



THE WRITING ACADEMY®, LLC



# Module 2

## Significance Sentences for HOW Prompts Using MICE

Grade 3 · Cluster 4

Tackling TEKS · Reading & Writing

3.11B(i) · 3.12B · 3.12B(i) · 3.12B(ii) · 3.12B(iii)



# ★ Meet Our Week!

Medium stamina

★ Daily Deck

## I Will...

- Teach students to write a HOW thesis (central idea) using a preposition such as by or through.
- Teach students to identify the way sentence that names one step in the process.
- Teach students to select and quote evidence from "Benjamin Franklin and Electricity" or "The Founding Fathers."
- Teach students to explain how the evidence proves the way.
- Teach students to write a significance sentence using MICE (My Inference = Connections I have + Evidence I have found).

## I Can...

- Check that students can say what MICE stands for: My Inference = Connections I have + Evidence I have found.
- Check that students can tell the difference between an explanation and a significance sentence.
- Check that students can use a signal phrase to start their significance sentence.
- Check that students can combine evidence with their own connection to make a bigger idea.

# ★ Writing the Thesis (central idea) (The Pathway Start)

★ Daily Deck

Day 1 · Gather & Reveal

Benjamin Franklin and Electricity, The Founding Fathers  
informational text

**How can a writer answer a HOW prompt by tracing the pathway of a process and building a significance sentence with MICE?**

Stand tall like a tree and spread your arms as branches. Sway gently, then sit when your trunk disappears.

**Today you will build the thesis (central idea), the foundation that holds your writing together.**

# ★ Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

**D**

**Dot**

Place a small dot above any word you are not sure about yet.

**O**

**Discover**

Discover the meaning as we learn together through our lessons.

**T**

**Drop**

Erase the dot once you know what the word means.

A little dot above a word means:  
“I’m not sure about this word yet.”

**Dot the word. Discover the meaning. Drop the dot, then celebrate when you own it!**



# Three Parts

Day 1 · Reveal

★ Daily Deck

1

## Noun

Noun of importance: topic from the prompt

2

## Verb

Verb of importance: action from the prompt

3

## Answer

Student answer: new meaning from the passage

WHY Needs a Subordinator; HOW Needs a Preposition

Your answer must tell your reader something new.

# ★ Franklin WHY Model

Day 1 · Reveal (cont.)

★ Daily Deck

## Three Parts of a Thesis (central idea)

Noun of importance: topic from the prompt

Verb of importance: action from the prompt

Student answer: new meaning from the passage

## Watch Me!

**Prompt:** Explain how Benjamin Franklin's invention helps protect buildings from lightning.

**Model:** Benjamin Franklin's invention helps protect buildings from lightning by guiding electricity safely into the ground.

The prompt alone does not supply this third part.

# ★ Memory Match

Day 2 · Attempt · Partner Game

★ Daily Deck

Benjamin Franklin and Electricity, The Founding Fathers

## How to Play

- 1 Partners shuffle eight prompt cards and eight thesis (central idea) cards face down in four rows of four.
- 2 Player 1 turns over two cards.
- 3 A correct prompt/thesis (central idea) pair is kept; the player takes another turn.
- 4 Return both cards to the same places face down, then switch players.
- 5 Check pairs against slides 15-23; more matched pairs wins.

**Success Check:** *Name the original answer before keeping the pair.*

## With Your Partner

### Task Card

Explain how The Founding Fathers' actions tell stories about creating a fair government.

### Answer

The Founding Fathers' actions tell stories about creating a fair government through the writing of new laws and documents.

## Which two parts can you take from the prompt?

Compare your WHY and HOW matches.

How does the clue word help you choose a connecting word?

If your sentence only repeats the noun and verb, what answer do you still need to add?

Invite students to describe a family memory that a story or picture could preserve.

**Student Directions:** “Return to the passages before choosing an answer.”

**The bigger idea or lesson that goes beyond the text.**

**My Inference**

**Connections I have**

**Evidence I have found**

**The fourth sentence of a body paragraph that combines evidence and connection to teach others.**



# Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

1

have students shape both prompts and list the noun, verb, and clue word.

2

students find a supporting paragraph and write their own answer.

3

students choose because for WHY or through/by for HOW and write one complete sentence per prompt.

**students underline part three and reread to check that it adds information beyond the prompt.**

# ★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

## Award 🏆

Think about what you just did.

- Underline the significance sentence in green.
- Point to the passage detail that supports it.
- Choose one goal beginning with Next time I will.

## Target 🎯

Next time I will

### Curiosity Questions

discuss why a clear thesis (central idea) guides the reader and keeps writing focused.



# Exit Ticket

Day 5 · Educate & Explain to Others

★ Daily Deck

**Explain how Benjamin Franklin's experiments led to a solution that protected buildings from lightning fires.**

**Have students complete the five components independently, then circle their connecting word and mark WHY or HOW.**

**Collect the five-component ticket independently: thesis (central idea) with preposition, way sentence, evidence, explanation, and MICE significance.**



# Name the Thinking

Small-Group Support

★ Daily Deck

Use Thesis (central idea) Builder to support students who restate instead of answer.

*give each student a frame strip and read it aloud while the student tracks with a finger.*

*students say their original answer aloud before writing.*

*students write exactly what they said, then underline the original answer in green.*

Benjamin Franklin solved the problem of lightning damage by \_\_\_\_.

**Your job is the last part, the answer the prompt did not tell you.**

# ★ Connect Across Texts

Enrichment · Write in your notebook

Double Thesis (central idea) Challenge: synthesize both passages in one central idea.

**Explain how Benjamin Franklin and the Founding Fathers both used action to solve problems for their communities.**

Have students reread both passages and identify a shared idea.

Require a thesis (central idea) that is true of both sources.

Have students rewrite with a stronger preposition.

## ★ My Progress Tracker

This tracker is for YOU! As you read and write this week, look at each skill. If you can do it all by yourself, color in the box that matches how you feel. Be honest, this helps you see how much you are growing!

| I Can...                                                                                                                                      | Not Yet | Getting It | Demonstrated Independently |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------|------------|----------------------------|
| <b>Writes a HOW thesis (central idea) as a simple sentence.</b>                                                                               | Not Yet | Getting It | Demonstrated Independently |
| <b>Includes a preposition such as by or through in the thesis (central idea).</b>                                                             | Not Yet | Getting It | Demonstrated Independently |
| <b>Writes a way sentence that names one step of the process.</b>                                                                              | Not Yet | Getting It | Demonstrated Independently |
| <b>Quotes evidence from "Benjamin Franklin and Electricity" or "The Founding Fathers." Explains how the evidence proves the way sentence.</b> | Not Yet | Getting It | Demonstrated Independently |
| <b>Uses MICE to combine connections and evidence for a significance sentence.</b>                                                             | Not Yet | Getting It | Demonstrated Independently |
| <b>Starts the significance sentence with a signal phrase like Ultimately, or The big picture is,.</b>                                         | Not Yet | Getting It | Demonstrated Independently |
| <b>Makes the significance sentence go beyond the text to a lesson for others.</b>                                                             | Not Yet | Getting It | Demonstrated Independently |
| <b>Revises a significance sentence and explains the improvement using MICE.</b>                                                               | Not Yet | Getting It | Demonstrated Independently |



# Citizenship Connection

Good Citizens · Our Community & Country

## ★ Civic responsibility and community progress

A natural connection: both texts show how individuals use curiosity or action to solve problems that benefit the wider community.

### Reflect & Discuss

Ask how inventions and fair laws help a community stay safe and free.

# Let's Look at an Answer!

Prompt: Explain how Benjamin Franklin used experiments to solve the problem of lightning damage.

**LOW**

**The Founding Fathers created fair laws.**

**What Is Working:** Retains the subject and action from the passage.

**What Needs Improvement:** The thesis (central idea) with a preposition and the MICE significance sentence are missing.

# Let's Look at Another Answer!

Prompt: Explain how Benjamin Franklin used experiments to solve the problem of lightning damage.

## MEDIUM

**The Founding Fathers created the Constitution because they wanted to be free.**

**What Is Working:** All three parts appear and because matches WHY.

**What Needs Improvement:** The answer is a guess instead of the belief stated in the passage about fair government.

# Our Strongest Answer!

Prompt: Explain how Benjamin Franklin used experiments to solve the problem of lightning damage.

**HIGH**

**Benjamin Franklin solved the problem of lightning damage by inventing a metal rod that guided electricity safely to the ground.**

**What Is Working:** The noun, verb, and answer are present; by joins a method grounded in the passage.

★ **This is our target!**