

FAMILY PACKET

Family Packet, Grade 3, Cluster 6, Module 1: Writing Claims for Argumentative Prompts

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 shape a writing prompt before writing. Students circle important nouns, box the important verb, and draw a triangle around the clue word WHY or HOW. WHY asks for reasons, and HOW asks for a way something happened. Then your student finds the problem or conflict in the story and writes a thesis (central idea) that answers the exact prompt. This packet shows what is happening in class, the words your student is learning, and simple ways to help from home.

Ask your student to teach you the three prompt shapes. Teaching them 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 shape a writing prompt, circle important nouns, box the important verb, and draw a triangle around the clue word WHY or HOW. WHY asks for reasons, and HOW asks for a way something happened.

We will read the narrative Crash and the narrative The Good Citizen. Students will find the problem or conflict in each story and write a complete thesis (central idea) that answers the exact prompt. The stories help us talk about responsibility, trust, safety, and discovery.

Please ask your student to show you the three prompt shapes, explain WHY or HOW, and share a thesis (central idea).

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to shape any question with the three marks, a red circle for the noun, a yellow box for the verb, and a green triangle for WHY or HOW, then name the question type.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to read a writing prompt like a detective. A prompt has three parts to find, the important nouns, the important verb, and the clue word WHY or HOW. WHY asks for reasons, and HOW asks for a way something happened. When students name the question type and find the conflict, they can write a thesis (central idea) that answers the exact prompt.

The standard, in plain words

This week the work connects to Texas standards for writing. Your student plans and composes an argumentative text that states a claim, a clear position on the question. In plain words, your student decides a position and writes a complete sentence that answers the exact prompt with reasons to follow.

The three prompt shapes your student uses



Red circle

The important nouns, the topic of the prompt



Yellow box

The important verb, the action the prompt asks for



Green triangle

The clue word, WHY asks for reasons and HOW asks for a way

How to help without giving the answer

- Ask your student to teach you the three prompt shapes. Explaining out loud is part of how the skill sticks.
- Ask what the question really asks for, reasons or a way. Let your student name it and give the reason.
- Ask what problem or conflict the character faced and how that helps the thesis.
- If your student is stuck, ask about the clue word first. Ask which word signals WHY or HOW.
- Let your student write the answer. Your job is to ask good questions, not to supply the answer.

prompt

the question or task a writer is asked to answer

Example, I shape the prompt before I write.

WHY / HOW

WHY asks for reasons, and HOW asks for a way something happened

Example, I triangle the clue word WHY or HOW.

thesis (central idea)

a complete sentence that clearly answers the prompt

Example, my thesis matches the prompt.

conflict

a problem or struggle in a text

Example, the conflict helps me think of my reason or way.

claim

a decision stated with because and reasons

Example, Amina should have told the truth because honesty builds trust.

reason

why a decision makes sense

Example, honesty builds trust.

evidence

a detail from a text that supports an idea

Example, Amina admitted what happened.

explanation

words that tell how evidence proves an idea

Example, my explanation connects the proof to the thesis.

honesty

telling the truth

Example, Amina chose honesty.

responsibility

doing a job carefully and owning your choices

Example, Maya showed responsibility.

decision

a choice a person makes

Example, telling the truth was the decision.

significance

why an idea matters beyond the story

Example, the significance is why the idea matters.

Tip for reading together. When your student reads a story, pause and ask what problem the character faced and what choice the character made. Naming the conflict out loud builds confidence.

4 Our Thinking Tool

This week your student uses two thinking tools together, the three prompt shapes and the conflict. They turn a question into a clear thesis (central idea).

The two question types

Thinking type	Clue word	What the writer explains
WHY	Why	Reasons, often using because
HOW	How	A way something happened or a problem was solved

From conflict to thesis (central idea)

Step 1 Shape the prompt with the three marks, circle the noun, box the verb, triangle WHY or HOW.

Step 2 Find the conflict, the problem or struggle in the story.

Step 3 Write a complete thesis (central idea) that answers the exact prompt and names the reason or way.

The ECR argument chart

The thesis (central idea) grows into a full answer along the **argument path**, a claim, a reason or way, evidence, an explanation, and significance. This week the focus is the thesis that starts the path.

Mini version to use at home

Try it together

Read this question from class, *Explain WHY Amina should have told the truth in Crash*. Ask your student to name the noun, the verb, the clue word, and the conflict, then say a complete thesis (central idea).

Answer for families. The noun is Amina, the verb is explain, the clue word is WHY, and the conflict is the broken jar. A strong thesis is, Amina should have told the truth because honesty builds trust.

The HABIT If you have to decide, you must declare the WHY. Ask your student to say the HABIT and explain what it means.

5 Conversation Starters and a Simple Family Activity

- Ask your student to show you how to circle important nouns, box the important verb, and triangle the clue word.
- What does a WHY prompt ask you to explain?
- What does a HOW prompt ask you to explain?
- Choose one passage. What problem did people need to solve, and how did it help your student write a thesis (central idea)?
- Ask your student to read one thesis aloud and name the clue word that helped write it.

Clue-Word Hunt

Ask a family member to say an everyday question with WHY or HOW, such as explain why we need a rule for taking turns. Have your student shape the prompt with hand motions and name the question type.

Shape and Say a Thesis

Use one prompt, explain HOW taking turns solved a problem at home. Have your student circle the nouns, box the verb, and triangle HOW, then say a complete thesis (central idea).

6 What Strong Work Looks Like

Here is a strong thesis (central idea) to this week's writing prompt. It answers WHY with specific reasons.

Prompt. Explain why Amina should have told the truth about breaking the jar.

Thesis (central idea)

Amina should have told the truth because honesty builds trust, shows responsibility, and helps solve problems.

Evidence

In the narrative, some people took more food while others had too little, and the class needed clear responsibility to stay safe and fair.

Explanation

This shows that clear responsibility was needed to protect people from unfair actions and help the classroom become safe and fair.

Checklist for strong work

- ☐ All three prompt shapes appear on the prompt, and each mark sits on the correct word.
- ☐ The student names WHY or HOW and gives the clue word as the reason.
- ☐ The thesis (central idea) is a complete sentence that answers the exact prompt.
- ☐ The thesis names the conflict or the reason from the story.
- ☐ The answer can grow along the argument path with evidence and explanation.

7 Progress at Home

My student can...

- ☐ circle the important nouns in a prompt
- ☐ box the important verb in a prompt
- ☐ triangle the clue word and name WHY or HOW
- ☐ find the conflict in a story
- ☐ write a thesis (central idea) that answers the exact prompt
- ☐ explain what a WHY prompt and a HOW prompt ask for

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.