



THE WRITING ACADEMY, LLC®



Module 1

Prompt Analysis & Thesis (Central Idea) Writing



Grade 3 • Cluster 3



Week 1 • Low Stamina • ECR – Informational

★ Meet Our Week!

Module Slide 1 • Module 1

★ Daily Deck

I Will...

- Find important nouns, the important verb, and the clue word in a prompt.
- Decide whether a prompt asks WHY or HOW.
- Identify the problem in the text.
- Write a thesis (central idea) that matches the prompt.
- Connect my thesis (central idea) to reasons, evidence, and explanation.

I Can...

- Shape a prompt with a circle, box, and triangle.
- Tell whether a prompt asks for reasons or a way something happened.
- Use the conflict in a text to help me think.
- **Write a complete thesis (central idea) for an ECR.**

★ A Problem & A Discovery

Day 1 • Gather

"What if our classroom had no rules? Would it be calm? Fair? Safe? Now – what if milk wasn't safe to drink?"

Today's Passages

"Why We Need Laws" & "The Lunchroom Discoveries" — both are built around a BIG idea: a PROBLEM and how people solved it. Today your brain learns how to unlock prompts and build powerful thesis (central idea) statements.

Students DOT unknown words as they read.



Shaping the Prompt

Day 1 • Reveal



Circle → important **NOUNS**
(the topic)



Box → the important **VERB**
(the action)



Triangle → the clue word
(**WHY** or **HOW**)

Model Prompt

Explain **WHY** laws help
communities stay safe and fair.

★ Watch Me!

Day 1 • Reveal (cont.)

"I see the word '**WHY.**' That tells me I need reasons. I'm circling '**laws**' and '**communities**' because those are the important ideas. I'm boxing '**help**' because that tells me what action is happening."

My Thesis (Central Idea)

Laws help communities stay safe and fair because they create structure and protect people from unfair actions.

≡ The ECR (TREES) Chart

The prompt tells students what to think about; the ECR (TREES) chart tells students how to make their thinking visible.

T Thesis (Central Idea) — clearly answers the prompt.

R Reason/Way — tells why or how the thesis (central idea) is true.

E Evidence — gives text proof.

E Explanation — connects the proof to the thesis (central idea).

S Significance — states why the idea matters.

★ Spin and Shape Showdown!

Day 2 • Attempt

How to Play

Spin WHY, HOW, or BOTH, then draw a prompt card. Shape it with hand motions, say the type aloud, and write a thesis (central idea). Correct thesis: move 2 spaces!

Sample Prompt Card

"Explain HOW Pasteur's discovery solved a problem."

Your thesis (central idea) must MATCH the prompt.

★ Talk It Over!

Day 3 • Discuss

Explain WHY laws were needed in the poem.

"What told you this was a WHY prompt?"

"The word WHY told me to give reasons." — "How did the conflict help you write your thesis (central idea)?" — "The conflict is your anchor. Without it, your thinking floats."

Conflict: people argued

Conflict: fairness was lost

Conflict: problems grew without rules

≡ Try It On Your Own!

Day 3 • Use (Independent Practice)

Explain WHY people gathered to create laws in the poem.

- Shape the prompt in your notebook.
- Write a thesis (central idea).
- Underline the reason in your thesis (central idea).
- Add one piece of evidence and one explanation sentence if ready.

A thesis (central idea) must answer the exact WHY or HOW question, not just state a detail.

© The Moment They Figured It Out

Day 4 • Award

"The lights dim. The music builds. You are no longer just students — you are thinkers stepping onto a stage."

Take a Step Forward If...

You shaped your prompt correctly • your thesis (central idea) matched the prompt • you used the conflict to guide your thinking.

② What Do I Still Need to Grow?

Day 4 • Target

Weak Thesis (Central Idea)

"Laws are good."

Possible Revision

"Laws were needed because people argued, fairness was lost, and problems grew without rules."

★ Turn and Teach!

Day 5 • Educate & Explain to Others

"Turn to someone near you and teach them what you learned today about shaping a prompt and building a thesis (central idea). Teaching it out loud in your own words is how you prove you truly own it."

Use the ECR (TREES) Anchor Chart

Explain where reasons, evidence, explanation, and significance would go after the thesis (central idea).

Exit Ticket

Day 5 • Educate & Explain to Others

**Explain HOW Pasteur's discovery
solved a problem.**

Shape the prompt, write a thesis (central idea), and underline the words that tell how the discovery solved the problem.

★ Build It, Fix It, Say It

Small-Group Support • Intervention

Build It

The problem was: _____. This caused: _____. So, laws were needed because: _____.

Fix It

Fix: "Laws are good." →
"Laws were needed because people argued and fairness was lost."

Say It

"The problem was... So... That means..." — start with "because" and finish together.

② Think Like an Author, Write Like a Scholar

Enrichment • Dual Lens Thinking

Explain WHY AND HOW laws improved communities.

WHY: Laws improved communities because they created fairness and reduced conflict.

HOW: Laws improved communities by setting clear rules that guided behavior and prevented disagreements.

✓ My Progress Tracker

Directions

As you practice shaping prompts and writing theses, look at each skill. If you can do it all by yourself, color in or check the box that matches how you feel.

Be honest with yourself — this helps you see how much you are growing!

Let's Look at an Answer!

Prompt: Explain WHY laws were needed in "Why We Need Laws."

LOW

"Laws are good."

What's working: The student names a topic from the poem.

What's missing: The response does not answer WHY and has no reason, evidence, or explanation.

Let's Look at Another Answer!

Prompt: Explain WHY laws were needed in "Why We Need Laws."

MEDIUM

"Laws were needed because people had problems."

What's working: The thesis (central idea) answers WHY and includes a reason.

What's missing: The reason is too vague and there is no evidence or explanation.

Our Strongest Answer!

Prompt: Explain WHY laws were needed in "Why We Need Laws."

HIGH

"Laws were needed because people argued, fairness was lost, and problems grew without rules. In the poem, some people took more food while others had too little. This shows that clear laws were needed to protect people from unfair actions and help the community become safe and fair."

What's working: The response has a prompt-matched thesis (central idea), evidence, and explanation — this is our Module 1 target!