



THE WRITING ACADEMY®, LLC



Module 2

Writing Thesis (Central Idea) Statements

Grade 4 · Cluster 2

Tackling TEKS · Reading & Writing

4.11(B)(i) · 4.12(B)(i) · 4.12(B)(ii) · 4.12(B)(iii) · 4.11(C)(i) · 4.11(C)(ii) · 4.11(D)(i) · 4.11(D)(vi) · 4.11(D)(vii) · 4.11(D)(viii) ·
4.11(D)(ix) · 4.11(D)(x) · 4.11(D)(xxxiii) · 4.11(D)(xxxv)



★ Meet Our Week!

Week 2 · Medium Stamina · Cluster 2 (ECR Informative)

★ Daily Deck

I Will...

- I will use the passage, speak about my thinking, and record my work.
- I will explain how my choices strengthen the response.
- I will keep the noun and verb from the prompt and add my own answer.
- I will notice informational relationships such as cause and effect.

I Can...

- I can use the prompt to build a complete thesis (central idea) with the noun, the verb, and my answer.
- I can find the Noun of Importance and the Verb of Importance in a prompt.
- I can decide whether a prompt is WHY or HOW and use the matching sentence type.
- I can add my own answer to complete a strong thesis (central idea).

★ Thesis (central idea) Builders, Not Thesis (central idea) Guessers

Day 1 · Gather & Reveal

★ Daily Deck

Passages: “The Energy We Use Everyday” & “Columbus’s Arrival”
nonfiction · Medium Stamina · the trunk

How can the words in an ECR prompt guide us to build a strong thesis (central idea) statement?

A thesis (central idea) has three pieces, Noun of Importance, Verb of Importance, and Answer, your thinking.

WHY = complex sentence with a subordinator. HOW = simple sentence with a preposition.

★ 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!



The Three Pieces of a Thesis (central idea)

★ Daily Deck

Day 1 · Reveal

1

NOI

The noun of importance tells what the prompt is mostly about.

2

VOI

The verb of importance tells what the writer must explain.

3

ANSWER

The answer comes from the student.

WHY subordinators: because, since, although, while, after, before, when, if.

HOW prepositions: by, through, with, during, across, in.

A thesis (central idea) has three pieces, and a WHY thesis (central idea) uses a subordinator.





Match the Sentence to the Prompt

★ Daily Deck

Day 1 · Reveal (cont.)

WHY / HOW

WHY Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways.

HOW Renewable and nonrenewable resources shape energy decisions through differences in availability, replacement, and environmental effects.

The thesis (central idea) works because ____ connects ____ to ____.

Watch Me!

Prompt: Explain why Columbus's arrival affected people in the Americas in important ways.

Because Columbus's arrival changed land, beliefs, and relationships in the Americas, it affected people in important ways.

Two come from the prompt, the noun of importance and the verb of importance; the answer comes from YOU.



★ Thesis (central idea) Builder Trail

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “The Energy We Use Everyday” & “Columbus’s Arrival”

How to Play

- 1 Spin Noun, Verb, Answer, or Type.
- 2 Pull a prompt card.
- 3 Complete the part you spun.
- 4 Correct answer = move one space; extra-strong academic language = move two.

Success Check: *Place your thesis (central idea) helper chart in your Interactive Notebook.*

With Your Partner...

Card 1 · WHY prompt

“Explain why Columbus’s arrival affected people in the Americas in important ways.”

build the thesis (central idea)

Sample Answer Part · WHY (complex)

“Because Columbus’s arrival changed land, culture, and relationships in the Americas, it affected people in important ways.”



How do the words in the prompt guide the thesis (central idea)?

Why can't a thesis (central idea) just copy the prompt?

Why does a WHY thesis (central idea) need a complex sentence with a subordinator?

Why does a HOW thesis (central idea) use a simple sentence with a preposition?

What does cause and effect add to a thesis (central idea)?



What Makes a Thesis (central idea) Strong?

★ Daily Deck

Day 3 · Discuss (cont.)

How do the words in the prompt guide the thesis (central idea)?

**all three pieces:
NOI + VOI + ANSWER**

**a sentence type that
matches the prompt**

**an answer that comes
from YOU**

A preposition points to the path or means.





Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

NOI+VOI

Underline the NOI, box the VOI, bracket your answer, label WHY or HOW.

TYPE

Label WHY or HOW, revise one word or phrase for precision.

ANSWER

Bracket your answer, revise one word or phrase for precision, and check conventions and spelling.

SWEEP

Complete sentence, correct sentence type, clear noun/verb/answer, accurate plural/common nouns, and correct spelling.

Underline the NOI, box the VOI, bracket your answer, label WHY or HOW, revise one word or phrase for precision, and check conventions and spelling.



★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Underline the part of your thesis (central idea) that came from YOU.

- My thesis (central idea) is strong because ____.
- Find the NOI.
- Find the VOI.
- Identify WHY/HOW, build the sentence, strengthen word choice.

Target 🎯

“My next thesis (central idea) goal is
_____ because _____.”

Curiosity Questions

How can one prompt lead to more than one good thesis (central idea)? Why might two students answer the same prompt differently?



Exit Ticket

Day 5 · Educate & Explain to Others

★ Daily Deck

How can the words in an ECR prompt guide us to build a strong thesis (central idea) statement?

“The noun of importance is _____. The verb of importance is _____. The answer comes from _____.”

The prompt gives us the noun of importance, the verb of importance, and the WHY/HOW clue.



★ Build the Thesis (central idea) in Three Pieces

★ Daily Deck

Small-Group Support

Fold a page into four flaps: Prompt, Noun + Verb, Type, Thesis (Central Idea).

“Noun + Verb: Columbus’s arrival / affected”

“Type: WHY”

“Because Columbus’s arrival changed land, beliefs, and relationships”

Support Frame: “Prompt, Noun + Verb, Type, Thesis (Central Idea).”

Accept alternate responses that keep the noun and verb, match the prompt type, include a reasonable answer.



Relationship Thesis (Central Idea)

Enrichment · Write in your notebook

Challenge: Build thesis (central idea) statements that not only answer the prompt but also show deep cause and effect.

Challenge Prompt Options: “Columbus’s actions influenced the Americas.” / “Energy resource differences shape community decisions.”

Identify the prompt type.

Add cause-and-effect language.

Explain how the thesis (central idea) became stronger after revision.



★ 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 set	I can do it
Find the Noun of Importance in a prompt.	Not yet	Getting set	I can do it
Find the Verb of Importance in a prompt.	Not yet	Getting set	I can do it
Decide WHY or HOW and match the sentence type.	Not yet	Getting set	I can do it
Add my own answer to build a thesis (central idea).	Not yet	Getting set	I can do it
Check my thesis (central idea) for conventions.	Not yet	Getting set	I can do it

Citizenship Connection

Good Citizens · Our Community & Country



Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways. Renewable and nonrenewable resources shape energy decisions through differences in availability, replacement, and environmental effects.

Let's Look at an Answer!

Prompt: Explain why Columbus's arrival affected people in the Americas in important ways. Build a WHY thesis (central idea) with all three pieces.

LOW Level 1

“Columbus's arrival affected people in the Americas in important ways.”

What Is Working: The student keeps the noun and verb from the prompt.

Teacher Notes: The thesis (central idea) copies the prompt and adds no answer of the student's own; it is not a complex WHY sentence.

What Needs Improvement: Add the student's own answer and a “because” reason to match the WHY prompt.

Let's Look at Another Answer!

Prompt: Explain why Columbus's arrival affected people in the Americas in important ways. Build a WHY thesis (central idea) with all three pieces.

MEDIUM Level 2-3

“Columbus’s arrival affected people because he came to the Americas.”

What Is Working: A WHY sentence with a subordinator and the noun and verb from the prompt.

Teacher Notes: The answer (“he came to the Americas”) repeats the topic rather than explaining the effect.

What Needs Improvement: Sharpen the answer to name what changed (land, culture, relationships).

Our Strongest Answer!

Prompt: Explain why Columbus's arrival affected people in the Americas in important ways. Build a WHY thesis (central idea) with all three pieces.

HIGH Level 3-4

“Because Columbus’s arrival changed land, culture, and relationships in the Americas, it affected people in important ways.”

What Is Working: A complete WHY thesis (central idea), the noun (Columbus’s arrival), the verb (affected), and the student’s own answer, written as a complex sentence with “because.”

Teacher Notes: All three pieces are present and the sentence structure matches the WHY prompt exactly.

★ **This is our target!**