

Lesson 8: Writing a Reading Contract: Drafting Proof Paragraph 2



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 2 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 2 of reading contract (W.3.2b)

Agenda

1. Opening

- A. The Painted Essay®: Sorting and Color-Coding the Parts of a Proof Paragraph 2 (15 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Guided Practice: Writing Proof Paragraph 2 (25 minutes)

3. Closing and Assessment

A. Reading Fluency Practice: Book 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 2 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. This time, they read in book groups. This is to provide students with practice reading in the same sequence they will read for the audio recording for the end of unit assessment. When listening to students, use common issues as teaching points in this lesson. (RF.3.4, SL.3.5)
- If there are not complete groups for reading fluency practice, invite students who feel comfortable doing so to take over the missing parts, but emphasize that they won't be assessed on the extra parts they are reading.
- 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 Lesson 5, students analyzed the structure of the Writing Contract: Teacher Model using the Painted Essay® template. In Lessons 6–7, they wrote their introductory and first proof paragraphs. In this lesson, they write the second proof paragraph.
- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas where students may need additional support:

- A writing template has been provided for students who may need additional support writing their second proof paragraph. As this paragraph mirrors the paragraph written in the previous lesson, this could be a chance to gradually release some of those students who used the template in the previous lesson by encouraging them to try writing without the template in this lesson.
- Students who require an extension can write their own proof paragraphs rather than using the sentence stems.

Overcoming Learning Challenges Near and Far

- 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 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 conclusion of their reading contract.

In advance:

- Strategically pair students for work in Opening A.
- Prepare:
 - Organizing the Model: Proof Paragraph 2 strips (see supporting materials).
 - Funny Voices strips
- Review the Red Light, Green Light protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, Reading Contract anchor chart, and Fluent Readers Do These Things anchor chart.

Technology & Multimedia

- Work Time A: Students write their second proof paragraph on a word processing document—for example, a Google Doc.
- Work Time A: Students write their second 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 second 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, 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 2. 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:** In this lesson, students write the second proof 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) 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

- N/A

Materials

- ✓ Organizing the Model: Proof Paragraph 2 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)
- ✓ Informative Writing Checklist (from Lesson 6; one per student and one to display)
- ✓ Writing Template: Proof Paragraph 2 (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)
- ✓ Red, yellow, and green objects (one of each color per student)
- ✓ End of Unit 3 Assessment excerpt (from Lesson 3; one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Lesson 3)
- ✓ Funny Voices strips (one strip per student)

Opening

A. The Painted Essay®: Sorting and Color-Coding the Parts of a Proof Paragraph 2 (15 minutes)

- Move students into pre-determined pairs.
- Distribute **Organizing the Model: Proof Paragraph 2 strips**.
- Invite students to refer to their **Painted Essay® template** to remember where proof paragraph 2 fits in the structure of an essay.
- Invite pairs to:

- Read and organize the strips, putting them in the correct order for proof paragraph 2 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 2 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 proof paragraph 2.
- 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 2 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.
- Using a total participation technique, invite responses from the group:
 - "What is the purpose of proof paragraph 2?" (gives evidence and reasons to support point 2)***

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 second proof paragraph.) "How do you feel about that target?" (I know how to write the first proof paragraph, so I think the second will be easier.) (MMR)
- Help students to generalize across lessons by reviewing the previous lesson on proof paragraph 1 and how it relates to today's learning targets. (MMR)

Work Time

A. Guided Practice: Writing Proof Paragraph 2 (25 minutes)

- Display and invite students to retrieve their **Informative Writing Checklist**. Remind them 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.
- Remind students of the criteria they focused on in the previous lesson and explain that since this paragraph mirrors proof paragraph 1, they will refer to the same criteria.
- Display **Writing Template: Proof Paragraph 2** and distribute it to those students who need it.
- Focus students on the first criterion of proof paragraph 2 on the Reading Contract anchor chart.
- Read the first sentence stem from the writing template:
 - “Another challenge I have is ____.”
- Invite students to turn to and talk to an elbow partner:

“Using this sentence stem, tell your partner the first sentence you will write for your proof paragraph 2.”
- Invite students to retrieve the **reading contract** they started in the previous lessons. Remind students that this is a new proof paragraph, so they should start it on a new line and leave a line between each line of writing.
- Invite students to write the first sentence of their second 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:
 - “To work on this, I will ____.”
 - “I will also ____.”
 - “These strategies will help me ____.”
- Point out that the sentence stem, “These strategies will help me by ...” and remind students that like in their first proof paragraph, this sentence is an elaboration sentence: it explains how their strategies will help them with the reading challenge they are writing about in proof paragraph 2.
- Circulate to support students, particularly in writing their own challenges. Remind students to refer to the **domain-specific word wall** as they write.
- Distribute **red, yellow, and green objects**.
- Tell students they are going to use the Red Light, Green Light protocol to show how close they are to meeting the first learning target. Remind them that they used this protocol in Lesson 2 and review what each color represents (red = stuck or not ready; yellow = needs support soon; green = ready) as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Focus students on the first learning target and guide students through the Red Light, Green Light protocol, using the red, yellow, and green objects.
- 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 writing: 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 support with writing: Briefly review some of the linking words found in the Writing Template: Proof Paragraph 2. Ask:
“What does the word also tell us? (We are about to add new information or another detail about a similar topic.) (MMR)
- Build a supportive and inclusive classroom community by reminding students that everyone is working on building 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: Book 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. Depending on the number of students in the group, there may need to be more than one group per book.
- Use any common issues identified in Lesson 7 as teaching points for the whole group.
- Invite students to arrange themselves into the order in which their excerpt appears in the book. Example: The person reading the second excerpt sits next to the person reading the first excerpt.
- Direct students' attention to the **Fluent Readers Do These Things anchor chart** and quickly review the criteria on it.

Overcoming Learning Challenges Near and Far

- Tell students they are going to read their excerpts in the order in which they appear in the book. So, the student reading the first excerpt will read his or her excerpt. As soon as this person is finished, the student reading the second excerpt will read his or her excerpt, and so on until all members of the group have read their excerpt.
- Remind the listeners not to interrupt the reader unless the reader requests help. Answer clarifying questions.
- Invite students to begin reading in their groups.
- Circulate to support students in reading aloud and listen for common issues to be used as teaching points in the next lesson.
- If time permits, distribute **Funny Voices strips**. Invite students to read their excerpts in their groups again, but this time, they should use the voice on their strip when reading their excerpt.
- Tell students they are going to use the Red Light, Green Light protocol to show how close they are to meeting the second learning target. Review what each color represents (red = stuck or not ready; yellow = needs support soon; green = ready) as necessary.
- Focus students on the second learning target and guide students through the Red Light, Green Light protocol, using the red, yellow, and green objects.

Meeting Students' Needs

- For ELLs: Be aware that some students might not understand the references to the types of characters alluded to 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 snake looks like! A snake slithers and has a sneaky voice like thisssss."
- 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

- Practice reading your excerpt aloud for the End of Unit 3 Assessment audiobook.**
- 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. (MMR)