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Sincerely,
Karen Haag

**I hope I can help you in some small way.
Please feel free to email with questions 😊**

Commitment Contracts

I ask students, "What will make reading class work? What rules do we need to establish?" Once we brainstorm a list, I offer to take all their ideas and write them into a commitment contract. I ask, "Do you trust me to get your ideas down correctly?" I type what they say and bring the *draft* back the next day. We revise it as needed. Then we pledge to uphold the contract. I hang a poster size copy in the classroom.

I run copies for the students like the one below front to back on photocopy paper. I usually can fit 6 boxes on a page. The contract is handed out at the beginning of class and taken up at the end - repeated daily, as needed.

During class, if a student should forget to follow a procedure, I walk to his/her desk and write *No* in the appropriate box in ink. We talk privately about what needs to be done to improve the behavior. If behavior does not improve, we will write an individualized behavior plan together.

At the end of the period, I ask all students to evaluate their work. Each person writes *Yes* in each box – unless I have written no or they think they need to improve. They record something they learned in reading.

The contract serves as a great diary of what we did every day. I don't have to write daily notes. Parents like the record. It reinforces the learning and social behavior expectations. I start by using this method everyday. Then I move towards every other day. If we need a reminder, I return to every day. If the majority of the class masters the criteria or if instruction changes, we match the commitment contract to the needs. For example, the contract below works when we're using Book Clubs.

Commitment Contract for _____ in Reading Workshop

Date	?	Date	?
Have notebook and reading ready.		Have notebook and reading ready.	
Listen with my whole body.		Listen with my whole body.	
Encourage others to talk.		Encourage others to talk.	
Talk so everyone can hear.		Talk so everyone can hear.	
Talk one at a time.		Talk one at a time.	
Marked what I want to talk about.		Marked what I want to talk about.	
In reading time, I learned . . .		In reading time, I learned . . .	
Date	?	Date	?
Have notebook and reading ready.		Have notebook and reading ready.	
Listen with my whole body.		Listen with my whole body.	
Encourage others to talk.		Encourage others to talk.	
Talk so everyone can hear.		Talk so everyone can hear.	
Talk one at a time.		Talk one at a time.	
Marked what I want to talk about.		Marked what I want to talk about.	
In reading time, I learned . . .		In reading time, I learned . . .	