

## FAMILY PACKET

# Family Packet, Grade 3, Cluster 5, Module 2: Paired Passage HOW Prompts: Similarities and Differences

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 is learning to answer HOW prompts with two passages. A HOW prompt asks how the texts are similar or different. Your student learns to tell a similarity from a difference and to use a small word called a preposition, such as by, through, with, in, or across, to name the way clearly. The rule stays the same, one answer equals two texts.

Ask your student to teach you the difference between a similarity and a difference. 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 write a paired-passage response that explains HOW two informational texts are similar or different. The rule is simple, one answer equals two texts.

We are still reading about Henry Ford and Sam Walton. Students track each biography with the Linear Plot Line, find evidence in both passages, and connect the ideas. A HOW-similarity prompt asks for an alike way, and a HOW-difference prompt asks for different ways. Students use prepositions such as by, through, with, in, or across to name the way clearly.

Please ask your student, what is one idea that fits both Henry Ford and Sam Walton, and is that idea a similarity or a difference. Helping a student see the way two texts connect is exactly the thinking practiced in this module.

With appreciation,

*[Classroom teacher signature]*

*The Writing Academy, LLC*

### ASK FOR A DEMONSTRATION

Ask your student to read a HOW question aloud, name the prepositions in the answer, and explain whether the question asks for a similarity or a difference.

## 2 Family Tip Sheet

### The skill, in plain words

Your student is learning to answer HOW prompts that compare two passages. A HOW-similarity prompt asks for an alike way, and a HOW-difference prompt asks for different ways. Students name the way with a preposition, such as by, through, with, in, or across, and prove it with one detail from each passage.

### The standard, in plain words

This week the work connects to Texas standards for writing. Your student composes an informational text with a clear central idea, develops drafts with relevant details, and revises so the comparison is clear. In plain words, your student writes a short answer that names a clear way the texts are alike or different and proves it with details from both passages.

### The three moves your student uses



#### Similarity

A way the two texts are alike



#### Difference

A way the two texts are not alike



#### Preposition

By, through, with, in, or across

### How to help without giving the answer

- Ask whether the prompt asks for a similarity or a difference. Let your student decide and give the reason.
- Ask your student to name the preposition that shows the way.
- Ask which detail comes from each passage and how the details prove the way.
- Ask your student to teach you the rule, one answer equals two texts.
- Let your student write the answer. Your job is to ask good questions, not to supply the answer.

**similarity**

a way two ideas are alike

*Example, a similarity is that both men helped families.*

**difference**

a way two ideas are not alike

*Example, a difference is that Ford changed travel and Walton changed retail.*

**HOW prompt**

a question that asks how two texts are alike or different

*Example, explain how Ford and Walton helped families.*

**preposition**

a small word that names the way, such as by, through, with, in, or across

*Example, the answer uses by, as in helped families by.*

**evidence**

a detail from a text that supports an idea

*Example, my evidence comes from both passages.*

**connection**

how two ideas relate to each other

*Example, the connection explains how both details support one idea.*

**thesis (central idea)**

one sentence that states the exact HOW answer

*Example, Ford and Walton helped families through affordable solutions.*

**explanation**

words that tell how the evidence proves the idea

*Example, my explanation connects the two passages.*

**assembly line**

a step-by-step way to build products

*Example, Ford used an assembly line.*

**affordable**

priced so people can buy it

*Example, the Model T was more affordable.*

**customers**

people who buy goods or services

*Example, Walton served customers in his stores.*

**sequence**

the order in which events happen

*Example, I keep the events in sequence.*

Tip for reading together. When your student reads this week's biographies, pause and ask whether the two people are alike or different in that part of the story. Naming a similarity or a difference out loud builds confidence.

## 4 Our Thinking Tool

This week your student uses the paired-passage HABIT with a new focus, HOW prompts. The key is to name the way with a preposition and to tell a similarity from a difference.

### Similarity or difference?

| Prompt type           | What the writer explains             | Example thesis (central idea)                                   |
|-----------------------|--------------------------------------|-----------------------------------------------------------------|
| <b>HOW-similarity</b> | an alike way the two people helped   | Ford and Walton helped families through affordable solutions.   |
| <b>HOW-difference</b> | different ways the two people helped | Ford helped through travel, while Walton helped through retail. |

### Prepositions that name the way

Students use **by, through, with, in, or across** to name the way in a HOW answer. Example, Ford and Walton helped everyday families **through** affordable solutions.

### The color mirror

The opening and the closing mirror each other. The **blue** statement of purpose matches **blue R3**, the **yellow** bridge matches **yellow R2**, and the **green** thesis (central idea) matches **green R1**. Every sentence has a job and a color.

### Mini version to use at home

#### Try it together

Read this question from class, *Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families*. Ask your student to name one Ford detail, one Walton detail, and one way the two men were alike.

**Answer for families.** Both men helped families by making important goods more affordable, Ford with cars and Walton with lower prices.

**Paired Passage HABIT** Use both texts, include one detail from each passage, and connect the ideas in one sentence. Ask your student to say the HABIT aloud.

## 5 Conversation Starters and a Simple Family Activity

- Ask your student to explain what it means to connect two texts into one answer.
- Why is it important to use both passages when a question gives two?
- How were Henry Ford and Sam Walton alike?
- How were their solutions different?
- What is one idea that fits both Ford and Walton?
- Ask your student to find the preposition in a sentence about the two men.

**One Answer, Two Stories**

Share two short stories or two shows with your student. Ask for one idea that fits both, then rehearse one sentence, both blank because blank. Ask whether the idea is a similarity or a difference.

**Problem to Impact**

Walk through one change that affected many people using the Linear Plot Line, what was the problem, what action followed, what solution appeared, and what was the impact. Then name the matching part in each passage.

## 6 What Strong Work Looks Like

Here is a strong answer to a HOW-similarity prompt. The thesis names the way, and the evidence comes from both passages.

*Prompt. Explain how Henry Ford and Sam Walton were similar in the ways they helped everyday families.*

### Thesis (central idea)

Henry Ford and Sam Walton helped everyday families through affordable solutions that improved daily life.

### Ford evidence

The text stated that many families who had never owned a car before were finally able to buy one.

### Walton evidence

The passage explained that customers liked finding many items in one place at prices they could afford.

### Connecting explanation

This shows that both men focused on helping everyday families by lowering the cost of things people needed.

### Checklist for strong work

- ☐ The thesis names the way with a preposition, such as by, through, with, in, or across.
- ☐ The response uses both passages, with one detail from each.
- ☐ The student tells whether the question asks for a similarity or a difference.
- ☐ The connecting explanation shows how both details support one idea.
- ☐ The opening and the closing mirror each other.

## 7 Progress at Home

### My student can...

- ☐ tell a similarity from a difference
- ☐ name the way with a preposition
- ☐ find one detail in each passage
- ☐ connect two details in one sentence
- ☐ write a thesis that answers a HOW prompt
- ☐ explain how the evidence proves the way

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.