



THE WRITING ACADEMY®, LLC

Module 2

Advance Prompt Analysis

Grade 3 · Cluster 3

Tackling TEKS · Reading & Writing

3.11A · 3.11C · 3.12B



★ Meet Our Week!

Week 2 · Medium Stamina

★ Daily Deck

I Will...

- I will find clue words that tell what kind of thinking a prompt needs.
- I will decide whether a prompt asks for reasons or relationships.
- I will explain how the problems and solutions in the two texts connect.
- I will write a thesis (central idea) that matches the exact prompt.
- I will plan reasons, evidence, explanation, and significance for my ECR.

I Can...

- I can use a clue word to name the thinking type.
- I can tell the difference between importance and relationship.
- I can write a thesis (central idea) with because or by when it fits the prompt.
- I can explain how evidence supports my thesis (central idea).



Overarching Question, First Thinking

Day 1 · Gather & Reveal

★ Daily Deck

Why We Need Laws and The Lunchroom Discoveries

poem and drama

How can a writer analyze a more advanced or relational prompt and write a thesis (central idea) that answers it?

How are these two situations connected?

Both of these situations had a problem.



★ Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

D

Dot

Place a small dot above any word you are not sure about yet.

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

A little dot above a word means:
“I’m not sure about this word yet.”

Dot the word. Discover the meaning. Drop the dot, then celebrate when you own it!



Citizenship Connection

Day 1 · Reveal

★ Daily Deck

R

REASONS

Why does this matter?

H

RELATIONSHIPS

How are ideas connected?

T

thesis (central idea)

The answer to the prompt.

The Two Types of Prompts (Clue-Word Chart)

Citizens who read closely make better decisions.



ECR (TREES) Thinking Chart

Thesis (central idea) The answer to the prompt.

Reason / Relationship Why it matters or how ideas connect.

Evidence Text proof.

Watch Me!

Prompt: Explain the relationship between pasteurized milk and illness.

Model: Pasteurized milk helps people avoid illness by filtering out the harmful parts.

They look for **CLUES** and **CONNECTIONS**.

★ Student Directions (Attempt)

Day 2 · Attempt · Partner Game

★ Daily Deck

Why We Need Laws and The Lunchroom Discoveries

How to Play

- 1 Partners sort all 12 cards
- 2 underline the clue word
- 3 explain the category before placing each card

Success Check: *Is this asking for reasons or relationships?*

With Your Partner

Task Card

Explain the importance of laws in maintaining fairness in the poem.

Answer

REASONS

What clue words helped you identify relationships?

What makes a prompt ask for reasons instead of connections?

How does conflict help you understand BOTH types?

Connection means I compare ideas.

Importance means I give reasons.

Student Directions: “Together, reread selected cards and explain why their clue words belong in each column.”



Two Types of Prompts

Day 3 · Discuss (cont.)

★ Daily Deck

How are ideas connected?

relationship

connection

influence

Relationships connect ideas.





Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

1

Identify Clue Words. Students return to all 12 prompts and highlight the clue words.

2

Sorting Chart. Students create a two-column chart.

3

I know a prompt is asking for reasons when...

Use at least two vocabulary words from this module's vocabulary list in your written response.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

I showed I understand relationships when...

- If you identified clue words, step forward.
- If you sorted prompts correctly, step forward.
- If you explained relationships clearly, step forward.

Target 🎯

One strength I showed: _____. One
clue word I will look for: _____.

Curiosity Questions

Can a prompt ask for BOTH reasons and relationships?

Describe the connection between past problems and present solutions in the drama.

Read the prompt. Find the clue word, decide the thinking type, and write a thesis (central idea) that answers the prompt.

Students identify the clue word, name the thinking type, write a thesis (central idea), and underline the two ideas being connected.

★ Transfer

Small-Group Support

★ Daily Deck

Students receive prompts with the clue words highlighted. For each prompt, they complete the frame.

This prompt is asking for _____ because I see _____.

Relationship = connection between ideas.

Importance = reasons.

_____ and _____ are connected because _____

Noticing an unfamiliar word gives you a place to begin.



Overarching Question, Final Thinking

Enrichment · Write in your notebook

Students revise one prompt so it asks for both reasons and relationships.
Then they write a thesis (central idea).

Describe the connection between the problems in both texts.

Students write a thesis (central idea) connecting conflict in the poem and conflict in the drama.

Students create their own prompt using a relationship word.

A partner identifies the type and writes a thesis (central idea) that answers it.



★ My Progress Tracker

This tracker is for **YOU!** As you read and write this week, look at each skill. If you can do it all by yourself, color in the box that matches how you feel. Be honest, this helps you see how much you are growing!

I Can...	Not Yet	Getting It	I've Got It!
Find a clue word in a prompt.	Not Yet	Getting It	I've Got It!
Tell whether a clue word asks for reasons or relationships.	Not Yet	Getting It	I've Got It!
Explain the difference between importance and connection.	Not Yet	Getting It	I've Got It!
Identify both ideas in a relational prompt.	Not Yet	Getting It	I've Got It!
Write a thesis (central idea) that matches a reason-based prompt.	Not Yet	Getting It	I've Got It!
Write a thesis (central idea) that matches a relational prompt.	Not Yet	Getting It	I've Got It!
Add evidence that supports my thesis (central idea).	Not Yet	Getting It	I've Got It!
Explain how my evidence proves my thinking.	Not Yet	Getting It	I've Got It!
Revise my thesis (central idea) to make it clear and complete.	Not Yet	Getting It	I've Got It!

★ Citizenship Connection

Good Citizens · Our Community & Country

★ Fair rules and shared knowledge

Communities write laws so everyone is treated fairly, and scientists share discoveries so everyone can stay healthy. Both are ways people take care of one another.

Reflect & Discuss

How do fair rules and shared knowledge help a community keep people safe?

Let's Look at an Answer!

Prompt: Describe the connection between arguments in "Why We Need Laws" and the need for laws in the poem.

LOW

Laws are good.

What Is Working: Named the topic (laws) and attempted a complete sentence.

What Needs Improvement: No clue-word thinking, no reason, and no connection to fairness. It does not answer why laws matter.

Let's Look at Another Answer!

Prompt: Describe the connection between arguments in "Why We Need Laws" and the need for laws in the poem.

MEDIUM

Laws are important because they help people.

What Is Working: Used the clue word importance and gave a reason with "because."

What Needs Improvement: The reason is general. It does not name fairness or the specific idea from the poem.

Our Strongest Answer!

Prompt: Describe the connection between arguments in "Why We Need Laws" and the need for laws in the poem.

HIGH

Laws are important for maintaining fairness because they stop people from taking more than others and help the community treat people equally.

What Is Working: It names the topic, gives reasons, and answers why laws matter.

★ **This is our target!**