

Lesson 7: Writing a Reading Contract: Drafting Proof Paragraph 1



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 proof paragraph 1 of my reading contract. (W.3.2a, W.3.2b)
- I can fluently read an excerpt of text aloud for an audiobook. (RF.3.4, SL.3.5)

Ongoing Assessment

- Proof paragraph 1 of reading contract (W.3.2b)

Agenda

1. Opening

- A. The Painted Essay®: Sorting and Color-Coding the Parts of Proof Paragraph 1 (15 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Guided Practice: Writing Proof Paragraph 1 (25 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 proof paragraph 1 of their reading contracts. This is written in pieces with students saying each part aloud before writing. A template has also been provided for those students who may need it. (W.3.2a, W.3.2b)
- At the end of the lesson, students continue to practice reading their fluency excerpt. As in Lesson 5, they use the Peer Critique protocol to give and receive feedback to a partner. This is done in preparation for part of the end of unit assessment. (RF.3.4, SL.3.5) When listening to students, use common issues as teaching points in this lesson.
- 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.

How it builds on previous work:

- In Lessons 5–6, students analyzed the structure of the Writing Contract: Teacher Model using The Painted Essay® template and wrote their introductory paragraph. They build on those foundations 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:

- For students who may need additional support with writing, consider using the writing template (see supporting materials).
- Some students may require additional support reading their fluency excerpt aloud. Consider reading the excerpt aloud for groups who need it, so that they can hear a model.
- Students who require an extension can write their own proof paragraphs rather than using the sentence stems.
- Students who require an extension can also read more than one excerpt in the reading fluency practice.

Assessment guidance:

- Review students' paragraphs to ensure they have included all the necessary information. Where you notice common issues, use them as teaching points for the whole group as they are working.

- 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.
- Collect the ELL Language Dive Practice I and II homework from Lessons 2 and 5.

Down the road:

- In the next lesson, students will write proof paragraph 2 of their reading contract.

In advance:

- Strategically pair students for work in Opening A.
- Prepare the Organizing the Model: Proof Paragraph 1 strips (see supporting materials).
- Review the Thumb-O-Meter protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, Reading Contract anchor chart, Fluent Readers Do These Things anchor chart, and Peer Critique Protocol anchor chart.

Technology & Multimedia

- Work Time A: Students write their first proof paragraph on a word processing document—for example, a Google Doc.
- Work Time A: Students write their first proof paragraph on 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 first proof paragraph of 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 keep pace with the class as they work through each sentence of the proof paragraph. Consider providing additional writing time between sentences to accommodate students who may need more time to process language. Alternatively, during the Closing and Assessment, consider working with a small group of students to complete any unfinished writing from Work Time.

Levels of Support

For lighter support:

- Before providing templates or additional support 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 Writing Template: Proof Paragraph 1. Omit only a few words. 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:** During the fluency portion of this lesson, students engage in the Peer Critique protocol. While all students need explicit instruction on how to provide supportive yet constructive feedback, students who need support with social skills may need extra support. Offer explicit examples of how to personify the Peer Critique norms. Consider role-playing or creating a list of appropriate comments or offer sentence starters.
- **Multiple Means of Action and Expression:** This lesson provides 25 minutes of writing time. Some students may need additional support to build their writing stamina over such a long time period. Support students 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) that provides 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

- proof (L)

Materials

- ✓ Organizing the Model: Proof Paragraph 1 strips (one set per pair)
- ✓ The Painted Essay® template (from Lesson 5; one per student)
- ✓ Writing Contract: Teacher Model (from Lesson 5; one per student and one to display)
- ✓ Reading Contract anchor chart (begun in Lesson 6; added to 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 (from Lesson 6; one per student and one to display)
- ✓ Informative Writing Checklist (for teacher reference)
- ✓ Writing Template: Proof Paragraph 1 (one to display and one for students need additional support)
- ✓ Reading contract (begun in Lesson 6; added to during Work Time A; one per student)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ✓ End of Unit 3 Assessment excerpts (from Lesson 3; one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Lesson 3)
- ✓ Peer Critique Protocol anchor chart (begun in Unit 1, Lesson 10)

Opening

A. The Painted Essay®: Sorting and Color-Coding the Parts of a Proof Paragraph 1 (15 minutes)

- Move students into pre-determined pairs.
- Distribute **Organizing the Model: Proof Paragraph 1 strips**.
- Invite students to refer to their **Painted Essay® template** to remember where proof paragraph 1 fits in the structure of an essay.
- Invite pairs to:
 - Read and organize the strips, putting them in the correct order for proof paragraph 1 of the Writing Contract: Teacher Model.
 - Check their work against the Writing Contract: Teacher Model.
- Invite students to begin working, and circulate to support them in reading and sorting the strips.

- Refocus whole group.
- Invite students to help you record the parts of proof paragraph 1 on the **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 proof paragraph 1.
- 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 proof paragraph 1 of 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 word *proof*. Invite students to refer to their Painted Essay® template to see what it says about proof paragraph 1.
- Using a total participation technique, invite responses from the group:

"What is the purpose of proof paragraph 1?" (It gives evidence and reasons to support point 1.)

"What does it mean by proof?" (Proof is evidence to prove the focus statement.)

- Invite students to retrieve their **End of Unit 3 Assessment, Part II Prompt**. Invite them 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 new vocabulary: Demonstrate the meaning of *proof* by asking a student a question and probing students for the *proof*. (Example: "Did you bring your lunch today? Where is your proof?") (MMR)

Work Time

A. Guided Practice: Writing Proof Paragraph 1 (25 minutes)

- Display and invite students to retrieve their **Informative Writing Checklist**. Remind students that this checklist is something they will use frequently throughout the school year and that over the next several lessons they will use the 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 that criterion in their own words:
 - W.3.2a: I group related information together to better explain my topic.
 - W.3.2b: I use facts, definitions, and details from the text to explain my ideas.
 - 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.
- Remind students they were introduced to the final criterion in the previous lesson and that the task and purpose is a reading contract stating reading challenges and strategies to overcome them.
- Focus students on the first criterion:
 - W.3.2a: I group related information together to better explain my topic.
- Using a total participation technique, invite responses from the group:

“What is the related information in proof paragraph 1?” (the first reading challenge and strategies to overcome it)
- Model how to record this (by sketching or writing) on the displayed Informative Writing Checklist. Invite students to do the same. Refer to the **Informative Writing Checklist (for teacher reference)** as necessary.
- Focus students on the second criterion:
 - W.3.2b: I use facts, definitions, and details from the text to explain my ideas.
- Using a total participation technique, invite responses from the group:

“We aren’t using a text for this, but what are the details we need to include to explain the idea? What details does the model writing contract include?” (why the strategies will help overcome the challenge)
- Model how to record this (by sketching or writing) on the displayed Informative Writing Checklist. Invite students to do the same. Refer to the Informative Writing Checklist (for teacher reference) as necessary.
- Tell students they should use facts, definitions, and details to elaborate on their ideas, or explain how the facts, definitions, and details they have chosen support their focus statement.
- Display **Writing Template: Proof Paragraph 1** and distribute it to those students who need it.
- Focus students on the first criterion of proof paragraph 1 on the Reading Contract anchor chart.
- Then read the first sentence stem from the writing template:
 - “The most significant challenge I have when reading is ____.”

- Invite students to turn and talk to an elbow partner:
“Using this sentence stem, tell your partner the first sentence you will write for your proof paragraph 1.”
- Invite students to retrieve the **reading contract** they started in the previous lesson. Remind students that the proof paragraph is a new paragraph, so they should start it on a new line and leave a line in between each line of writing.
- Invite students to write the first sentence of their proof paragraph.
- Circulate to support students in writing.
- Repeat this process with the next three criteria on the Reading Contract anchor chart and the next sentence stems on the writing template:
 - “Something I will do to work on this challenge is ____.”
 - “I will also ...”
 - “These strategies will help me by ...”
- Point out that the sentence stem, “These strategies will help me by ...” is an elaboration sentence: it explains how their strategies will help them with their reading challenge.
- Circulate to support students in writing their paragraphs. Remind students to refer to the **domain-specific word wall** as they write.
- Tell students they are going to use the Thumb-O-Meter protocol to reflect on their progress toward the first learning target. Remind them that they participated in this protocol in the first half of the unit and review as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the Thumb-O-Meter protocol using the first learning target. Note students showing a thumb-sideways or thumb-down, so you can check in with them.
- 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 comprehension: While reviewing the checklist criteria, some students may need additional clarification about the language of each criterion. Ask:
“What does it mean when related information is grouped together?” (I write about ideas that are about the same thing, and not ideas that are about something else.) (MMR)
- For ELLs and students who may need additional support with writing: Ask about specific language for writing details about why different strategies might be helpful. Point out that verbs that come after *by* always end in *-ing*. Record the language on chart paper so students can refer to it as they complete their templates. Examples:
 - These strategies will help me by *giving me more practice*.
 - These strategies will help me by *making me more confident*. (MMR)

- Build a supportive and inclusive classroom community by reminding students that everyone is working on building their reading skills. All students will have different skills they need to work on, but what is most important is that they are constantly developing. (MME)
- Consider offering lined paper where every other line has an X or is highlighted in order to remind students 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)

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 to pair up with someone reading the same excerpt, but someone different from the person they worked with during fluency practice in Lesson 5.
- Use any common issues identified in Lesson 6 as teaching points for the whole group.
- Direct students' attention to the **Fluent Readers Do These Things anchor chart** and review the criteria on it.
- Direct students' attention to the **Peer Critique Protocol anchor chart** and remind them of what peer critique looks and sounds like.
- Tell students they are going to use the Peer Critique protocol to provide their partner with kind, specific, and helpful feedback regarding their fluency. Remind students that they used this protocol in Unit 2 and review as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the Peer Critique protocol, using the anchor chart and encouraging students to provide feedback to their partner based on the Fluent Readers Do These Things anchor chart.
- Circulate to support students in reading aloud and listen for common issues to be used as teaching points in the next lesson.
- Guide students through the Thumb-O-Meter protocol using the second learning target. Note students showing a thumb-sideways or thumb-down, so you can check in with them.

Meeting Students' Needs

- For ELLs and students who may need additional support with expressive language: Before students begin working in pairs, invite the class to brainstorm different words and phrases they could use to provide kind, specific, and helpful feedback. Write the words and phrases on chart paper and encourage students to refer to it as they work with their partners. Example: "What is something I could say to my partner that would be kind, specific, and helpful?" (You are a great reader. Maybe if you slow down, it could be easier for me to understand you.) (MMR)
- 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)