

Family Packet, Grade 4, Cluster 3, Module 2: Recognizing Relational Prompt Types

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 recognize what a writing prompt is really asking, even when it does not use the words why or how. Students look for relational clue words. Words such as importance, significance, reasons, impact, value, and meaning point toward reasons. Words such as reveal, influence, develop, show, ways, and demonstrate point toward ways or processes. 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.

Ask your student to teach you what they learned. 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.

Family Letter

Dear Families,

This week your student is learning to recognize the question behind a writing prompt. Some prompts do not use the words why or how, so students look for relational clue words. Words such as importance, significance, reasons, impact, value, and meaning point toward reason-based thinking. Words such as reveal, influence, develop, show, ways, and demonstrate point toward way or process thinking.

We will practice with the poem A Lone Star Choice and the drama Making It Happen. Students will classify prompts, explain which clue proves each choice, and write a thesis (central idea) that answers the correct kind of thinking.

Please try this at home, give your student the prompt, Explain the significance of support in helping ideas grow in the drama. Ask which word reveals the hidden question and whether the answer should give reasons or ways.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR THE CLUE WORD

Ask your student to underline the clue word in a question and explain what kind of thinking it asks for. If your student can name the thinking type and the reason, the skill is sticking.

Family Tip Sheet

The skill, in plain words

Your student is learning to recognize what a prompt is really asking. The topic tells WHAT, and the relational clue tells HOW TO THINK. Some prompts never say why or how, so students sort clue words into two groups, reason-based clues such as significance and impact, and way or process clues such as reveal and influence.

The standard, in plain words

This week the work connects to Texas standards for writing. Your student plans a first draft and composes informational text with a clear central idea. In plain words, your student learns to read all of a prompt, name the true demand, and write a thesis (central idea) that answers the correct kind of thinking.

Two kinds of clue words

Reason-based clues	Way or process clues
importance, significance, reasons, impact, value, meaning	reveal, influence, develop, show, ways, demonstrate

How to help without giving the answer

- Ask your student to show you the clue word in a question.
- Ask whether the clue asks for reasons or ways.
- Ask which word proves the choice.
- Ask what the question is really asking, even when it does not say why or how.
- Let your student name the thinking type and give the reason.

Key Words

relational prompt

a prompt whose clue word signals a relationship

Example, the prompt uses significance as its clue.

clue word

a word that reveals the kind of thinking required

Example, significance asks for reasons.

reason-based

organized around explanations of importance or results

Example, impact points toward reason-based thinking.

process-based

organized around ways, steps, or influence

Example, reveal points toward process-based thinking.

significance

the importance or meaning of something

Example, the significance clue asks for reasons.

impact

an important effect or result

Example, impact is a reason-based clue.

influence

the power to affect what happens

Example, influence points toward ways something affects something else.

reveal

to make something known

Example, reveal asks how the text makes an idea clear.

demonstrate

to show clearly

Example, demonstrate points toward way or process thinking.

prompt classification

sorting a prompt by the thinking it requires

Example, classify the prompt before writing.

task language

the words that tell the writer what to do

Example, the task language shows the thinking type.

thesis (central idea)

a sentence that directly answers the prompt

Example, the thesis (central idea) matches the clue word.

Tip for reading together. When a new word appears in a passage, pause and let your student use the sentence around it to figure out the meaning before you explain. Naming the guess out loud builds confidence.

Our Thinking Tool

This week your student uses the prompt shaper to read every word of a question before writing. The topic tells **WHAT**, and the relational clue tells **HOW TO THINK**.

The prompt shaper



Noun of importance

The main topic word in the prompt



Verb of importance

The word that tells what to do



Clue word

The word that reveals the thinking type

Reason-based or way-based?

Clue word	Thinking type	What the writer explains
significance	REASONS	Why something is important
impact	REASONS	The important effect or result
influence	WAYS	How something affects what happens
reveal	WAYS	How the text makes an idea clear
develop	WAYS	How an idea grows over time

Recognizing the prompt in steps

Step 1 Circle the important noun.**Step 2** Box the important verb.**Step 3** Triangle the clue word.**Step 4** Name the thinking type, reasons or ways.**Step 5** Write a thesis (central idea) that answers the correct type.

Mini version to use at home

Try it together

Say a question with a relational clue, such as, Explain the impact of taking turns at home. Have your student underline the clue word, choose reasons or ways, and say a complete thesis (central idea) that matches.

Answer for families. The clue word is impact, and impact points toward reasons. A thesis (central idea) could be, Taking turns at home matters because it keeps everyone feeling heard and respected.

TRACKS While reading, students use TRACKS, which stands for **Time, Reactions, Actions, Character or Concept, Key Knowledge, and Scenery or Setting**, to find details they can use with a matching thesis (central idea). Ask your student what TRACKS they found in the poem and the drama.

5 Conversation Starters and a Simple Family Activity

- How do you circle important nouns, box the important verb, and triangle the clue word? Show me with one prompt.
- Which clue word helped you most today?
- What is the difference between a reason and a way?
- What happens if a writer answers the topic but not the task?
- How does recognizing the prompt improve your writing?

Clue-Word Hunt

Ask a family member to say an everyday question with a relational clue, such as, Explain the significance of taking turns. Have your student underline the clue, choose reasons or ways, and explain the hidden question.

Shape and Say a Thesis (central idea)

Use one prompt, Explain the significance of support in helping ideas grow. Have your student underline significance, choose reasons, and say a complete thesis (central idea) using, Support is significant because blank.

What Strong Work Looks Like

Here is a strong response to this week's writing prompt. Each part has its own job.

Prompt. Explain the significance of support in helping ideas grow in the drama.

Clue word and thinking type

The clue word is significance, so the thinking type is REASONS.

Thesis (central idea)

Support is significant in Making It Happen because it gives people resources, encouragement, and opportunities to turn ideas into action.

Evidence

Mrs. Chen explains that many artists, writers, and inventors depended on support from others. Mr. Patel says, Banks help people turn ideas into businesses.

Explanation

These details mean that ideas may begin with one person, but support can provide resources and opportunities that make an idea real.

Checklist for strong work

- ☐ The student finds the clue word in the prompt.
- ☐ The student names the thinking type, reasons or ways.
- ☐ The thesis (central idea) answers the correct thinking type.
- ☐ The student can explain which clue proves the choice.
- ☐ The response keeps the topic and answers the task.

Progress at Home

My student can...

- ☐ circle the important noun, box the important verb, and triangle the clue word
- ☐ find relational clue words in a prompt
- ☐ tell whether a prompt asks for reasons or ways
- ☐ explain which clue proves my choice
- ☐ write a thesis (central idea) that answers the correct thinking
- ☐ recognize what a prompt is really asking

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.