



THE WRITING ACADEMY®, LLC



Module 2

Hidden WHY and HOW Prompt Clues

Grade 5 · Cluster 3

Medium Stamina · Informative ECR Across Poetry and Drama

Tackling TEKS · Reading & Writing

5.11(B)(iv) · 5.11(B)(v) · 5.12(B)(i) · 5.12(B)(ii) · 5.12(B)(iii)



★ Meet Our Week!

Week 2 · Medium Stamina · Cluster 3 (ECR)

★ Daily Deck

I Will...

- Underline only the clue word or clue phrase that matters.
- Sort prompts into hidden WHY and hidden HOW families.
- Explain why my thesis (central idea) stays aligned to the prompt.

I Can...

- Identify clues that signal hidden WHY or hidden HOW thinking.
- Classify a sentence-statement prompt and defend the label.
- Analyze a new prompt and write an aligned thesis (central idea).
- Teach another student how clue words reveal the real prompt job.



Becoming Prompt Detectives

Day 1 · Gather & Reveal

★ Daily Deck

Passage 1: “Our Rights, Our Voices”

poem

Launch prompt-detective habits and reveal that a clue word identifies the deeper thinking job of a sentence-statement prompt.

Explain the significance of the rights named in the poem.

Read the whole prompt before you answer. The clue word tells you what kind of thinking your response must perform.

★ Two Texts, Two Voices

Day 1 · Gather

★ Daily Deck

Poem: “Our Rights, Our Voices”

The poem says leaders wanted rules that all could know.

Drama: “A Voice of Their Own”

The drama begins with Thomas questioning laws made by people who do not live there.

Do not ask students to write the whole response yet. Let the conflict and content become familiar.

★ 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.

Apply DOT to: laws · rights · representatives · colonists · self-government.

Dot the word. Discover the meaning. Drop the dot.



Underline the Hidden Clue

Day 1 · Reveal

★ Daily Deck

WHY

**importance,
significance, value**

point toward WHY thinking

HOW

**ways, reveal,
influence, develop**

point toward HOW thinking

STEPS

Prompt Detective

Read. Underline. Name the job.
Sort. Defend. Write.

Board text: Dot the word, Discover the meaning, Drop the dot.

Clue words reveal the thinking job by signaling the relationship the response must explain.

★ TREES, Magnifying, and CSI

Day 1 · Reveal

★ Daily Deck

M

Magnifying

Notice, name, zoom in, connect,
explain.

C

CSI

Cite, Say what it means,
Illustrate or Impact.

T

TREES

Keep the thesis (central idea)
visible while adding a reason or
way, evidence, explanation, and
summary.

Do not stop after a quotation. Say what it means and illustrate its impact.

★ Build the Thesis (Central Idea)

Day 1 · Reveal (cont.)

★ Daily Deck

Aligned Thesis (Central Idea) Models

Hidden WHY importance, significance, value, meaning, purpose, and reasons point toward WHY thinking.

Hidden HOW ways, reveal, influence, show, develop, and shape point toward HOW thinking.

Ask: *Read the whole prompt before you answer.*

Watch Me!

Prompt: Explain the significance of the rights named in the poem.

Thesis (Central Idea): The rights named in the poem are significant because they protect freedoms and help make laws fair.

Point out that the sentence explains importance rather than listing amendments.

★ Flip Flap Prompt Sort

Day 2 · Attempt

★ Daily Deck

Prompt Detective

Steps

- 1 **Read:** Read all 12 statement prompts aloud. *Students listen before sorting.*
- 2 **Underline:** Ask students to isolate the clue word. *Only the relationship clue is marked.*
- 3 **Sort:** Place each card under hidden WHY or hidden HOW. *Every card has a category.*
- 4 **Defend:** Require the sentence frame. *“This is a ___ prompt because the clue ___ asks me to explain ___.”*

Defend the Placement

This is a ___ prompt because the clue ___ asks me to explain ___.

Examples include “Explain the importance of the rights in the poem” for hidden WHY, “Describe the ways the poem shows the need for rights” for hidden HOW, “Explain the value of having a voice in the drama” for hidden WHY, and “Explain what the dialogue reveals about the colonists’ feelings” for hidden HOW. Students should not guess from the topic. The same topic can support either relationship.

What made some prompts belong under the WHY flap even though the word why never appeared?

What clues helped students place prompts under HOW?

Ask why rushing is risky.

A correct label must include the clue that caused the decision.

Topic alone is not enough.

Student Directions: “Your thesis (central idea) must do the prompt’s real job instead of retelling what happened in the passages.”



What Makes a Label Correct?

Day 3 · Discuss (cont.)

★ Daily Deck

A correct label must include the clue that caused the decision.

**the exact clue
word or phrase**

**a defense, not
a guess**

**a thesis (central idea) that performs
the real job**

Topic alone is not enough.

★ Prompt Clue Word Sort

Day 3 · Use (Independent Practice)

WHY

Explain the importance of the rights listed in “Our Rights, Our Voices.”

HOW

Explain what the dialogue reveals about the colonists’ feelings.

MARK

One prompt clue I will remember is ___ because ____.

Underline only the clue · label the family · defend with the frame · write an aligned thesis (central idea).

★ Prompt Detective Badge

Day 4 · Award & Target

★ Daily Deck

Prompt Detective Award

I can identify a clue, classify the relationship, write an aligned thesis (central idea), and explain what evidence means.

What can I already do? One prompt I classified or thesis (central idea) I wrote successfully, and the evidence in my work:

My Prompt Detective Strength

I can notice ____.

Target: I can identify a hidden WHY or hidden HOW clue and write a thesis (central idea) that performs the prompt's thinking job.

I can practice this target with the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own."

1

Explain

Explain what makes a hidden WHY prompt.

2

Explain

Explain what makes a hidden HOW prompt.

3

Name

Name one clue from each category.

4

Share

Share one sample prompt from the lesson.

Turn and teach someone near you. Be clear, kind, and confident.

Prompt: Explain what the dialogue reveals about the colonists' feelings about representation.

1. Underline the clue word or phrase.
2. Circle hidden WHY or hidden HOW.
3. Write one thesis (central idea) that performs the prompt's job.
4. Write one detail from “A Voice of Their Own” and explain what it shows.



Name the Thinking

Small-Group Support

★ Daily Deck

We are going to slow the task down and focus on one important word at a time.

“importance”

“reveals”

“significance”

Use the frame, “This is a ___ prompt because the clue ___ asks me to explain ___.”

That word helps unlock the whole prompt.

Challenge: Students create two hidden WHY prompts and two hidden HOW prompts using only “Our Rights, Our Voices” and “A Voice of Their Own.”

Each prompt must have one precise clue word and a defended classification.

You are ready to move from reading prompts to crafting them.

Hide the job, but make the correct thinking relationship clear through a precise clue word.

Then students write one thesis (central idea) for each prompt and underline the reason or way.

★ My Progress Tracker

I Can...	Not Yet	With Help	Independently
Gather / Reveal: Identify clue words that signal hidden WHY and hidden HOW thinking.	Not Yet	With Help	Independently
Attempt: Classify statement prompts and defend the thinking job with prompt language.	Not Yet	With Help	Independently
Discuss / Use: Analyze a new prompt and align a thesis (central idea) to the correct job.	Not Yet	With Help	Independently
Award / Target: Identify a prompt-analysis strength and one clue-word habit to strengthen.	Not Yet	With Help	Independently
Explain: Teach another student how clue words reveal the real prompt job.	Not Yet	With Help	Independently

★ Citizenship Connection

★ Rights protect freedoms, support fair treatment, and guide laws.

Poem Connection: Rights protect freedoms, support fair treatment, and guide laws.

Drama Connection: Colonists question distant laws and consider representatives and self-government.

Writing Connection: Keep the connection grounded in the source texts. Students are not asked to make claims beyond what the poem and drama present.

Reflect & Discuss

Significance and importance ask why these protections matter.

Reveal, develop, influence, and shape ask how the dialogue develops an idea.

Let's Look at an Answer!

Prompt: Explain the significance of the rights named in the poem.

LOW Level 1

“The rights are important. People have rights.”

What is working: The response names a related idea from the poem.

What needs improvement: Add a precise thesis (central idea), a selected detail, and an explanation of why the rights matter.

Let's Look at Another Answer!

Prompt: Explain the significance of the rights named in the poem.

MEDIUM Level 2-3

“The rights in the poem are important because they help protect people and make laws fair.”

What is working: The response moves beyond a bare topic and begins a focused WHY relationship.

What needs improvement: Make the relationship more precise and add evidence and explanation from the poem.

Our Strongest Answer!

Prompt: Explain the significance of the rights named in the poem.

HIGH Level 4

“The rights named in “Our Rights, Our Voices” are significant because they protect people’s freedoms, require fair treatment in courts, and guide laws that affect everyone. The poet says, “These rights protect us every day,” which shows why the protections matter beyond one situation.”

What is working: Focused, passage-grounded, and explained.

Why it is aligned: The thesis (central idea) answers significance with reasons, and the evidence is followed by its meaning and impact.

★ **This is our target!**