED?

What the reader must learn or feel from the response



What does the reader EXPECT?

The form, voice, and register the reader is ready to receive

How the two tools work together

Tool	Job	Question to Ask
Genre Compass	Matches topic, purpose, audience, and genre	Which genre fits this topic, purpose, and reader?
Audience Lens	Asks about the reader	What does the reader KNOW, NEED, and EXPECT?
TRAILS	Develops an important moment with detail and craft	Where can I slow down and add Time, Reactions, Actions, Inner thoughts, Language, and Sensory details?

Mini version to use at home

Try it together

Read this writing direction. *Write a personal narrative for classmates about a time evidence or new information caused you to see a situation differently.* Have your student name the topic, the purpose, the audience, and the genre, then use the Audience Lens to decide what to keep, change, or cut.

Answer for families. The topic is a changed belief. The purpose is to narrate. The audience is classmates. The genre is a personal narrative. Through the Audience Lens, the reader KNOWS what school feels like, so the writer can skip long setup. The reader NEEDS a clear moment of change and what caused it. The reader EXPECTS a story with a beginning, a key moment, and a reflection, so the register is personal and the craft uses dialogue and reflection.

5 Conversation Starters and a Simple Family Activity

- Ask your student how the reader's knowledge, needs, and expectations would change the response.
- Ask what is the difference between changing the greeting and changing the details.
- Ask why a correct genre label is not enough on its own.
- Ask how TRAILS helps develop an important moment in a narrative.
- Ask your student to defend one genre choice out loud, and listen for the reason.

Same Topic, Different Job

Read a writing direction out loud. Name the topic, the purpose, and the audience. Choose the response genre. Choose or confirm the planning route. Then defend the decision in one sentence.

Reader Switch

Point to your head for what the reader KNOWS, to your ear for what the reader NEEDS, and open both hands for what the reader EXPECTS. Use the same topic and a different reader each round, such as a friend, a teacher, or a coach.

6 What Strong Work Looks Like

Here is a strong example that uses the Genre Compass, the Audience Lens, and a freewriting, then TRAILS plan. Each part has its own job.

Writing direction. Write a personal narrative for classmates about a time evidence or new information caused you to see a situation differently.

Topic

A time a changed belief reshaped how I treated a friend.

Purpose

To narrate a personal moment and reflect on what it taught me.

Audience

Classmates who know me and who expect a clear story with a real moment of change.

Genre and Strategy

Personal narrative, planned by freewriting, then developed with TRAILS so the turning moment feels real, with dialogue, inner thoughts, and sensory detail.

Checklist for strong work

- ☐ The topic, purpose, audience, and genre are named in that order.
- ☐ The genre is defended with a reason, not just a label.
- ☐ The Audience Lens shapes the details, register, and voice.
- ☐ TRAILS develops an important moment with dialogue, reflection, or sensory detail.
- ☐ The reflection at the end connects back to the changed belief.

7 Progress at Home

My student can...

- ☐ name the topic, purpose, audience, and genre for a writing direction
- ☐ use the Audience Lens to ask what the reader KNOWS, NEEDS, and EXPECTS
- ☐ defend a genre choice with a reason, not just a label
- ☐ adjust details, register, and craft for the reader
- ☐ use freewriting, then TRAILS to develop an important moment

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.