



THE WRITING ACADEMY, LLC®



Module 2

Advance Prompt Analysis



Grade 3 • Cluster 3

Reading Clue Words for Reasons & Relationships — ECR Informational



★ Meet Our Week!

Module Slide 1 • Module 2

★ Daily Deck

I Will...

- Find clue words that tell what kind of thinking a prompt needs.
- Decide whether a prompt asks for reasons or relationships.
- Explain how the problems and solutions in the two texts connect.
- Write a thesis (central idea) that matches the exact prompt.

I Can...

- Use a clue word to name the thinking type.
- Tell the difference between importance and relationship.
- Write a thesis (central idea) with because or by when it fits.
- **Explain to a partner** how evidence supports my thesis.

★ Two Mysteries

Day 1 • Gather

Mystery 1

A town filled with arguments and unfairness

Mystery 2

A cafeteria where milk used to make people sick

Both had a problem... but here's the real question — how are these two situations connected?

★ The Two Types of Prompts

Day 1 • Reveal

REASONS

Some prompts ask for REASONS.
These ask: Why does this matter?

RELATIONSHIPS

Some prompts ask for
RELATIONSHIPS.
These ask: How are ideas
connected?

Strong readers don't wait for the words WHY or HOW — they look for CLUES and CONNECTIONS.

★ WHY-Type or HOW-Type?

Day 1 • Reveal (cont.)

WHY-Type (Reason-Based)

importance • significance • reasons •
impact • purpose

HOW-Type (Relational)

relationship • connection • influence •
compare • link • interaction • effects



Watch Me Build It!

Day 1 • Reveal (cont.)

CLUE WORD importance

THINKING TYPE REASONS

THESIS explains WHY pasteurized milk matters

Prompt: Explain the importance of pasteurized milk for people's health.

I don't see the word WHY — but I see the word “importance,” so I need to give reasons: “Pasteurized milk is important for people's health **because** it removes harmful germs that can cause illness.”

★ Sort the Prompt Cards!

Day 2 • Attempt

How to Play

1. Cut out the 12 prompt cards into your Practice Pocket.
2. Underline the clue word on each card.
3. Decide — is this asking for reasons or relationships?
4. Sort each card into the correct category.

With Your Partner...

Before you place a card: one partner names the **clue word**, the other states the **thinking type**.

★ Let's Talk About It!

Day 3 • Discuss

What clue words helped you identify relationships? What makes a prompt ask for reasons instead of connections?

Student Directions

“Reread selected cards with your partner and explain why their clue words belong in each column.”

REASONS → importance, significance,
impact, purpose

RELATIONSHIPS → relationship, connection,
effects

★ Reasons or Relationships?

Day 3 • Discuss (cont.)

“Connection means I compare ideas. Importance means I give reasons.”

Exactly. Relationships connect ideas. Reasons explain importance.

≡ Name It, Sort It, Write It!

Day 3 • Use (Independent Practice) — Interactive Notebook

1 Explain the importance of Pasteur's discovery on people's health.

2 Describe the relationship between rules and fairness in the poem.

3 Explain the similarities between the two texts.

For each prompt: name the clue word and thinking type — then write the complete thesis (central idea).

© I Am a Connector and a Reasoner!

Day 4 • Award & Target

I showed I understand relationships when... I showed I understand reasons when...

Curiosity Questions

Can a prompt ask for BOTH reasons and relationships? Why does conflict help us answer BOTH types?

Exit Ticket

Day 5 • Educate & Explain to Others

Describe the connection between past problems and present solutions in the drama.

On your own: name the clue word and thinking type — then write a thesis (central idea) and underline both ideas it connects.

★ Name the Thinking

Small-Group Support

REASONS

“This prompt is asking for reasons
because I see ____.”

RELATIONSHIPS

“This prompt is asking for relationships
because I see ____.”

Slow it down: touch the clue word, place it on the sorting mat, then say the complete frame
before writing.

② **Connect Across Texts**

Enrichment • Pairs or Small Groups

Describe the connection between the problems in both texts — write a cross-text thesis (central idea).

Create your own prompt with a relationship word; a partner names the type and writes a thesis (central idea).

Revise one prompt to ask for BOTH reasons and relationships, then plan evidence from each text, explanation, and significance.

✓ My Progress Tracker

Directions

This tracker is for YOU! As you practice analyzing prompts and writing theses, look at each skill. If you can do it all by yourself without help, color in or check the box that matches how you feel.

Be honest with yourself — this helps you see your growth.

Let's Look at an Answer!

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

LOW

"Laws are good."

What's working: Names the topic (laws).

What's missing: The prompt's clue word, a reason, and the fairness connection.

Let's Look at Another Answer!

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

MEDIUM

"Laws are important for fairness because they help stop unfair actions in the community."

What's working: Names the clue word's reason (importance) and answers with *because*.

What's missing: The specific reasons from the poem — taking more than others and treating people equally.

Our Strongest Answer!

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

HIGH

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

What's working: It names the topic, gives reasons, and answers why laws matter. This is our Module 2 target!