

FAMILY PACKET

Family Packet, Grade 5, PREPARE, Module 3: Choose the Route and the Planning Strategy

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 to choose the route and the planning strategy. Writers first identify the writing job, then choose a response genre and a planning strategy that fit. Students compare brainstorming to generate options quickly, freewriting to discover their thinking, and mapping to organize relationships. The class also uses evidence to solve a missing cookies mystery. This packet shows you what is happening in class and simple ways to help from home.

Ask your student to teach you the planning strategies and to defend a strategy choice out loud. Teaching it is part of how the learning sticks.

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 Genre Compass and planning strategies 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 Family Letter

Dear Families,

This week your student learns to choose the route and the planning strategy. Writers first identify the writing job, then choose a response genre and a planning strategy that fit the topic, the purpose, and the audience. The same writing job can lead to many routes, but only some routes are a strong fit.

Students compare three planning strategies. Brainstorming helps generate many ideas quickly. Freewriting helps the writer discover what they think. Mapping helps the writer organize relationships and order. The class also uses evidence to solve a missing cookies mystery, naming the TOPIC, the CHARGE, and the ANSWER as they go.

Ask your student to pick a planning tool for one small writing job, such as a thank you note, a short story, or a set of directions, and to defend the choice with a reason. Without looking at notes, ask your student to reconstruct the chain, Topic to Purpose to Audience to Genre to Planning Strategy.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to name the three planning strategies and to show you how each one works. Ask your student to defend a choice with a reason, not just a label. 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 and a planning strategy that fit the topic, the purpose, and the audience. Students name the writing job, choose a genre that fits, then choose a planning strategy that fits the genre and the reader. A strong choice is one the student can defend 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 for 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 pick a planning strategy that fits.

The planning strategies your student uses



Brainstorming

Generate many options quickly



Freewriting

Write fast to discover what you think



Mapping

Organize relationships and order

How to help without giving the answer

- Ask your student to teach you the three planning strategies. Explaining each one out loud is part of how the skill sticks.
- Ask your student to defend a strategy choice with a reason, not just a label.
- Ask your student to name the topic, the purpose, the audience, the genre, and the strategy, in that order.
- If your student is stuck, ask about the writing job. 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.

genre

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

Example, a thank you note is one genre.

audience

the person or people who will read the response

Example, my audience is a classmate.

strategy

the planning tool a writer chooses to fit the writing job, such as brainstorming, freewriting, or mapping

Example, my strategy is a map because I need to show order.

brainstorm

to list many ideas quickly without judging them, used to find options

Example, I brainstorm ten titles before I choose one.

freewrite

to write quickly without stopping to fix spelling or grammar, used to discover what you think

Example, I freewrite for three minutes to find my claim.

mapping

a planning strategy that organizes ideas by showing how they connect, follow each other, or cause one another

Example, my map shows cause and effect.

thesis (central idea)

the main idea or claim a writer sets out to prove or explore

Example, my thesis guides every choice in the response.

TOPIC

the situation or claim a writer investigates, such as a missing item or a contested event

Example, the TOPIC is the missing cookies.

CHARGE

the specific claim or accusation someone makes about the topic, which the writer must test with evidence

Example, the CHARGE is that Marcus took the cookies.

ANSWER

the writer's conclusion after checking the evidence against the charge

Example, the ANSWER shows who really took the cookies.

claim

a statement that says something is true, which the writer must support or test with evidence

Example, my claim needs evidence or it does not hold up.

cause and effect

a relationship where one event or action makes another happen

Example, my map shows the cause and effect of checking the evidence.

More words your student will meet. sequence, suspect, witness, motive, opportunity, alibi, deduction, conclusion, weigh, credible, and verify. 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 the Genre Compass from earlier weeks together with three planning strategies. The Genre Compass fits topic, purpose, audience, and genre into one decision. The three planning strategies, brainstorming, freewriting, and mapping, help the writer get started and shape the response.

The three planning strategies



Brainstorming

List many options quickly to see what is possible



Freewriting

Write without stopping to find out what you think



Mapping

Arrange ideas to show order, cause, or connection

How the tools work together

Tool	Job	Question to Ask
Genre Compass	Matches topic, purpose, audience, and genre	Which genre fits this topic, purpose, and reader?
Brainstorming	Generates many options quickly	What are all the ideas or routes I could try?
Freewriting	Discovers what the writer thinks	What comes out when I just keep writing?
Mapping	Organizes order and relationships	How do these ideas connect or follow each other?

Mini version to use at home

Try it together

Read this writing direction. *Explain how checking evidence changed the class's understanding of the missing cookies for a classmate.* Have your student name the topic, the purpose, the audience, the genre, and the strategy, then defend the choice with a reason.

Answer for families. The topic is checking a claim about the missing cookies. The purpose is to explain. The audience is a classmate. The genre is informative. The strategy is mapping, because the classmate needs to see the sequence of clues and the cause and effect of checking evidence. A map lays out what was checked first, what changed, and what the class finally understood.

5 Conversation Starters and a Simple Family Activity

- Ask your student what the writing job is and which planning tool fits it best.
- Ask your student when a quick brainstorm helps more than a map.
- Ask your student how the class used evidence to solve the missing cookies mystery.
- Ask your student why there is no single best planning strategy for every writing job.
- Ask your student how a reader's needs can change the details or the register in a response.

Pick the Planning Tool

Choose one small writing job, such as a thank you note, a short story, or a set of directions. Decide together whether a brainstorm, a freewrite, or a map would organize it best, and explain the reason in one sentence.

Preparation Retrieval

Without looking at notes, reconstruct the chain out loud. Topic, then Purpose, then Audience, then Genre, then Planning Strategy. Repeat with a new writing job from this week.

6 What Strong Work Looks Like

Here is a strong example that uses the Genre Compass and a mapping strategy. Each part has its own job.

Writing job. Explain how checking evidence changed the class's understanding of the missing cookies for a classmate.

Topic

Checking a claim about the missing cookies.

Purpose

To explain, so a classmate who missed the discussion can follow the reasoning.

Audience

A classmate who knows the class but who has not seen how the evidence fits together.

Genre and Strategy

Informative, planned by mapping to organize the sequence of clues and the cause and effect of checking evidence.

Checklist for strong work

- ☐ The topic, purpose, audience, genre, and strategy are named in that order.
- ☐ The strategy choice is defended with a reason, not just a label.
- ☐ The strategy fits the writing job, such as brainstorming for options or mapping for order.
- ☐ Evidence is checked against the claim before the answer is given.
- ☐ The reader's needs shape the details and the register.

7 Progress at Home

My student can...

- ☐ name the topic, purpose, audience, genre, and strategy for a writing job
- ☐ tell the difference between brainstorming, freewriting, and mapping
- ☐ defend a strategy choice with a reason that fits the writing job
- ☐ use TOPIC, CHARGE, and ANSWER to check a claim with evidence
- ☐ adjust the details and the register for the reader

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.