

Lesson 6: Writing a Reading Contract: Drafting the Introduction



CCS Standards

- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RF.3.4a:** Read grade-level text with purpose and understanding.
- **RF.3.4b:** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.3.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.2a:** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **W.3.2b:** Develop the topic with facts, definitions, and details.
- **W.3.2c:** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- **W.3.2d:** Provide a concluding statement or section.
- **SL.3.5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.



Daily Learning Targets

- I can write an introductory paragraph for my reading contract. (W.3.2a)
- I can fluently read an excerpt of text aloud for an audiobook. (RF.3.4, SL.3.5)

Ongoing Assessment

- Introduction to reading contract (W.3.2a)

Agenda

1. Opening

- A. The Painted Essay®: Sorting and Color-Coding the Parts of an Introductory Paragraph (10 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Shared Writing: Writing an Introduction (25 minutes)
- B. Working to Become Effective Learners: Responsibility (5 minutes)

3. Closing and Assessment

- A. Reading Fluency Practice: Role-Alike Group (15 minutes)

4. Homework

- A. Practice reading your excerpt aloud for the End of Unit 3 Assessment audiobook.
- B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes**Purpose of lesson and alignment to standards:**

- In this lesson, students write the introductory paragraph for their reading contracts. Since this paragraph is very similar for all students, this is written as a group and students add their individual challenges at the end. (W.3.2a)
- In Work Time A, students are introduced to the Informative Writing Checklist. (W.3.2) Throughout the school year, students are provided with checklists for their writing, which outline the key criteria that the CCSS require of the writing type. These checklists are closely aligned with the teacher rubrics used to grade student assessments. An empty column is provided on each student checklist for students to add criteria for the specific characteristics required by the writing prompt, and time, directions, and examples for this process are built into the relevant lessons.
- Since this lesson is the first time students will have seen the Informative Writing Checklist, only two of the criteria are introduced. More will be introduced over the next few lessons, but not all of the criteria will be introduced in this module, which will avoid overwhelming students.
- In the Closing, students practice reading their fluency excerpt in role-alike groups in preparation for Part I of the End of Unit 3 Assessment. (RF.3.4, SL.3.5) This is to provide students with practice reading to a larger group. If you noticed any common issues when listening to students read aloud in the previous lesson, use these as teaching points in this lesson.
- In this unit, the habit of character focus is on working to become an effective learner. The characteristic they collect in this lesson is responsibility, based on their reading contracts, which are evidence of the students taking ownership of their goals and actions.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to overcoming challenges in access to education, books, and reading near and far. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.
- Students who require an extension can write their own introductory paragraphs rather than using the one generated by the class.
- Students who require an extension can also read more than one excerpt in the reading fluency practice.

How it builds on previous work:

- In the previous lesson, students analyzed the structure of the Writing Contract: Teacher Model using The Painted Essay® template. The introductory paragraph was analyzed in detail in order for students to be able to write their own in this lesson.

- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas where students may need additional support:

- Students may require additional support writing their introductory paragraphs. Consider using technology to provide students who need additional support with the student-generated introduction, so that they only have to write the final sentence about the two challenges they will be writing about.
- Some students may be writing about only one challenge (see Teaching Notes in Lesson 4).
- Some students may require additional support reading their excerpt aloud in the Closing. Consider reading the excerpt aloud for groups who need it, so that they can hear a model.

Assessment guidance:

- Review students' introductions to ensure they have included all the necessary information. Where you notice common issues, use them as teaching points for the whole group.
- Listen to students reading aloud to each other in order to identify any common issues that can be used as teaching points in the next lesson.
- Consider using Writing Informal Assessment: Writing and Language Skills Checklist (Grade 3) during students' writing in Work Time A.
- Consider using Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist during students' fluency practice in Closing and Assessment A.
- Consider using Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 3) during students' fluency practice in Closing and Assessment A.

Down the road:

- In the next lesson, students will write the first body paragraph of their reading contract.

In advance:

- Strategically pair students for work in Opening A.
- Prepare:
 - Parts of the Writing Contract: Teacher Model Introductory Paragraph (see supporting materials). Each pair will need one part. If possible, ensure the correct amount of parts to complete paragraphs. This may involve giving some students more than one part.
 - Funny voices strips.
- Review the Informative Writing Checklist (see supporting materials or the Module 1 Appendix) and the reading contract introduction (example, for teacher reference).
- Post: Learning targets, Reading Contract anchor chart, Working to Become Effective Learners anchor chart, and Fluent Readers Do These Things anchor chart.

- Work Time A: Write the class-generated introductory paragraph on a collaborative document—for example, a Google Doc—for students to copy into their own document.
- Work Time A: Students write their introductory paragraphs on a word processing document—for example, a Google Doc.
- Work Time A: Students write their introductory paragraphs in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>)
- Closing and Assessment: Record students reading aloud for them to listen back using audio or video recording software or apps such as Audacity (<http://audacity.sourceforge.net>) or GarageBand (<http://www.apple.com/mac/garageband/>). If available, you may consider using a microphone to ensure a good-quality recording.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.C.9 and 3.I.C.10.

Important points in the lesson itself:

- The basic design of this lesson supports ELLs with opportunities to work closely with essay structure, building on their understanding one paragraph at a time. In this lesson, students focus exclusively on the introductions to their reading contracts. Students continue to benefit from the color-coding system established in prior lessons for visual support.
- ELLs may find it challenging to immediately apply their new learning about essay structure and write their introductions within the time allotted. Consider working with a small group after working with the class, and help them create their introductions together. The group can begin writing as an interactive writing experience and finish independently.

Levels of Support

For lighter support:

- Before providing templates or additional modeling during Work Time A, observe student work and allow students to grapple. Provide supportive materials only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

For heavier support:

- During Work Time A, provide a near complete version of the introduction template suggested in the Meeting Students' Needs column. Omit only a few words, including their individual reading challenges they will discuss. Students can complete the paragraph as a cloze exercise, while focusing on comprehending the paragraph and its purpose within the essay structure.

Universal Design for Learning

- **Multiple Means of Representation:** In this lesson, students write the introductory paragraph for their reading contract. This will require drawing on several tools such as The Painted Essay® template, the model writing contract, and their Informative Writing Checklist. Whenever possible, use think-alouds and/or peer models to make this thought process explicit. (Example: Offer a think-aloud to show how you incorporate ideas from the Writing Contract: Teacher Model into an original paragraph.) Students will not only see the model visually this way, but also understand the thought processes behind it.
- **Multiple Means of Action and Expression:** This lesson provides 25 minutes of writing time. Some students may need additional support building their writing stamina over such a long time period. Support them in building their stamina and focus by providing scaffolds that build an environment that is conducive to writing (see Meeting Students' Needs).
- **Multiple Means of Engagement:** Students who may need additional support with writing may have negative associations with writing tasks based on previous experiences. Help them feel successful with writing by allowing them to create feasible goals and celebrate when these goals are met. For instance, place a sticker or a star at a specific point on the page (e.g., two pages) to provide a visual writing target for the day. Also, construct goals for sustained writing by chunking the 25-minute writing block into smaller pieces. Provide choice for a break activity at specific time points when students have demonstrated writing progress. Celebrate students who meet their writing goals, whether it be length of text or sustained writing time.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- introductory paragraph, responsibility (L)

Materials

- ✓ Organizing the Model: Introductory Paragraph strips (one strip per pair)
- ✓ The Painted Essay® template (from Lesson 5; one per student)
- ✓ Red, green, blue, and yellow colored pencils (one of each per student)
- ✓ Writing Contract: Teacher Model (from Lesson 5; one per student and one to display)
- ✓ Reading Contract anchor chart (new; co-created with students during Opening A; see supporting materials)
- ✓ Reading Contract anchor chart (example, for teacher reference)
- ✓ End of Unit 3 Assessment, Part II Prompt (from Lesson 1; one per student and one to display)
- ✓ Informative Writing Checklist (one per student and one to display)

- ✓ Informative Writing Checklist (for teacher reference)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ✓ Reading contract introduction (example, for teacher reference)
- ✓ Lined paper (one piece per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Lesson 2)
- ✓ Working to Become Effective Learners anchor chart (example, for teacher reference)
- ✓ End of Unit 3 Assessment excerpts (from Lesson 3; one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Lesson 3)
- ✓ Funny Voices strips (one per student)

Opening

A. The Painted Essay®: Sorting and Color-Coding the Parts of an Introductory Paragraph (10 minutes)

- Move students into pre-determined pairs.
- Distribute **Organizing the Model: Introductory Paragraph strips**.
- Invite students to refer to their **Painted Essay® template** to remember the parts of an introductory paragraph:
 - Introduction (background information to engage the reader)
 - Focus statement
 - Two points
- Invite pairs to use the Painted Essay® template to use **red, green, blue, and yellow colored pencils** to underline their part in the correct color: red for introduction, green for focus statement, yellow for point 1, and blue for point 2.
- Explain that pairs need to find the other parts of the introduction and put them together in the right order.
- Tell students that when they have finished, they will check their work against the **Writing Contract: Teacher Model**.
- Invite students to begin and circulate to support students in reading and sorting the strips of the introduction.
- Refocus whole group.
- Invite students to help you record the parts of an introductory paragraph on the new **Reading Contract anchor chart**. Refer to the **Reading Contract anchor chart (example, for teacher reference)** as necessary.

Meeting Students' Needs

- For ELLs: Pair students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and helping to interpret the meaning of each part of the introductory paragraph.

- Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought process with their partner. (MMAE)

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

"I can write an introductory paragraph for my reading contract."

"I can fluently read an excerpt of text aloud for an audiobook."

- Remind students that for their end of unit assessment they will be reading an excerpt of either *Rain School* or *Nasreen's Secret School* aloud for an audiobook.
- Underline the words *introductory paragraph*. Using a total participation technique, invite responses from the group:

"What is an introductory paragraph? What is the purpose of it?" (the paragraph that opens a piece of writing and helps the reader understand what the writing will be about)

- Invite students to retrieve their **End of Unit 3 Assessment, Part II Prompt**. Invite students to follow along, reading silently in their heads as you read the prompt aloud.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Check for comprehension by asking students to summarize and then to personalize the learning target. Ask them to paraphrase it and then to say how they feel about it. Example: "Can you put the learning target in your own words?" (I can write the introduction to my contract.) "How do you feel about that target?" (I am excited because I liked using paints yesterday.)
- Help students generalize by connecting the learning targets to previous lessons (e.g., the Painted Essay® template and fluency reading). (MMR)

Work Time

A. Shared Writing: Writing an Introduction (25 minutes)

- Distribute and display the **Informative Writing Checklist**. Tell students that this checklist is something they will use frequently throughout the school year.
- Inform students that as they write their reading contracts, they are going to use this checklist to help them ensure they have included everything they need to write a successful reading contract.
- Read aloud the following criteria, pausing after each to invite students to turn and talk with an elbow partner to restate the criterion in their own words:
 - W.3.2a: I state my topic clearly, and my writing stays focused.

- W.3.2a: I have an introduction that gives the reader important information needed to understand the piece.
- L.3.3, L.3.6, W.3.4: The words and sentences I use are appropriate for this task and purpose.
- Invite students to mark these criteria on their checklist.
- Explain to students that they will focus on different criteria as they write each part of their reading contract.
- Focus students on the empty column of their checklist. Explain that while every piece of informative writing should include the criteria listed, each piece of informative writing will have specific criteria according to the content.
- Focus students on the criterion:
 - W.3.2a: I state my topic clearly, and my writing stays focused.
- Using a total participation technique, invite responses from the group:

“What is the topic of this reading contract?” (reading challenges and strategies to overcome them)
- Model how to record this (by sketching or writing) on the displayed Informative Writing Checklist and invite students to do the same. Refer to the **Informative Writing Checklist (for teacher reference)** as necessary.
- Focus students on the criterion:
 - W.3.2a: I have an introduction that gives the reader important information needed to understand the piece.
- Using a total participation technique, invite responses from the group:

“What important information is needed to understand the piece? What important information does the model writing contract include?” (why reading is important)
- Model how to record this (by sketching or writing) on the displayed Informative Writing Checklist and invite students to do the same. Refer to the Informative Writing Checklist (for teacher reference) as necessary.
- Focus students on the criterion:
 - L.3.3, L.3.6, W.3.4: The words and sentences I use are appropriate for this task and purpose.
- Using a total participation technique, invite responses from the group:

“What is the task and purpose?” (a reading contract stating the reading challenges and how to overcome them)
- Model how to record this (by sketching or writing) on the displayed Informative Writing Checklist and invite students to do the same. Refer to the Informative Writing Checklist (for teacher reference) as necessary.
- Using a total participation technique, invite responses from the group:

“Why is reading important?” (because we read to understand and learn about the world)

“What kinds of important things do we read?” (Student responses will vary, but could include instructions, newspapers, research texts.)
- As students share out, capture their responses on the Reading Contract anchor chart. Refer to the Reading Contract anchor chart (example, for teacher reference) as necessary.
- Invite students to use the Writing Contract: Teacher Model, the criteria recorded on the Reading Contract anchor chart, the Informative Writing Checklist, and the **domain-specific**

word wall to help them write an introduction. The final sentence of the introduction outlining the two challenges will vary from student to student, so create a sentence starter for this sentence, but do not complete it. Refer to the **reading contract introduction (example, for teacher reference)** as a guide, but as far as possible allow this to be student-generated.

- Distribute **lined paper** and invite students to use the class-generated introduction to write their own. Remind students that they need to add the two challenges they have chosen to focus on at the end of the paragraph. Remind students also to leave a line between each line of their writing.
- Invite students to begin writing.
- Circulate to support students, particularly in writing their own challenges.
- Refocus students on the first learning target and read it aloud.
- Invite students to turn and talk with an elbow partner:
“How close do you feel to meeting this learning target now?”
- Invite students to record ‘Y’ for ‘Yes’ and the date in the final column of their Informative Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading: While reviewing the checklist criteria, some students may need additional clarification about the language of each criterion. Ask:
“What does it mean when words and sentences are appropriate to the task and purpose?” (They are about the main idea of the contract. They are not about sometimes else.) (MMR)
- For ELLs and students who may need additional support with memory: Remind students about the reading challenges they chose and wrote on their Challenges and Strategies note-catchers during Lesson 4. Invite students to refer to their note-catchers to help complete their introductions. Model using the Challenges and Strategies note-catcher to complete the reading contract introduction. (MMR)
- For ELLs and students who may need additional support with writing: Create a template with a cloze version of a reading contract introduction. Reduce the complexity of the task by allowing students who need prompting or who may be overwhelmed starting from scratch to use this version. (Example: “Reading is an important skill because _____. For example, we read ____, ____, and _____. Reading can be challenging because _____. In this writing contract, I have identified _____. This year, I am going to focus on _____.”) (MMAE)
- Consider offering lined paper where every other line has an X or is highlighted in order to remind them to skip lines. (MMR)
- Before students begin writing, consider creating a writing goal that is appropriate for the individual student (e.g., two pages). Place a star or sticker at the goal point so that they can self-monitor their progress as they write. (MME)
- For students who may need additional support with fine motor skills: Consider offering them supportive tools (e.g., pencil grip, slanted desk, or use of a word processor). (MMAE)

- Minimize distractions during independent writing by providing tools such as sound-canceling headphones or individual dividers. (MMAE)
- For students who may need additional support in building writing stamina: Consider offering built-in breaks, where students can choose an activity such as getting water or stretching. Reduce the number of these breaks over time as students increase their stamina. (MME)

Work Time

B. Working to Become Effective Learners: Responsibility (15 minutes)

- Focus students on the **Working to Become Effective Learners anchor chart**.
- Using a total participation technique, invite responses from the group:
“What did you do today to become effective learners?” (Responses will vary, but may include: responsibility—taking responsibility and ownership of our own learning by beginning to write reading contracts.)
- If productive, cue students to expand the conversation by giving an example:
“Can you give an example?” (Responses will vary.)
- Explain that you want to focus on one of those strategies for being an effective learner.
- Record on the anchor chart:
 - “I take responsibility.” (in the first column)
 - “This means I take ownership of my ideas, my work, my goals, and my actions.” (in the second column)
- Refer to the **Working to Become Effective Learners anchor chart (example, for teacher reference)** as necessary.
- Underline the word *responsibility*.
- Record this word on the Academic Word Wall and invite students to record it in the front of their vocabulary log.
- Using a total participation technique, invite responses from the group:
“What does taking responsibility look like? If you were watching someone take responsibility, what would you see?” (Responses will vary, but may include: self-assessing and setting goals.)
“What does taking responsibility sound like? If you were listening to someone take responsibility, what would you hear?” (Responses will vary, but may include: “I think I did this well and here is evidence of that ...” “I think I could improve ... by ...” and “I decided to make this change because ...”)
- As students share out, capture their responses in the “What does it look like?” and “What does it sound like?” columns.
- Use a checking for understanding protocol for students to reflect on how well they took responsibility in this lesson.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Buy or ask for large paint chips from a local hardware or paint store, or print them online. Write the words *responsibility*, *accountability*, *duty*, and *concern*, each one on a different shade of the paint chip. Place them on the wall and discuss the shades of meaning in relation to becoming effective learners. (MMR)

Closing and Assessment

A. Reading Fluency Practice: Role-Alike Group (15 minutes)

- Refocus whole group.
- Invite students to retrieve their **End of Unit 3 Assessment excerpts** and move to sit with the other students reading the same excerpt.
- Use any common issues identified in Lesson 5 as teaching points for the whole group.
- Remind students that in the previous lesson they practiced reading their excerpt to a partner. Tell them that today they will practice reading to a slightly larger group.
- Direct students' attention to the **Fluent Readers Do These Things anchor chart** and quickly review the criteria on it.
- Invite students to take turns reading their excerpt aloud. Remind the listeners not to interrupt the reader unless the reader requests help.
- Circulate to support students in reading aloud and listen for common issues to be used as teaching points in the next lesson.
- Distribute the **Funny Voices strips** and invite students to select one. Explain that now they are going to read their excerpt for their group using their chosen voice.
- Refocus students on the second learning target and read it aloud. Invite students to silently reflect on their progress toward that learning target.

Meeting Students' Needs

- For ELLs: Be aware that some students might not understand the references to the types of characters referenced on the Funny Voices strips. Before distributing them, briefly review each one and demonstrate what each might sound like. Display pictures of each character to provide further context. Say: "This is what a wicked witch looks like! A witch makes spells and has an evil cackle that sounds like this ..."
- Reading fluency is best practiced on text that is at or below students' independent reading level. For students whose independent reading levels are below their excerpt, allow them to use an excerpt from their independent reading book to practice fluency. (MMAE)
- For students who may need additional support with fluency: Encourage them to choral read with a highly fluent reader such as the teacher or a peer model. (MMR, MMAE)

Homework

A. Practice reading your excerpt aloud for the End of Unit 3 Assessment audiobook.

B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Discuss and respond to your prompts orally, either with a partner, family member, or student from grades 1 or 2, or record a response. (MMAE)