

FAMILY PACKET

Family Packet, Grade 3, Cluster 3, Module 2: Advance Prompt Analysis

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 look closely at a writing prompt for clue words. Some clue words ask for reasons, such as importance, significance, impact, and purpose. Other clue words ask students to explain a relationship, such as connection, relationship, effects, or similarities. This packet shows you what is happening in class, the words your student is learning, the thinking tool your student uses, and simple ways to help from home. You and your student can work through it together in about ten minutes.

Ask your student to teach you the difference between a reason and a relationship. 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 is learning to look closely at a writing prompt for clue words. Some clue words ask students to give reasons, such as importance, significance, impact, and purpose. Other clue words ask students to explain a relationship, such as connection, relationship, effects, or similarities. Your student will use these clues to write a thesis (central idea) that answers the exact prompt.

We will read the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries." Students connect the problems and solutions in the two texts to ideas about fairness, safety, laws, germs, and scientific discovery. Please ask your student to explain one clue word, tell whether it asks for reasons or relationships, and share a thesis (central idea) about one of the texts.

With appreciation,

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A CLUE WORD

Ask your student to explain one clue word and tell whether it asks for reasons or relationships. Let your student name the thinking type and give the reason.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to read the clue words in a writing prompt. Some clue words ask for reasons, such as importance, significance, impact, and purpose. Other clue words ask students to explain a relationship, such as connection, relationship, effects, or similarities. When students name the thinking type, they can write a thesis (central idea) that answers the exact prompt.

The standard, in plain words

This week the work connects to three Texas standards. Your student plans a first draft, composes an informational text with a clear central idea, and revises for clarity and coherence. In plain words, your student learns to read the prompt closely, keep one main idea, and make the writing clear.

Two thinking types, one clue word



Reasons

Clue words such as importance, significance, impact, and purpose



Relationships

Clue words such as connection, relationship, effects, and similarities



Thesis (central idea)

One sentence that answers the exact prompt using the clue word

How to help without giving the answer

- Ask your student to teach you the difference between a reason and a relationship with an example.
- Ask which clue words tell that a prompt asks why something matters.
- Ask which clue words tell that a prompt asks how two ideas connect.
- Ask what the prompt is really asking, reasons or relationships. Let your student name it and give the reason.
- Let your student write the thesis (central idea). Your job is to ask good questions, not to supply the answer.

clue word

a word that tells what kind of thinking a prompt needs

Example, the clue word importance tells me to give reasons.

importance

how much something matters

Example, the prompt asks about the importance of laws.

significance

why something matters

Example, the clue word significance asks for reasons.

purpose

the reason something is done

Example, the purpose of laws is to keep people safe.

connection

the way two or more ideas connect

Example, the clue word connection asks for a relationship.

relationship

the way two or more ideas connect

Example, germs and sickness have a relationship.

similarities

ways two things are alike

Example, the similarities clue asks how the texts are alike.

thesis (central idea)

a sentence that clearly answers a prompt

Example, my thesis (central idea) matches the prompt.

reason

why something is true

Example, one reason laws matter is that they protect fairness.

evidence

proof taken straight from the passage

Example, the evidence supports the thesis (central idea).

explanation

telling what the evidence shows

Example, the explanation shows how the proof connects.

fairness

treating people the right way

Example, laws help protect fairness in the community.

Tip for reading together. When your student meets a clue word such as importance or connection, pause and ask what kind of thinking it needs, reasons or relationships. Naming the thinking type out loud builds confidence.

4 Our Thinking Tool

This week your student uses the TREES chart and reads clue words closely. The clue word tells the writer whether to give reasons or explain a relationship.

Which thinking does the clue word ask for

Clue word	Thinking type	What the writer explains
importance, significance, impact, purpose	REASONS	Why something matters
connection, relationship, effects, similarities	RELATIONSHIPS	How two ideas connect

The TREES chart

T Thesis (central idea), one sentence that answers the exact prompt.

R Reasons or Ways, the support that grows from the thesis.

E Evidence, proof from the passage for each reason.

E Explanation, telling what the evidence shows.

S Significant Inferencing, the bigger idea beyond the text.

Mini version to use at home

Try it together

Say an everyday question using importance, purpose, connection, or relationship, such as, What is the importance of washing hands? Have your student name the clue word, say whether it asks for reasons or relationships, and complete one sentence that answers the question.

Answer for families. The clue word importance asks for reasons, for example, washing hands is important because it removes germs that can make people sick.

TRACKS While reading, students also look for evidence in the passage using TRACKS, which stands for **T**ime, **R**eactions, **A**ctions, **C**haracter or **C**oncept, **K**ey **K**nowledge, and **S**cenery or **S**etting. Ask your student what TRACKS they found in this week's passages.

5 Conversation Starters and a Simple Family Activity

- Ask your student to teach you the difference between a reason and a relationship with an example.
- Ask which clue words tell that a prompt asks why something matters.
- Ask which clue words tell that a prompt asks how two ideas connect.
- Ask how the problems in "Why We Need Laws" and "The Lunchroom Discoveries" are connected.
- Ask your student to read one thesis (central idea) and tell which clue word helped write it.

Clue-Word Hunt

Ask a family member to say an everyday question using one of these words, importance, purpose, connection, or relationship. Have your student name the clue word and say, This prompt asks for reasons or relationships because I see ____.

Connect Two Ideas

Talk about two things at home that are connected, such as rules and fairness or washing hands and staying healthy. Have your student complete, _____ and _____ are connected because _____. Ask which word in a prompt would signal that kind of answer.

6 What Strong Work Looks Like

Here are two strong thesis (central idea) sentences for this week's prompts, one for reasons and one for relationships. Notice how the clue word shapes each answer.

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

Thesis (central idea), reasons

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

Relational thesis (central idea)

Germs and sickness are related because harmful germs in food and milk can make people ill.

Why both work

Each sentence uses its clue word, importance or related, to answer the exact prompt with reasons or a relationship.

Checklist for strong work

- ☐ The student finds the clue word before writing.
- ☐ The student names the thinking type, reasons or relationships.
- ☐ The thesis (central idea) answers the exact prompt.
- ☐ The evidence supports the thesis, and the explanation shows the connection.
- ☐ A relational thesis names both ideas before explaining how they connect.

7 Progress at Home

My student can...

- ☐ find the clue word in a prompt
- ☐ tell whether a clue word asks for reasons or relationships
- ☐ name examples of reason clue words such as importance and purpose
- ☐ name examples of relationship clue words such as connection and similarities
- ☐ write a thesis (central idea) that matches the clue word

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.