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## **An intervention plan for "at risk" students**

Bonnie Janine Chilton

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AN INTERVENTION PLAN FOR "AT RISK" STUDENTS

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education:  
Special Education

---

by  
Bonnie Janine Chilton

March 2003

AN INTERVENTION PLAN FOR "AT RISK" STUDENTS

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A Project  
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by  
Bonnie Janine Chilton

March 2003

Approved by:

[Redacted Signature]

11-26-02

Stanley J. Swartz, First Reader Date

[Redacted Signature]

Marjorie McCabe, Second Reader

To My Husband

For believing that some day I would finish

and

To My Son

For blessing my life in countless ways and giving me

strength I didn't know I had.

## ABSTRACT

This project consists of two, two-week thematically planned language arts units containing all the components of a balanced literacy. It was created to teach second and third grade at risk students at Chester Morrison Elementary School, in Menifee, California during two weeks of their off track time.

The researched-based literacy components described in depth in this project are guided reading, shared reading, independent reading, read alouds, interactive writing, interactive editing, and independent writing.

The first two-week session's theme is, An Introduction to the Civil Right's Movement. This session begins with Abraham Lincoln's presidency, discusses Harriet Tubman, Rosa Parks, Martin Luther King Jr., and the first Thanksgiving.

The second two-week session's theme is, An Introduction to Thomas Jefferson's Legacy. This session begins with the Declaration of Independence, then goes on to Independence Hall, Monticello, Lewis and Clark, The St. Louis Arch and ends with Mount Rushmore.

Both sessions have daily detailed plans for the teacher outlining all the components of a balanced literacy

program. Both sessions contain relevant books that students make and take, shared reading to increase comprehension and skill building, and constant literacy opportunities.

In conclusion, the project gave Chester Morrison Elementary School two, two-week comprehensive intersession programs, that can be easily implemented by the teacher and is engaging for the students. An additional side effect of this project was the staff's interest in learning more about comprehensive balanced literacy programs, such as the one offered by California Early Literacy Learning in Redlands, California.

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## CHAPTER ONE

### INTRODUCTION TO THE PROJECT

#### Purpose of the Project

This project was created for Chester W. Morrison Elementary School, a school site that is on a year-round school schedule. The students are off for three one-month breaks; compared to approximately a three-month summer vacation. The year-round school schedule creates a special challenge to service the most at risk students during their off track time, instead of the more traditional summer school model. This project was created to meet this challenge.

This school's district instructed the school sites that they can provide a two-week intervention period during the students' off-track month. The district allowed the individual school sites to develop their own intervention model for these two weeks of instruction. During the past two years, this model has been ill defined and inconsistent. The goal of this project is to provide a well-defined, research-based, thematic, balanced literacy program for at-risk second and third graders.



## Scope of the Project

This project contains two complete ten-day class sessions for the language arts time period (approximately three hours) for second and third grade at risk students. The first ten-day session is a thematically based introduction to the Civil Rights movement from Abraham Lincoln to Martin Luther King Jr. including the following topics: Abraham Lincoln's presidency, slavery, Harriet Tubman, Gettysburg, Rosa Parks, Martin Luther King Jr. and the First Thanksgiving. The second ten-day session is a thematically based introduction to the legacy of Thomas Jefferson including the following topics: Declaration of Independence, Independence Hall, the Liberty Bell, the dollar bill, and the 4<sup>th</sup> of July holiday.

Each session's daily plans contain the components of a balanced literacy program. These components include independent reading, read alouds, guided reading, shared reading, independent writing, Interactive Writing, and/or Interactive Editing. The intention of this balanced literacy approach is to explicitly teach the relationships between reading and writing using several techniques, therefore enabling students to become proficient readers

and writers, by connecting the knowledge they have from one to the other.

### Significance of the Project

This project was intended to create a balanced literacy program for at risk students, but more importantly it was intended to expose, and create interest among the staff members and students to these different components in a comprehensive thematic unit. Change starts small, and this project was an attempt to create change at this school site by creating interest in the balanced literacy components presented. Many of the teachers at this site currently use some of the components, but inconsistently.

Just creating this program would not reach the entire staff at this site; so in addition to the two ten-week thematic sessions, with the help of Amy James, I put together staff development inservices. These inservices introduced the most unfamiliar components presented in this project to not only this staff, but other interested teachers in the district, Interactive Writing (Appendix D) and Interactive Editing (Appendix E).

## Limitations of the Project

This project was limited by school funding, staffing, and implementation time. In order for the full potential of the project to be realized, the entire staff needs to be thoroughly trained in all the components presented. This is a huge time and financial commitment that needs to have the support of all staff members. The training that was suggested to the principals and the district's assistant superintendent is provided by California Early Literacy Learning (CELL) based in Redlands, California. The school site council at Chester Morrison Elementary did approve starting this training program, but due to the state budget being passed so late, the site missed the deadline to start this year. It will be carried over until next year.

The other limitation of this project was the two-week session. It is hard to show academic growth in students in a two-week time period; therefore the more measurable goal may be for students to learn about the theme presented and be able to demonstrate their knowledge in their independent writings. Students should also be assessed during guided reading for comprehension of texts used.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This project's goal was to create a balanced literacy program for at risk students. This balance is created when teachers use "both immersion in authentic literacy-related experiences and extensive explicit teaching through modeling, explanation, and mini-lesson re-explanations, especially with respect to decoding and other skills (e.g., punctuation mechanics, comprehension strategies)." (Mesala & Wharton-McDonald, 1997).

The components of a balanced literacy program vary slightly, but all balanced programs have multiple literacy opportunities for students to connect oral language, reading, and writing. This project's literacy components are based on many researchers' expertise and when used together provide an engaging and enriching classroom experience. The elements are read-alouds (Calkins 2001, Clay 1991;1993, Optiz 1998, Tompkins 1997), shared reading (Button & Johnson 1997, Calkins 2001, Clay 1991, Holdaway 1979, Optiz 1998, Swartz, Shook & Klein 2002, Tompkins 1997), guided reading (Calkins 2001, Clay 91, Fountas &

Pinnell 1996, Opitz 1998, Tompkins 1997), independent reading (Clay 1991, Optiz 1998), interactive writing (Button, Johnson & Furgerson 1996, Calkins 1986, Callella & Jordano 2000, Hall 2000, McCarrier, Pinnell & Fountas 2000, Rubadue 2002, Schaefer 2001, Swartz, Shook & Klein 2001, Tompkins 1997), Interactive Editing (Swartz, Shook & Klein 2001), and independent writing (Calkins 1986, Schaefer 2001, Tompkins 1997).

Almost every book on teaching reading emphasizes the importance of reading aloud to children. Lucy Calkins, the author of *The Art of Teaching Reading*, proposes that a teacher never be put in a classroom until they read aloud each day. The U.S. Department of Education's Commission on Reading supports this idea by clearly stating in a report issued in *Becoming a Nation of Readers* (1985), that "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."

There are several reasons that reading aloud to children is so important. When being read aloud to, children get to see how expert readers read; when teachers read to children they are modeling what good readers do (Tompkins 1997). It is through this modeling process that

teachers can explicitly teach what good readers think about while reading a text, by thinking aloud as they are reading aloud. During this think aloud process, the possibilities are endless of what children can learn about reading comprehension. For example, they can learn to make connections to something they already know with something in the story, they learn to question the author and/or the characters in the story to help prediction and conflict resolution, and they can learn to visualize and infer meaning from the text (Harvey & Goudvis, 2000). All of these strategies help our students become more reading literate.

These modeled reading behaviors continue when teachers "share the reading" with children, in shared reading. Unlike the teacher being the sole reader as in a read aloud, in shared reading the students and the teacher read the text together. In shared reading the teacher and the students have eye contact with the piece of writing being read. Often the teacher points to the words being read, or as students become more proficient, just the line may be pointed to.

As described by Stanley Swartz, Rebecca Shook, and Adria Klein, the authors of *Shared Reading*, shared readings

are done for many reasons based on the proficiency level of the student. The uses of shared reading include developing oral language, an understanding of phonics and word analysis, the explicit modeling comprehension strategies, and to provide all students the opportunity to act like readers regardless of their independent abilities.

After reading aloud (the most teacher support) and shared reading (less teacher support), the next gradient level of teacher support would be in guided reading. Guided reading provides opportunities for a teacher to work with a small group of children. The teacher is there to support each student's ability to use effective reading strategies for processing levels of text that increase in difficulty over time (Fountas and Pinnell, 1996). The text chosen by the teacher to be used during a guided reading session should be a high-interest book that is at the group's instructional level, when 90-94 percent of the text can be accurately read by the students (Optiz,1998).

In a guided reading session, a small group of students are given the same book to read. The teacher provides an introduction to the story, helps the students connect prior knowledge and predict the plot, and possibly highlights some key words or phrases from the book that may prove to

be tricky (Calkins 2001; Clay 1991; Clay 1995; Mooney 1995). This support may happen during or after the reading of the text instead of before.

During the session, students read the same text orally, but they should not be at the same place at the same time. The teacher is listening for miscues or students in need of help. At this "I need help stage", it is the teacher's responsibility to remind the child of the skills he/she poses to figure out the word(s). This also alerts the teacher as to mini-lessons that she could do to teach, or re-teach the reading skills needed.

The teacher then uses the concluding time of guided reading to choose some teachable points that she observed during the session. Teachable points may be such as skip and return reading strategy, good use of picture clues during the reading by a student, or to go over a point in the story that proved to be particularly difficult for the readers.

Independent reading offers students the least amount of teacher support. It is during independent reading, that students employ the strategies taught during read alouds, shared readings, and guided reading sessions (Button & Johnson 1997). Any student, at any reading level with



appropriate chosen texts can achieve independent reading and students should be provided daily opportunities to do so (Clay 1991;Fielding & Pearson 1994).

Possibly one of the best ways to bridge oral and written language is through a writing process called Interactive Writing (McCarrier, Pinnell, & Fountas 2000). Interactive Writing is the process in which the teacher and students "share a pen" and record the agreed upon text (Rubadue 2002). Interactive Writing provides limitless teaching points throughout the process of negotiating text, not through isolated skill lessons, but through the creation of authentic texts created from meaningful, shared experiences (Button, Johnson & Furgerson 1996).

According to Swartz, Klein, and Shook, the authors of *Interactive Writing and Interactive Editing*, there are three types of Interactive Writing: transcription, innovation, and negotiation. Transcription is when the teacher and students work together to recreate the exact wording of an original text. Innovation includes changing some part of a familiar text with a creative twist. Negotiation is an original text composition in which every part is discussed and decided upon by the students. The

teacher should only lead the discussion and make suggests about sentence combinations, grammar, and vocabulary.

The power of Interactive Writing is not in the text that is created, but in the discussions that take place during the negotiation (Hall 2000). Students see themselves as authors and the combined effort is greater than anything gained done by one writer. Any of the California State Language Arts standards can be taught through a well-planned Interactive Writing session.

The key to a successful Interactive Writing lesson is preparation. The teacher needs to know the current independent writing skills' of her students, so that during the lesson the teaching points made are relevant to the students' current levels. The teacher also has to be prepared with the physical materials needed for an Interactive Writing lesson. The required materials are chart paper, dark markers, correction tape, and a pointer. Other materials that enhance the lesson include an easel, a magna doodle, wikki sticks, and highlighting tape.

The text that is created during an Interactive Writing lesson must be error free. The text can be displayed in the classroom or in books, to be later referred to during shared reading or independent reading times. Students also

use the result of an Interactive Writing lesson as a model for independent writing.

Another piece to the balanced literacy model for writing is Interactive Editing. Interactive Editing is when students and the teacher work together to edit, or change, error-free text (Swartz, Klein, Shook 2001). There are three types of Interactive Editing: listing key content words and paraphrasing, edit a long piece to a shortened one, and stating the same information in a different writing genre. During any of these, students and the teacher are discussing the meaning of text, modeling ways to rewrite text, discussing author's purpose, and determining important information.

The last component of this project's balanced literacy framework is independent writing. When students read independently they practice what they have learned, when students write independently they do the same. This writing is done with minimal support. It is through evaluating independent writing that the teacher can create appropriately needed mini-lessons in her literacy program.

In conclusion, this project's balanced literacy framework is supported by multiple researched-based components. The students in a balanced literacy classroom

have multiple opportunities to engage in oral and written language. They are supported by a knowledgeable teacher that has many different ways to support the learning needs of all students.

## CHAPTER THREE

### METHODOLOGY

The catalyst to this project was the Language Arts Methods course that I took at California State University San Bernardino in Winter 2002. During this course I realized that there was more to teaching Language Arts than following the teacher's manual to a Language Arts series. Teachers need to employ many teaching strategies, including, but not limited to the ones described in this project, in order to reach all learners. I knew that I needed to start small to get my school site interested, so the intersession model is where I thought I would begin.

The first item to be decided is what the themes would be for the two-week sessions. To decide this I turned to the California State Standards for Science and Social Studies. United States history was a recurring theme in every grade level to some extent. I did not want to choose topics that were specifically taught that year, because I did not feel as though the teachers would appreciate it, so instead I wanted to choose themes that were historical introductions to common events in today's times.

I went to several teacher stores to find information on the themes I chose, most notably, The Little Red School House in San Bernardino, CM School Supply in Riverside, and A+ Teaching in Murrieta. I also spent time on the Internet, in our school library, and with other teachers gathering all the resources possible. At this point I had quite a bit of information to sift through, and after a considerable amount of time, I put together my final two themes to work with, Early Civil Rights and Thomas Jefferson.

The next step, and most important, was to decide what teaching strategies to include in the project. I knew that the strategies needed to be a balanced literacy approach that provided many literacy opportunities for students. I also had to consider that these strategies would need staff development, so I had to consider the early literacy programs in our area. After reviewing the literature for this project, it was clear to me that the CELL (California Early Literacy Learning) program fit our needs and was reasonably local to our district.

The CELL training framework for prek-3 includes oral language development, phonological skills, read aloud, shared reading, guided reading, independent reading,

Interactive Writing and independent writing. The literacy components in the project reflected this framework, because, I was hoping that our school would opt for this training and I wanted this project to be a building block for staff support.

The next step was to take all the information that I had and actually put the lesson plans together. This was easiest done in a file folder format, allowing one folder for each day of instruction. Each day's folder contains the lesson plan format, the materials needed, examples, and teacher background information.

The final step was predicting any problems that the teacher might have with this balanced literacy model. After putting this project together, it was evident that the teacher would not be able to use the lesson plans to its fullest extent, if she did not understand how to teach all the literacy components. I felt as though my staff could adequately teach all components except Interactive Writing and Interactive Editing. So with the help of a fellow teacher, Amy James, I put together an inservice for Interactive Writing and Interactive Editing. The option was open for any and all teachers in the district to attend

these inservices. However, full staff development training in all components is highly recommended.



CHAPTER FOUR  
SUMMARY, CONCLUSIONS,  
AND RECOMMENDATIONS

Summary

This project was created to fulfill a need at Chester W. Morrison Elementary School in Menifee, CA. The project consisted of two, two-week thematically planned units containing the components of a research balanced literacy framework.

The project's daily plans includes read alouds, shared readings, guided reading, independent student activities, prompts for independent and Interactive Writing, and suggestions to foster fine and performing arts.

The project contains two PowerPoint presentations on Interactive Writing and another on Interactive Editing and handouts for staff inservices on these topics.

Conclusions

Chester W. Morrison is on a year-around school schedule; therefore they do not have the opportunity to offer summer school to at risk students. This project responded to a need that this site had in planning a two-

week intervention program for at risk second and third grade students.

This project used research-based literacy components to reach the needs of all students in the class. These components foster multiple literacy opportunities for students, and allow for maximum time spent on the student's instructional needs. During each block of time, there is a built in opportunity for the teacher to work with students with the most needs, while other students are working independently.

This project received high praises of the site administrators and the teachers that were involved in teaching the program during the trial stages. The program was adjusted slightly due to feedback from the teachers, but remains for the most part in the original form.

The most positive feedback described the program as comprehensive and teacher friendly. The teachers felt as though the students learned a significant amount of information in the short time provided due to the thematic planned activities. Teachers were also particularly interested in more training and information about Interactive Writing.

## Recommendations

One of the limiting factors of this project that can be resolved is the staff training in a balanced literacy program. This author recommends that Chester W. Morrison's teachers go through the literacy training offered by the Foundation for California Early Learning Literacy (CELL). This foundation is local to the school site and has had documented success in raising test scores in CELL trained schools (Swartz, Shook & Klein 2002).

Another factor was locating read aloud books and grade level appropriate books for the themes in this project. With the approval of site administration, the librarian has been requested to order more grade level appropriate reading materials for the topics in this project. In addition, administration is looking in to purchasing more non-fiction guided reading books.

APPENDIX A  
INTERSESSION SESSION ONE

Abraham Lincoln  
Intersession Day One

Read Aloud

-A Picture Book of Abraham Lincoln, by David A. Adler

Movie

-*President Abraham Lincoln*, Living History Productions

Guided Reading/Independent Activities

-Abraham Lincoln Layered Book (101-105), *U.S. History Little Books: Famous People*, Teacher Created Materials

-Honest Abe Crossword Puzzle (8), *Patriotic Puzzlers*, Teacher Created Materials

-Our Sixteenth President Wordsearch (10), *Patriotic Puzzlers*, Teacher Created Materials

Independent Writing/Guided Writing:

-What I know about Abraham Lincoln so far... brainstorm (Students brainstorm all the things that they have learned about Abe Lincoln thus far today)

-Share Out: Students all share one different idea and you write them on the board, creating a word bank

-Discuss how to put ideas into categories (young Abe, married Abe, Civil War,... )

Interactive Writing:

-Interactively write the first paragraph of an Abraham Lincoln summary report

-Students write out the paragraph on their own paper in their best writing (it is going to be put in a book later.....)

Shared Reading:

-Abraham Lincoln (99), *U.S. History Little Books: Famous People*, Teacher Created Materials

Math:

-Penny Wise President's Day (5), *1Patriotic Monuments & Memorials*, Teacher Created Materials

-A Presidential Nickname (11), *Patriotic Puzzlers*, Teacher Created Materials

Performing Arts:

- "Good Old Abe, Honest Abe" (30-31), *15 Plays About Famous Americans for Emergent Readers*, Scholastic

Abraham Lincoln  
Interession Day Two

Shared Reading:

-Abraham Lincoln (99), *U.S. History Little Books: Famous People*, Teacher Created Materials

Guided Reading/Independent Activities

-In Memory of Lincoln Memorial (5), *Great American Patriots*, McGraw-Hill Children's Publishing

-Abraham Lincoln Crossword Puzzle (9), *Patriotic Puzzlers*, Teacher Created Materials

-Our Sixteenth President Wordsearch (complete) (10), *Patriotic Puzzlers*, Teacher Created Materials

Read Alouds:

-*Abe Lincoln Remembers*, by Ann Turner, Harper Collins (2001)

-*Young Abraham Lincoln: Log-Cabin President*, by Andrew Woods, Troll (1992)

Interactive Writing:

-Interactively write the second paragraph of an Abraham Lincoln summary report

-Students write out the paragraph on their own paper in their best writing (it is going to be put in a book later.....)

Independent Writing:

-Use the question prompts from the book, ...If You Grew Up With Abraham Lincoln, by Ann McGovern

-Each student can choose a question from the list to use as the topic of a letter to Abraham Lincoln. In the letter, the student should answer the question about his/her life, currently and the letter will end with the question prompt off the list

Performing Arts:

-*"Good Old Abe, Honest Abe"* (30-31), *15 Plays About Famous Americans for Emergent Readers*, Scholastic

## ...If You Grew Up With Abraham Lincoln

Where would you live?

What kind of house would you live in?

What was the furniture like?

What kind of clothes did people wear on the frontier?

Where did people get their food?

What would you do with the money you earned?

What would you do for fun?

Would you go to school?

What did the schoolhouse look like?

What were your teachers like?

What would you learn in school?

How would you travel?

What happened when you get sick?

How would you send a letter?



Black Americans  
Intersession Day Three

Read Aloud:

-Slavery in the United States (35), *1Patriotic Monuments & Memorials*, Teacher Created Materials

Guided Reading/Independent Activities

-Slavery in the United States (little book) (37-42), *Patriotic Monuments & Memorials*, Teacher Created Materials

Shared Reading:

-Black Americans (w/ comprehension sheet) (58), *Our Flag*, Teacher Created Materials

Independent Writing:

-Use the question prompts from the book, *...If You Grew Up With Abraham Lincoln*, by Ann McGovern, Scholastic 1992

-Each student can choose a question from the list to use as the topic of a letter to Abraham Lincoln. In the letter, the student should answer the question about his/her life, currently and the letter will end with the question prompt off the list

Interactive Writing:

-Continue with the Abraham Lincoln piece started Day One

Read Aloud:

-*Minty, A Story of Young Harriet Tubman*, by Alan Schroeder/Jerry Pinkney, Dial Books (1996)

# Black Americans

Most people came to America because they wanted to come. Some came to be free. Some came to get rich. But some came as slaves.

Many people started farms in what are now the southern states of America. The farms grew very large. More workers were needed. So men from America sailed to Africa. They captured many of the black people who lived in Africa. They brought the slaves to America. The slaves were forced to work on the farms. They were treated very badly. Black people were slaves in America for many years. Slavery in America ended when Abraham Lincoln made it against the law to own slaves.

Today all Americans are free. Free Americans are every color.

Harriet Tubman  
Intercession Days Four and Five

Read Aloud:

-*A Picture Book of Harriet Tubman*, by David A. Adler, Holiday House Publishing (1992)

Guided Reading/Independent Activities

-Harriet Tubman (little book)- a two-day activity when done correctly (128-135), *U.S. History Little Books: Famous People*, Teacher Created Materials

-The Underground Railroad (12), *Great American Patriots*, McGraw-Hill Children's Publishing

Shared Reading:

-Harriet Tubman (w/ comprehension sheet) (45), *Our Flag*, Teacher Created Materials

Independent Writing: (finish from yesterday)

-Use the question prompts from the book, ...If You Grew Up With Abraham Lincoln, by Ann McGovern

-Each student can choose a question from the list to use as the topic of a letter to Abraham Lincoln. In the letter, the student should answer the question about his/her life, currently and the letter will end with the question prompt off the list

-Students share their letters that they wrote to Abraham Lincoln

-Then after everyone has finished their letter, you can or they can read the corresponding page in the book

Interactive Writing:

-Finish the Abraham Lincoln piece started Day One

Read Aloud:

-*Young Harriet Tubman: Freedom Fighter*, by Anne Benjamin, Troll 1992

Performing Arts:

-*"Follow The North Star"*, (32-33), *15 Plays About Famous Americans for Emergent Readers*, Scholastic

Movie:

-Harriet Tubman, Nest Entertainment

## Harriet Tubman: Runaway Slave

Harriet Tubman was born a slave but became a **leader** of the antislavery **struggle**. She began working in the fields as a young **child** so she never learned to read or write. After she had escaped to the North and **freedom**, she helped other slaves escape.

Harriet Tubman was the most famous leader of the "Underground Railroad" gave black people a **quick** and **secret** way to escape to the North and Canada. Over 300 slaves were helped to freedom by Harriet Tubman. On one of her nineteen trips, she helped her parents escape.

Gettysburg/Rosa Parks  
Intersession Day Six

Read Aloud:

-*The Gettysburg Address*, by Stuart A. Kallen, Abdo Consulting Group (1994)

Guided Reading/Independent Activities

-Gettysburg (little book) (13-16), *U.S. History Little Books: Famous Places*, Teacher Created Materials

Shared Reading:

-Gettysburg Address (11), *U.S. History Little Books: Famous Places*, Teacher Created Materials

Independent Writing:

-Fredrick Douglas Prompt (), *Our Flag*, Teacher Created Materials

-Start rough draft of own autobiography

Read Aloud:

-*A Picture Book of Rosa Parks*, by David A. Adler, Holiday House (1993)

-*Rosa Parks*, by Klingel/Noyed, published by The Child's World (2002)

Performing Arts:

-*"Rosa Parks Rides the Bus"* (45-46), *15 Plays About Famous Americans for Emergent Readers*, Scholastic

Martin Luther King Jr.  
Intersession Day Seven

Read Aloud:

- Martin Luther King, Jr.*, by Lola Schaefer, Capstone Press (1999)
- Young Martin Luther King, Jr.*, by Joanne Mattern, Troll Associates (1992)

Guided Reading/Independent Activities

- “I Have A Dream!” (115-125), *U.S. History Little Books: Famous People*, Teacher Created Materials

Shared Reading:

- Martin Luther King Day (4), *1 Patriotic Monuments & Memorials*, Teacher Created Materials

Independent Writing:

- Finish autobiography from yesterday

Movie:

- Our Friend, Martin: A Magical Movie Adventure* (60 minute movie, only show half), CBS/Fox Company 1998

Performing Arts:

- “He Had A Dream” (43-44), *15 Plays About Famous Americans for Emergent Readers*, Scholastic

Martin Luther King Jr.  
Intersession Day Eight

Read Aloud:

-...*If You Lived at the Time of Martin Luther King*, by Ellen Levine (Choose some of the pages of interest.), Scholastic (1994)

Guided Reading/Independent Activities

-A Great Speech (7), *Patriotic Puzzlers*, Teacher Created Materials

-I Have a Dream crossword-small (4), *Patriotic Puzzlers*, Teacher Created Materials

-Martin Luther King Jr. Word Search (6), *Patriotic Puzzlers*, Teacher Created Materials

Shared Reading:

-Martin Luther King Day

Independent Writing:

-Write the rough draft for My Dream Is...

Movie:

-Our Friend, Martin: A Magical Movie Adventure (60 minute movie, show the other half)

Performing Arts:

-"He Had A Dream" (43-44), *15 Plays About Famous Americans for Emergent Readers*, Scholastic

Martin Luther King Jr.  
Intersession Day Nine

Read Aloud:

-...*If You Lived at the Time of Martin Luther King*, by Ellen Levine (Choose some other pages of interest.), Scholastic (1994)

Guided Reading/Independent Activities

-Dr. Martin Luther King Jr. small book (32), 1 *Our Flag*, Teacher Created Materials  
-Martin Luther King Jr. Crossword -large (5), *Patriotic Puzzlers*, Teacher Created Materials

Independent Writing:

-Write the final draft for My Dream Is...

Performing Arts:

- "He Had A Dream" (43-44), 15 *Plays About Famous Americans for Emergent Readers*, Scholastic



The First Thanksgiving  
Intercession Day Ten

Read Aloud:

-The First Thanksgiving (overhead with vegetables on it) (116), *U.S. History Little Books: Famous Events*, Teacher Created Materials

-*The First Thanksgiving Feast*, Joan Anderson, published by Clairon Books (1984)

Guided Reading/Independent Activities

-The First Thanksgiving Lift Tab Book (116-122), *U.S. History Little Books: Famous Events*, Teacher Created Materials

Shared Reading:

-The First Thanksgiving and Comprehension Worksheet (60), *Our Flag*, Teacher Created Materials

Independent Writing:

-I Am Thankful (16), *Patriotic Monuments & Memorials*, Teacher Created Materials

Math:

-Thanksgiving Day Feasts (15), *Patriotic Monuments & Memorials*, Teacher Created Materials

APPENDIX B  
INTERSESSION SESSION TWO

Declaration of Independence  
Intercession Session Two  
Day One

Read Aloud

-*The Declaration of Independence*, by Stuart Kallen

Movie

-"American History for Children: American Independence"

Guided Reading/Independent Activities

-Declaration of Independence pop-up book (46-51), *U.S. History Little Books: Famous Events*, Teacher Created Materials

Shared Reading:

-The Declaration of Independence (signed by..) (11), *1Patriotic Songs & Symbols*, Teacher Created Materials

Interactive Writing

-Journal/Discussion topics: What does it mean to be independent? Are you independent? When will you be? How will you prove your independence?

-Start a class poem...What Independence Means To Us..

Fourth of July  
Interession Session Two  
Day Two

Read Aloud:

-*The Story of The Declaration of Independence*, By Norman Richards

Guided Reading/Independent Activities:

-Fourth of July Fun! Crossword puzzle (25), *Patriotic Puzzlers, Teacher Created Materials*

-Fourth of July Code (28), *Patriotic Puzzlers, Teacher Created Materials*

Shared Reading:

-The First Fourth (10), *1Patriotic Monuments & Memorials, Teacher Created Materials*

Independent Writing:

-Journal/Discussion topics: How does your family celebrate the fourth of July. Use descriptive words - sight, smell, feel, hear, who are you with, where are you, etc.

Interactive Writing

-Continue class poem...What Independence Means To Us...

# The First Fourth

Have you every wondered what the first Fourth of July celebration was like? It was on July 4, 1777. This was one year after the Declaration of Independence was signed. The dark sky above Philadelphia glowed with the blaze of many bonfires. Candles burned in the windows of people's homes. Bells rang. Big cannons were fired from ships nearby. We have had a Fourth of July holiday ever since.

Fourth of July  
Intersession Session Two  
Day Three

Read Aloud

- Independence Day*, by Helen Frost
- America's Birthday-The Fourth of July*, by Tom Shachtman

Guided Reading/Independent Activities

- Happy Birthday, USA! Crossword puzzle (26), *Patriotic Puzzlers*, Teacher Created Materials
- A Patriotic Holiday- wordsearch (27), *Patriotic Puzzlers*, Teacher Created Materials

Shared Reading/Art:

- The First Fourth (10), *1Patriotic Monuments & Memorials*, Teacher Created Materials
- Draw a mural describing all the things in the Read Aloud entitled the First Fourth

Interactive Writing:

- Continue class poem... What Independence Means To Us...

Liberty Bell  
Intersession Session Two  
Day Four

Read Aloud

- The Liberty Bell (18), *Patriotic Songs & Symbols*,  
Teacher Created Materials

Guided Reading/Independent Activities

-Fast Facts to go with the Liberty Bell read aloud  
(9), 1*Patriotic Songs & Symbols*, *Teacher Created Materials*  
-Liberty Bell poem and wordsearch (9), 1*Patriotic  
Songs & Symbols*, *Teacher Created Materials*

Interactive Writing:

-Begin decorations to go with the Independence Poem.  
What symbols should be displayed with the poem?

Shared Reading:

-The Liberty Bell (discuss poem structure and ways to  
read it with expression)

Art:

-Create the Liberty Bell using balled up pieces of  
tissue paper

# The Liberty Bell

Listen.

“Did you hear it?” the  
people shout.

The Liberty Bell just rang  
out

From its tower in the hall.

Did you hear it? It seems  
to call,

Come one, come all.

Listen



Independence Hall  
Intersession Session Two  
Day Five

Read Aloud

- Independence Hall (118), *U.S. History Little Books: Famous Places*, Teacher Created Materials

Guided Reading/Independent Activities

-Independence Hall Replica (119-123), *U.S. History Little Books: Famous Places*, Teacher Created Materials

Interactive Writing:

-Continue decorations to go with the Independence Poem. What symbols should be displayed with the poem?

Shared Reading:

-Independence Hall story (10), *1Patriotic Songs & Symbols*, Teacher Created Materials

Art:

-Continue the Liberty Bell using balled up pieces of tissue paper

Monticello  
Intersession Session Two  
Day Six

Read Aloud

- *The Story of Monticello*, by Norman Richards, Children's Press (1970)
- *Thomas Jefferson: A Picture Book Biography*, by James Cross Giblin

Guided Reading/Independent Activities

-Monticello lift tab book (110-117), *U.S. History Little Books: Famous Places*, Teacher Created Materials

Shared Reading:

-Thomas Jefferson's House with bar graph (4), *Great American Patriots*, McGraw-Hill Children's Publishing

Independent Writing/Art:

-Topic: Thomas Jefferson believed that his greatest accomplishment in his life was his house. Your challenge is to create your dream house. What would it have inside, outside, etc. How many stories, windows, bedrooms, bathrooms? What technology would it have? Describe the outside as well. What decorations, plants, animals, etc. would you have?

-Draw a picture(s) that shows your dream home.

Lewis and Clark  
Intercession Session Two  
Day Seven

Read Aloud

- *The Travels of Lewis and Clark*, by Lara Bergen
- *Lewis and Clark*, by Jon Noonan

Guided Reading/Independent Activities

-Lewis and Clark book (29-31), *U.S. History Little Books: Famous People*, Teacher Created Materials

Independent Writing/Art:

-Topic: Have you ever gone on an expedition? How about a hike?

-Imagine a forest that you have never been to. You need to get to the other side. What is your plan going to be? What will the surroundings be like? What animals and insects will you encounter? How will you feel? What will you see? What will you hear? What will you smell? What will you eat and drink? Where will you sleep? What did you need to take?

-Draw a picture/map to describe your journey.

Interactive Writing:

-Review yesterday's journal topic and see what students had in common. Then begin having the class apply these ideas to the dream school. Brainstorm all ideas today.

St. Louis Arch  
Intersession Session Two  
Day Eight

Read Aloud

- The St. Louis Arch -Gateway to the West (56), *U.S. History Little Books: Famous Places*, Teacher Created Materials

Guided Reading/Independent Activities

- The St. Louis Arch -Gateway to the West pop-up book (58-64), *U.S. History Little Books: Famous Places*, Teacher Created Materials

Independent Writing/Art:

-continue working on yesterday's topic

-Topic: Have you ever gone on an expedition? How about a hike?

-Imagine a forest that you have never been to. You need to get to the other side. What is your plan going to be? What will the surroundings be like? What animals and insects will you encounter? How will you feel? What will you see? What will you hear? What will you smell? What will you eat and drink? Where will you sleep? What did you need to take?

-Draw a picture/map to describe your journey.

Interactive Writing:

-Using the brainstorm from yesterday, begin writing about the dream school today.

Mount Rushmore  
Intercession Session Two  
Days Nine and Ten

Read Aloud

- Mount Rushmore (37), *U.S. History Little Books: Famous Places*, Teacher Created Materials

Guided Reading/Independent Activities

- Mount Rushmore pop-up book (39-46), *U.S. History Little Books: Famous Places*, Teacher Created Materials
- Mount Rushmore scrambled sentences (19), *Patriotic Songs & Symbols*, Teacher Created Materials

Shared Reading:

-Mount Rushmore (29), *Patriotic Monuments & Memorials*, Teacher Created Materials

-Instead of writing about the four presidents to be included, have students write about the four people in their life to be included.

Independent Writing/Art:

-Finish this week's journal topics and artwork

-Topic: Have you ever gone on an expedition? How about a hike?

-Imagine a forest that you have never been to. You need to get to the other side. What is your plan going to be? What will the surroundings be like? What animals and insects will you encounter? How will you feel? What will you see? What will you hear? What will you smell? What will you eat and drink? Where will you sleep? What did you need to take?

-Draw a picture/map to describe your journey.

Interactive Writing:

-Conclude writing about the dream school. Be sure to decorate the finished product using ideas from the writing.

APPENDIX C  
INTERSESSION PROJECT REFERENCES

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APPENDIX D

INTERACTIVE WRITING POWERPOINT

# Interactive Writing



Connecting What Children Read  
and Write



## A Balanced Literacy Program



- Read Alouds
- Shared Reading
- Guided Reading
- Independent Reading
- Language Experience
- Modeled Writing
- Interactive Writing
- Guided Writing
- Independent Writing

## Read Alouds

- Enrich vocabulary
- Model fluency
- Develop comprehension strategies
- Allow exposure to multiple genres
- Improve listening skills
- Foster love and enthusiasm for reading

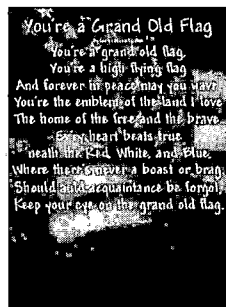


## Shared Reading

- Is a process where students and teacher read together
- Supports fluent and expressive reading
- Provides learning experiences in context, concepts, and skills
- Encourages participation in a non-threatening way
- Model comprehension strategies
- Demonstrates the process of reading



## Shared Reading Example



## Guided Reading



- Is small homogeneous group reading lessons
- Using instructional level books that focus on supporting and observing students' use of reading strategies
- Students read the same text at the same time, but not chorally

## Independent Reading



- ⊗ Allows children independent opportunities to use strategies learned in guided reading
- ⊗ Allows independent rereading of shared readings, familiar books, and INTERACTIVE WRITINGS
- ⊗ Allows children to take responsibility for their own learning

## Language Experience

- ⊗ Individual children dictate while teacher records
- ⊗ Teacher demonstrates letter formation, word and sentence construction, writing conventions, and correct punctuation
- ⊗ Based on child's oral language, which is therefore more sophisticated than independent writing
- ⊗ Motivates rereading of text
- ⊗ Often referred to as Shared Writing when done with a whole group



## Modeled Writing

- ⊗ Teacher writes a message such as class schedule, morning news, center directions, or note to class while in front of the class
- ⊗ Teacher thinks aloud entire process (capitals, letter-sound relationship, punctuation, complete thoughts)
- ⊗ Teacher draws attention to rhyming words, sequence of events, and familiar words
- ⊗ Shows children that writing serves a purpose

## Interactive Writing

- ⊗ Every child is given the opportunity to participate in the writing experience
- ⊗ Directly and explicitly teaches phonology and word analysis
- ⊗ Teach children connections between what they read and what they write
- ⊗ Teaches writing with a purpose in context

More to come...



## Guided Writing

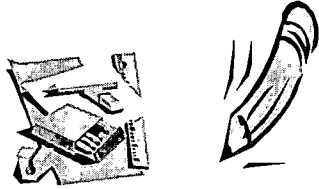
- ⊗ Is small homogeneous group writing lessons
- ⊗ Provides instruction through mini-lessons
- ⊗ Guides children through the writing process to produce high quality writing



## Independent Writing

- ⊗ Allows students to practice what has been learned in interactive writing
- ⊗ Fosters creativity and ability to compose
- ⊗ Students write for different purposes and audiences
- ⊗ Includes all writing children do with minimal support

# Interactive Writing



## Definition

- "A teaching method in which children and teacher negotiate what they are going to write and then share the pen to construct the message."
- "A powerful way to support literacy learning in children."

Interactive Writing & Interactive Editing  
Stanley L. Swartz, Adria F. Kite, & Rebecca E. Shook

## Interactive Writing

- Is cooperative
- Is fun
- Provides a way for children to share duties as scribe and "own" the written product
- Enables student engagement in the encoding of writing and decoding of reading



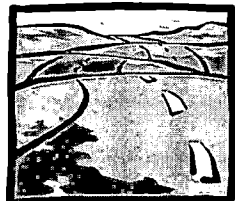
## Interactive Writing

- Creates text based experiences from common experiences
- Shows connections between what children read and what they write
- Teaches skills in authentic ways
- Takes prior knowledge a step further



## Interactive Writing

- Is a pathway for standards based teaching



## Language Arts Standards

- a) Spacing
- b) Penmanship
- c) Word analysis
- d) Decoding
- e) Vocabulary development
- f) Organization
- g) Focus
- h) Sentence structure
- i) Grammar
- j) Punctuation
- k) Spelling
- l) Genre

## Interactive Writing Preparation

- ⊗ Know children's strengths
- ⊗ Recognize student interests
- ⊗ Build upon shared experiences
- ⊗ Know grade level standards

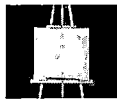


## Setup



- ⊗ Classroom area with access to resources in the room
- ⊗ An unobstructed view for each child
- ⊗ Establish a non-threatening and forgiving environment

## Materials



- |                    |                      |
|--------------------|----------------------|
| ⊗ Required:        | ⊗ Optional:          |
| a) Chart paper     | a) Easel             |
| b) Dark markers    | b) Magna Doodle      |
| c) Correction tape | c) White board       |
| d) Pointer         | d) Wikki Stix        |
|                    | e) Highlighting tape |



## Setup



- ⊗ Classroom area with access to resources in the room
- ⊗ An unobstructed view for each child
- ⊗ Establish a non-threatening and forgiving environment

## Student Materials (optional)

- ⊗ Whiteboard with marker and eraser
- ⊗ "Interactive" paper
- ⊗ Pencil
- ⊗ Eraser
- ⊗ Clipboard



## Reference Materials

- ⊗ Name chart
- ⊗ ABC chart with upper and lower case letters
- ⊗ High frequency word list
- ⊗ Word wall
- ⊗ Word banks
- ⊗ Dictionaries
- ⊗ Thesaurus
- ⊗ Shared Readings
- ⊗ Other Interactive Writings



### Tips and Techniques

- BE PREPARED! Interactive writing needs to be upbeat, active, and fast paced
- Choose a writer who will be successful
- Before writing each new word, have children reread words that have been written using a pointer

### Tips and Techniques

- Support the writer to ensure success
- Mistakes are certain, which is why correction tape is a necessity
- A finished product will not have mistakes



**GET AWAY!**  
CORRECTION TAPE

### Tips and Techniques

- Continue working on text keeping in mind what teaching points will be focused on
- Reread the work with children after each appropriate grade level addition using a pointer
- While a student is writing, use the time to make teaching points with the rest of the class

What do I do  
with the rest of  
the class?



- Clap syllables
- Stretch words (move hands slowly apart like a rubber band)
- Brainstorm rhyming words
- Brainstorm word families
- Brainstorm word analogies
- Write on whiteboards
- Write on "interactive" paper
- Write in the air, on the floor, on shoe, leg, hand, or knee



### Interactive Writing Types

- Transcription - Reconstructing an existing text
- Innovation - Changing a familiar text
- Negotiation - Original



## Transcription

- ⊗ Taken from a poem, chant, song, or book
- ⊗ Text is committed to memory
- ⊗ Not a copying task
- ⊗ Best used with young children
- ⊗ Focuses on writing and word work



## Innovation

- ⊗ Type of interactive writing in which the task is to change a part of familiar text
- ⊗ Same language, structure, or pattern is used

## Negotiation

- ⊗ New original text is created
- ⊗ Teacher and children work together to develop writing based on a shared experience
- ⊗ Aspects of writing such as topic, genre, word choice and order are negotiated

## After Negotiation

- ⊗ Have the children repeat the sentence
- ⊗ Have the children say the sentence to you, to a neighbor, to the sky, to their hands
- ⊗ Have the children say the sentence in different voices (whisper, robot, loud, scary, etc)

## After Negotiation

- ⊗ Have children count words in the sentence as they are repeating it (you can draw a line to represent each word as they repeat it to increase one-to-one correspondence)



## Classroom Management

- ⊗ Establish routines that allow maximum interaction, but little distraction
- ⊗ Students are in an area with easy access to easel and where everyone can see
- ⊗ Many variations- Raise hand?





## Classroom Management

- Direct attention to class, not to student writing

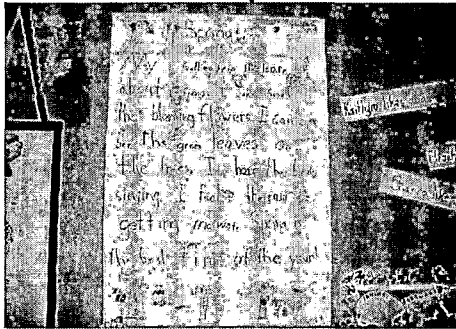


- Kinesthetically involve the rest of the class (clap syllables, exercise to number of words/letters, sky-write, write on interactive paper, white board)

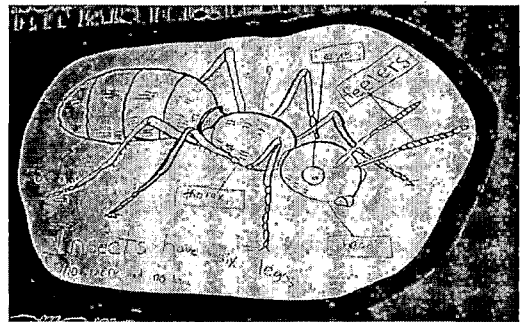
## Example



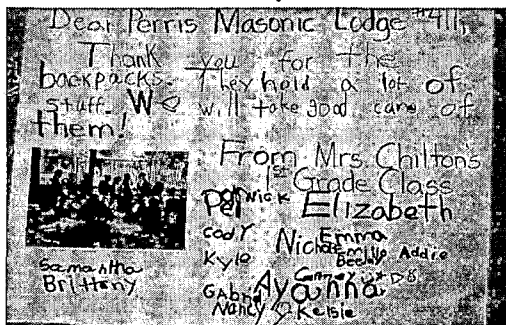
## Example



## Example



## Example



## Points to Remember

- The finished product is not what's most important
- Direct teaching points during the process is the goal of interactive writing
- Children will use the finished product as a source because they assume ownership of it

## Using the Product of Interactive Writing

- Shared Reading
- Spelling resource
- Content (summary, steps in a process, concept map etc...)
- Language conventions
- Vocabulary in context



## Extensions

- Story maps
- Class big books
- Interactive editing to support independent writing
- Smaller versions of a big book can be created for individual use



## Cooperative Writing

- Used when the process of interactive writing is mastered
- Cooperative groups gather to create sentences or paragraphs depending on age group
- Then, the whole class gathers to edit work and post a correct final product



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- Whole Lot of Learning Goin' On, Ron Boren



APPENDIX E  
INTERACTIVE EDITING POWERPOINT

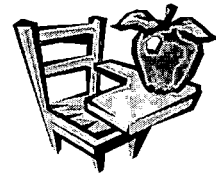


# Interactive Editing

Creating Flexibility in Your Independent Writer

## Editing Vs. Revising

- Editing is changing error-free text
- Revising is making the text error-free



## Interactive Editing Definition

- Teacher and students work together to "edit" correct or error-free text.



## Purposes of Interactive Editing

- A strategy that supports comprehension through discussion
- A way to teach students different writing types, styles, and purposes

Taken from *Interactive Writing & Interactive Editing* by Stanley L. Swartz, Adria P. Klein, & Rebecca E. Shock



## Supplies



- Overhead projector and supplies
- Text on transparency or chart paper
- Magna Doodle
- Chart paper/markers
- Highlighting tape
- Wikki Stix
- Hard copy of reading for each student



## What Happens...



- Teacher and/or students read the text
- Discuss the meaning of the text
- Model and think aloud the editing procedure
- Edit the text and discuss the work in progress
- Teacher shows the work on the overhead
- Students record work on their copy

Taken from page 92 in *Interactive Writing & Interactive Editing*

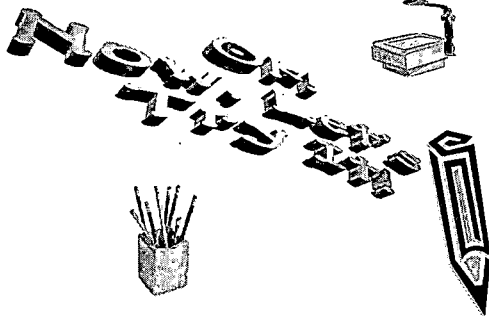
## Types of Interactive Editing

- Determining and listing key content words
- Next Step: Paraphrasing
- Editing to a shortened piece
- Changing writing categories



## Determining and Listing Key Content Words

- Most basic form of Interactive Editing
- Explicitly teaches students to locate key content words in text through meaningful collaborative discussion
- Used for creating word banks and word walls, group projects, and independent writing



## Next Step: Paraphrasing

- Taking the important words from key content word list and developing phrases from them.
- For example, interactively write sentences using word bank/key words



## Editing To a Shortened Piece

- Students locate words that are not critical to content
- Most writing contains only 18% content words
- Most are high frequency or modifiers





### Telegram

- A telegram is a shortened message
- Telegram options are sentence fragments, phrases, or complete sentences
- Students can be encouraged to change word order, form, or add words as long as meaning is maintained



Now On  
Shut-Down



### Changing Writing Genres

- Narrative to poetry
- Expository to narrative
- Expository to test-taking questions
- Narrative to reader's theater
- Expository to mystery
- Narrative to songs
- Etc...



Now On  
Transformation



### Concluding Thoughts

- Reread the edited work
- Discuss the impact of the work
- Students work in small groups
- Extend the writing into other activities
- Apply learning to independent writing



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