

FAMILY PACKET

Family Packet, Grade 5, PREPARE, Module 4: Independent Genre Decision and Transfer

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 works as an independent writer. Students analyze a new task, choose and justify a genre and strategy, draft a personal narrative with TRAILS, revise structure, edit conventions, and explain how the same content could become a second genre.

Ask your student to teach you what they learned. 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 works as an independent writer. Students analyze a new task, choose and justify a genre and strategy, draft a personal narrative with TRAILS, revise structure, edit conventions, and explain how the same content could become a second genre.

The complete cookie passages gave us evidence and viewpoints. Each writing direction told us the job, and students decided the route without waiting for a formula.

Ask your student to explain how the same content could become a letter, an informative piece, or an opinion. What would they keep and what would they change?

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to show you the Genre Compass and explain how to transfer content to a new genre. If your student can teach it, the skill is sticking.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to independently select and justify a response genre and planning strategy, then transfer the same content into another genre. Students use the Genre Compass to make decisions and explain their reasoning.

The standard, in plain words

This week the work connects to Texas standards. Your student composes literary texts using genre characteristics and craft. Your student also revises drafts to improve sentence structure. In plain words, your student learns to make independent writing decisions and explain them.

The Genre Compass your student uses



Topic

What is the writing about?



Purpose

What job must the writing do?



Audience

Who needs this writing?

How to help without giving the answer

- Ask your student to teach you the Genre Compass. Explaining it out loud is part of how the skill sticks.
- Ask your student to show you how to transfer content to a new genre.
- Ask what the student would keep and what they would change.
- If your student is stuck, ask about the purpose and audience. Ask what the reader needs.
- Let your student write. Your job is to ask good questions, not to supply the answer.

3 Key Words

genre

a kind of writing with a purpose and expected features

Example, I choose a genre for the writing job.

topic

what the writing is about

Example, the topic is a true experience.

purpose

what the writing must accomplish

Example, the purpose is to narrate and reflect.

audience

the reader or readers who will receive the writing

Example, the audience is classmates.

strategy

a planning tool chosen on purpose

Example, my strategy fits the thinking I need.

justification

a reason that explains a choice

Example, my justification names purpose and audience.

TRAILS

a narrative planning framework

Example, TRAILS helps me develop the important moment.

transfer

moving content to a new genre

Example, I transfer the same content to a letter.

register

how formal the writing sounds

Example, I adjust register for a principal.

correspondence

writing that communicates directly with one reader

Example, a letter is correspondence.

argumentative

writing that defends a claim with reasons and evidence

Example, an argument defends a claim.

informative

writing that explains or teaches information

Example, an informative piece teaches.

Tip for reading together. When your student shares a writing idea, ask what genre would fit best and why. This builds the decision habit.

4 Our Thinking Tool

This week your student uses the Genre Compass to make independent writing decisions. Then they transfer the same content into a second genre.

The Genre Compass



Topic

What is the writing about?



Purpose

What job must the writing do?



Audience

Who needs this writing?

How to transfer to a new genre

Step	Job	Question to Ask
Keep	Keep the same content	What content stays the same?
Change	Change the purpose and audience	What changes for the new reader?
Choose	Choose a new genre	What genre fits the new job?

Mini version to use at home

Try it together

Read this writing situation, *A school anthology needs a true story showing how new information changed one student decision*. Have your student name the topic, purpose, audience, genre, and planning strategy. Then ask them to transfer the same content to a letter.

Answer for families. Topic: a changed decision. Purpose: narrate. Audience: school readers. Genre: personal narrative. Strategy: freewriting, then TRAILS. Transfer: keep the same story, change the audience to a principal, and the genre becomes correspondence.

TRACKS While reading, students also look for evidence in the passage using TRAILS, which stands for **Time, Reactions, Actions, Character or Concept, Key Knowledge, and Scenery or Setting**. Ask your student what TRAILS they found in this week's passages.

5 Conversation Starters and a Simple Family Activity

- Ask how an independent writer analyzes a new task.
- Ask what would change if the same content became a letter, an informative piece, or an opinion.
- Ask how the student knows the route fits the job.
- Ask what the difference is between the source genre and the response genre.
- Ask how the student would explain the decision chain to a partner.

Genre Court

Read the whole writing situation. Name topic, purpose, and audience. Choose the response genre. Choose or confirm the planning route. Defend the decision.

Transfer

Explain how the same content could become a second genre. Name what you would keep and what you would change.

6 What Strong Work Looks Like

Here is a strong writing decision using the Genre Compass. Each part has its own job.

Writing situation. A school anthology needs a true story showing how new information changed one student decision.

Genre decision

Personal narrative, because the purpose is to narrate a true experience for readers.

Planning strategy

Freewriting, then TRAILS. Freewriting helps discover the moment the thinking changed.

Transfer

Keep the same story, change the audience to a principal, and the genre becomes correspondence.

Checklist for strong work

- ☐ The genre is justified by purpose and audience.
- ☐ The planning strategy fits the thinking the genre requires.
- ☐ The transfer explains what to keep and what to change.
- ☐ The narrative develops an important moment and lasting effect.
- ☐ The writing is revised for structure before editing.

7 Progress at Home

My student can...

- ☐ independently choose and justify a genre using topic, purpose, and audience
- ☐ separate the source genre from the response genre
- ☐ select and justify a response route
- ☐ transfer the same content into another genre
- ☐ explain what to keep and what to change for a new audience

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.