

## The Daily 5: Meaningful Literacy Activities that "Work Smarter, Not Harder"



Presented by:  
 Kim Kirby - [Kimberley.Kirby@psd.edu](mailto:Kimberley.Kirby@psd.edu)  
 Athena West - [Athena.West@psd.edu](mailto:Athena.West@psd.edu)

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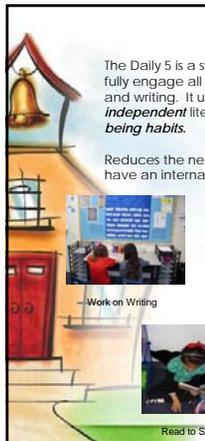
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## Philosophy

The Daily 5 is a student driven management structure designed to fully engage all students regardless of reading level in reading and writing. It uses practiced routines and procedures to foster *independent* literacy behaviors that are *ingrained to the point of being habits*.

Reduces the need to "manage" behaviors because students have an internal locus of control.



Work on Writing



Work on Words



Read to Self



Read to Someone



Listen to Reading

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## What Sets the Daily 5 Apart?

The Daily 5	Literacy Block with Centers
<ul style="list-style-type: none"> <li>• Student Driven</li> <li>• High Student Engagement</li> <li>• Meaningful reading and writing</li> <li>• Authentic reading and writing</li> <li>• Majority of time spent reading</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Driven</li> <li>• Low Student Engagement</li> <li>• Tends to be Busywork Activities</li> <li>• Artificial reading and writing</li> <li>• Little time spent reading</li> </ul>

"The typical teacher has children doing "stuff." How is what I am having children do creating readers and writers?" ~ Regie Routman

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## Benefits of the Daily 5

- Teaching of Independence
- 3 to 5 Focused Lessons
- Intentional Teaching
- Substantial Time for Students to Read and Write
- Integration of Reading and Writing
- Clearly Defined Instructional Routines that Accelerates Learning
- Builds Stamina for Students to Read and Write
- Articulated Student Behaviors that Create Highly Engaged Learners
- Students are Understanding and Monitoring their own Literacy Goals

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## Researched Based

"The Sisters" developed the Daily 5 after reading countless professional development books, such as *Best Practices in Literacy Instruction*, *What really Matters for Struggling Readers*, *Reading with Meaning: Teaching Comprehension in the Primary Grades*, *All Children can Write*, and *The Science of Spelling: The Explicit Specifics that Make Great Readers and Writers (and Spellers!)*



AND THEY FOUND...



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## Read to Self

"The best way to become a reader is to practice each day, with books you choose on your just-right level. It soon becomes a habit."



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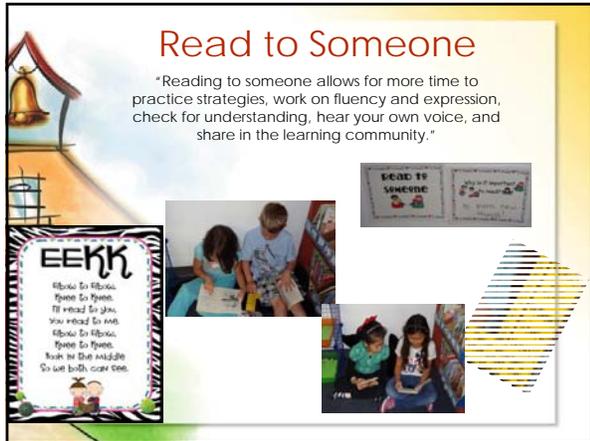
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### Read to Someone

"Reading to someone allows for more time to practice strategies, work on fluency and expression, check for understanding, hear your own voice, and share in the learning community."



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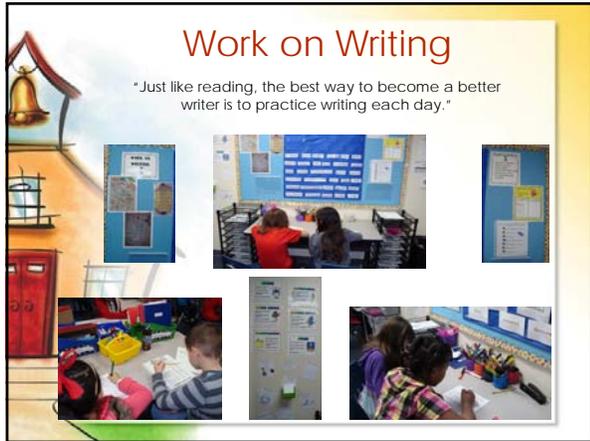
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### Work on Writing

"Just like reading, the best way to become a better writer is to practice writing each day."



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### Listen to Reading

"We hear examples of good literature and fluent reading. We learn more words, thus expanding our vocabulary and becoming better readers."



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## Work on Words

"Correct spelling allows for more fluent writing, thus speeding up the ability to write and get thinking down on paper. This is an essential foundation for writers."









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## Planning Your Day

*"When we follow routines day after day, our students can use their energy to grow as readers and learners rather than to figure out what we expect them to do. And we in turn, can focus our energy on teaching, not managing, our independent learners."* ~ Kathy Collins

- 10 min - mini lesson
- 20 min - Daily 5 round
- 10 min - mini lesson
- 20 min - Daily 5 round
- 10 min - mini lesson
- 20 min - Daily 5 round
- 10 min - mini lesson
- 20 min - Daily 5 round

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## Core Foundations

*"It's not enough to be busy, so are the ants. The question is: What are we busy about?"*  
~ Henry David Thoreau

**From "Management" to "Principled Habits"**

- Trusting Students
- Providing Choice
- Nurturing Community
- Creating a Sense of Urgency
- Building Stamina
- Staying out of the Students' Way

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## Trusting Students

- ❖ Meaningful learning requires respect between the teacher and students, as well as among the students themselves.
- ❖ When trust is combined with explicit instruction, our students acquire the skills necessary to become independent learners.
- ❖ Through lessons and guided practice, we gradually build behaviors that can be sustained over time so children can easily be trusted to management on their own.

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## Providing Choices

Students choose the order they complete the Daily 5 each day. When students have some say in the matter, you are much more motivated to complete the task.

**Purpose + Choice = Motivation**

They make their choices based on the following questions:

1. What are **my** goals in reading and writing?
2. What will I do first?
3. Whom will I work with?
4. What will I accomplish?
5. What was I working on yesterday that I want to continue today?

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## Nurturing Community

- ❖ A sense of community provides members ownership to hold others accountable for behaviors of effort, learning, order, and kindness.
- ❖ If a student is disrupting others, the community will join together to encourage, support, and hold the child accountable for his/her behavior.
- ❖ The "how-to's" for building community are an integral part of each and every lesson.

**The Differentiated Classroom**




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## Sense of Urgency

It is important to teach **WHY** we do things because it is human nature to need to know "What is in it for me?"

Creating urgency in learning establishes a culture where every moment of learning and practicing counts.

Begin with explicitly explaining **WHY** you do each of the Daily 5 choices.

When we begin each lesson with **WHY** we are taking time to teach the idea or concept, we consistently see more motivation and on-task behavior.

Children need to know that researchers say reading each day is the best way to become better readers and the best readers practice each day with books they choose.

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## Building Stamina

If we start a task that children have no stamina for or lack the ability to do... They are not only doomed to frustration and failure, but it will kill motivation to ever return to that activity on their own.

When students begin anything of importance, they deserve to have a teacher that **lays the foundation for success, supports them, cheers them on, and helps them succeed.**

As teachers, we need the kids to be independently engaged in worthwhile activities so we can use our time to individualize instruction for every student.

***Increase student stamina 1 minute at a time! Even the youngest of students can achieve this goal.***

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## Stay Out of the Way

This is a difficult, but an empowering lesson to learn!!

Once they understand what is expected of them, have practiced strategies, and built their stamina,

**GET OUT OF THE WAY & LET THEM READ!!**

We want them to make decisions on their own & to monitor themselves regarding their progress.

Resist the urge to consistently reinforce on-task behavior... It only distracts the kids and leads them to not be independent.

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## Expectations

*(Explore, Round 1)*

You will be given 10 minutes of Explore time, much like the kids are given time to work during the Daily 5. Here are our expectation during the explore phase...

1. Get Started Right Away
2. Stay in One Spot
3. Use Level 0 or 1 Voices
4. FOCUS on Your Work
5. Choose Your Job Wisely
6. No Switching
7. Return to your seat promptly when the chimes ring

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## Explore, Round 1

Goals

Reading:

- Determine the benefits of *Read-to-Self* and *Read-to-Someone*
- Compare and Contrast *Read-to-Self* and *Read-to-Someone*
- Explore the components of *Read-to-Self* and *Read-to-Someone*

Writing:

- Determine the benefits of *Working on Words* and *Working on Writing*
- Brainstorm various methods students can *Work on Words* and *Work on Writing*
- Explore the materials needed to *Work on Words* and *Work on Writing*

Computer:

- Explore Raz-kids
- Explore Write Source
- Explore Tumble Books (PISD library website)

Read to Self	Read to Someone	Work on Writing	Work on Words	Listen to Reading
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## Launching the Daily 5

Creating a routine allows the kids to use their energy to grow as readers rather than on figuring out what we expect them to do.

1<sup>st</sup> Days of School

- Establish a gathering place for brain and body breaks
- Developing the concept of "good-fit" books through a series of lessons
- Creating anchor charts with students for referencing behaviors
- Short, repeated intervals of independent practice
- Calm signals & check-in procedures
- Using the correct model/incorrect model approach for demonstrating appropriate behaviors.

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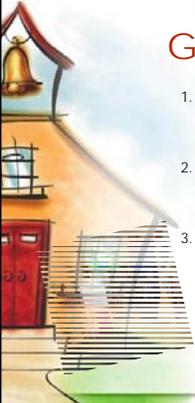
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## Establishing a Gathering Place

1. Need to have an open space large enough for the whole class to sit on the floor with charts, white board, ELMO, etc.
2. Students come together after each work session, coming to the gathering place signals a shift in activity and thinking
3. Allows kids time to change their brainwork and movement of their bodies

**Brain and Body Break**

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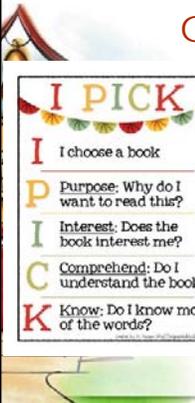
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## Good-Fit Books

I PICK

**I** I choose a book

**P** Purpose: Why do I want to read this?

**I** Interest: Does the book interest me?

**C** Comprehend: Do I understand the book?

**K** Know: Do I know most of the words?

1. Books the students can read with a 99% accuracy
2. Good-Fit Books include the child's...
  - Purpose for Reading
  - Interest in a Topic
  - Ability to Comprehend
  - Readability
3. First teach the kids to locate books that meet their Purpose and Interest, then to sample the text to see if they can comprehend and read the words.

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## Book Boxes

"Children in classrooms with the most books consistently outperform their peers in classrooms with little or no library."  
 ~Jim Trelease

1. Each child needs to have 3-8 good fit book in their box
2. Children will use these book right away on Day 1




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## Anchor Charts

1. A way to make thinking permanent and visible.
2. Class members can trace their work together, build on earlier learning, or simply remember a specific lesson.
3. Becomes part of the classroom decoration and is referred to often.
4. Records children's thoughts.
5. I-charts

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## Short Intervals of Repeated Practice

We often make the mistake of showing kids how to do something once, then expecting them to do it correctly ever after. Other mistakes we often make include giving the students too long to practice a skill they have no stamina for or not repeating the practice of a skill.

**10 Steps to Improve Muscle Memory**

1. ID what is to be taught
2. Set a purpose & sense of urgency
3. Brainstorm behaviors desired using I-Charts
4. Model most desirable behaviors
5. Show Incorrect Models - least desirable behaviors, then model most desirable again
6. Everyone practice & build stamina (3 min to start)
7. Teacher **STAYS OUT OF THE WAY**
8. Quiet Signal to come back to the meeting area
9. Group check-in - "How did you do?"
10. Repeat steps 1-9

As soon as even 1 student becomes off task, it is time to give the quiet signal to gather back together & review how it went.... ***Off task behaviors will become ingrained if you allow them to be practiced!!***

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## Signals and Check-In

- Need to TEACH students to Quickly respond to signal (chimes or other calming signal)
- Spend time the very 1<sup>st</sup> day of school teaching kids how to gather when they hear the chimes
- Create an anchor chart on what it should sound like & look like when you give the signal
- Every time you practice, go over the anchor chart to see if we were all successful
  - Add any new behaviors as needed
  - This develops students who actively & independently monitor/regulate their own learning

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### Correct Model/ Incorrect Model

- Discuss the attributes of the correct behaviors, then have a child demonstrate (while you quietly point out all the behaviors the student is correctly demonstrating)
- Give a child that wants to act out an audience right up front by having the child act out the incorrect behaviors
  - This gives us the opportunity to point out the incorrect behaviors & shape their behavior by having the same student then model the correct behaviors
- The beginning of the school year is all about establishing routines, defining expectations, practicing behaviors, and building stamina

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### Gradual Release of Responsibility Model

- Model for the whole class
- Guide students in practice using small groups
- Guide students in practice using pairs
- Provide students with independent practice in small increments
- Slowly increase the time being practiced correctly

***Critically Important!!!***  
*The tone is set in the early weeks of school when we take our time to move slowly & thoughtfully to build a solid foundation!!!*

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### Expectations

*(Explore, Round 2)*

You will be given 10 minutes of Explore time, much like the kids are given time to work during the Daily 5. Here are our expectation during the explore phase...

1. Get Started Right Away
2. Stay in One Spot
3. Use Level 0 or 1 Voices
4. FOCUS on Your Work
5. Choose Your Job Wisely
6. No Switching
7. Return to your seat promptly when the chimes ring

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## Explore, Round 2

Goals

**Reading:**

- Determine the benefits of **Read-to-Self** and **Read-to-Someone**
- Compare and Contrast **Read-to-Self** and **Read-to-Someone**
- Explore the components of **Read-to-Self** and **Read-to-Someone**

**Writing:**

- Determine the benefits of **Working on Words** and **Working on Writing**
- Brainstorm various methods students can **Work on Words** and **Work on Writing**
- Explore the materials needed to **Work on Words** and **Work on Writing**

**Computer:**

- Explore Raz-kids
- Explore Write Source
- Explore Tumble Books (PISD library website)

Read to Self
Read to Someone
Work on Writing
Work on Words
Listen to Reading

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## Integrating the CAFÉ Model

Whole group lessons are organized into the following categories....

- C omprehension
- A ccuracy
- F luency
- E xpanded Vocabulary

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## Integrating the CAFÉ Model

Language Arts Plans				
Week 88	Monday	Tuesday	Wednesday	Thursday
<b>Comprehension Focus Lesson: I can understand what I read</b>				
<ul style="list-style-type: none"> <li>Read/Write: "Wing Man" p. 8-10</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Read Selection: "Super Storm" p. 42-43</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Read Selection: "Super Storm" p. 42-43</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Read Selection: "Super Storm" p. 42-43</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Read Selection: "I Fell in the City" p. 44-45</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>
<b>Accuracy Focus Lesson: I can read the words &amp; apply grammar rules</b>				
<ul style="list-style-type: none"> <li>Read/Write: "Wing Man" p. 8-10</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Read Selection: "Super Storm" p. 42-43</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Read Selection: "Super Storm" p. 42-43</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Read Selection: "Super Storm" p. 42-43</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Read Selection: "I Fell in the City" p. 44-45</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>
<b>Fluency &amp; Vocabulary Focus Lesson: I can read accurately with expression, as well as hear, find, &amp; use interesting words</b>				
<ul style="list-style-type: none"> <li>Read/Write: "Wing Man" p. 8-10</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Read Selection: "Super Storm" p. 42-43</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Read Selection: "Super Storm" p. 42-43</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Read Selection: "Super Storm" p. 42-43</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Read Selection: "I Fell in the City" p. 44-45</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>
<b>Writing Focus Lesson: I can create a self-developed composition using the 8 steps of the writing process</b>				
<ul style="list-style-type: none"> <li>Write: "Wing Man" p. 8-10</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Write: "Super Storm" p. 42-43</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Write: "Super Storm" p. 42-43</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Write: "Super Storm" p. 42-43</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Write: "I Fell in the City" p. 44-45</li> <li>Summarize</li> <li>Compare/Contrast</li> <li>Check for Comprehension</li> </ul>

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### Keeping Track

During Daily 5 meet with students to...

- Assess needs
- Give focused, explicit instruction
- To set goals
- To follow up on progress
- Perfect the 3-5 minute individual conference

Be flexible... You can base your small groups on NEEDS not always on reading levels! The students can have different books during your lesson and still focus on the same skill.

Whole group lessons are based on the needs seen in the majority of the class using the PISD curriculum.

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### Pensieve: Never forgetting your important thoughts about your kids

**Dumbledore:** "I use the Pensieve. One simply siphons the excess thoughts from one's mind, pours them into the basin, and examines them at one's leisure. It becomes easier to spot patterns and links, you understand, when they are in this form."

**Harry:** "You mean... that stuff's your thoughts?"

**Dumbledore:** "Certainly."  
— [Albus Dumbledore to Harry Potter](#)




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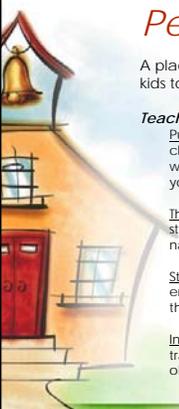
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### Pensieve Notebook

A place to write your important thinking about the kids to retrieve at a later date.

**Teacher Notes**  
Purpose: to organize and plan our time with the entire class noting when we will conference with students, as well as small groups, and keeping track of how often you've met with each student.

The Calendar: Make appointments to meet with each student/groups. Simply write their name and/or groups name.

Strategy Group Forms: When a cluster of children emerge with the same goals, form a group to address this need and schedule frequency of meeting.

Individual Student Notes: Dividers for each child to keep track of strengths and weaknesses, goals, and observations.

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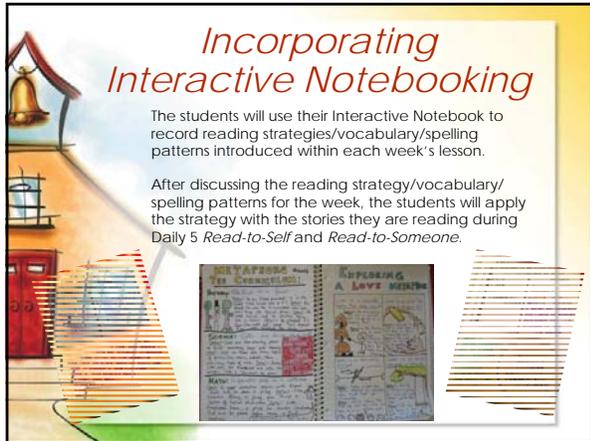
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## Incorporating Interactive Notebooking

The students will use their Interactive Notebook to record reading strategies/vocabulary/spelling patterns introduced within each week's lesson.

After discussing the reading strategy/vocabulary/spelling patterns for the week, the students will apply the strategy with the stories they are reading during Daily 5 *Read-to-Self* and *Read-to-Someone*.




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## Expectations

*(Explore, Round 3)*

You will be given 10 minutes of Explore time, much like the kids are given time to work during the Daily 5. Here are our expectation during the explore phase...

1. Get Started Right Away
2. Stay in One Spot
3. Use Level 0 or 1 Voices
4. FOCUS on Your Work
5. Choose Your Job Wisely
6. No Switching
7. Return to your seat promptly when the chimes ring




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## Explore, Round 3

### Goals

**Reading:**

- o Determine the benefits of *Read-to-Self* and *Read-to-Someone*
- o Compare and Contrast *Read-to-Self* and *Read-to-Someone*
- o Explore the components of *Read-to-Self* and *Read-to-Someone*

**Writing:**

- o Determine the benefits of *Working on Words* and *Working on Writing*
- o Brainstorm various methods students can *Work on Words* and *Work on Writing*
- o Explore the materials needed to *Work on Words* and *Work on Writing*

**Computer:**

- o Explore Raz-kids
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Read to Self

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Work on Writing

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Listen to Reading




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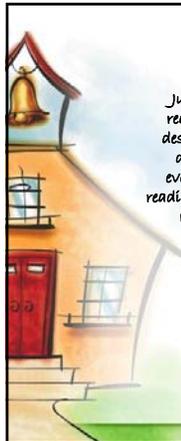
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## Daily 5

Just adding more time and space for independent reading is not enough. I'm advocating a carefully designed, structured reading program that includes demonstrating, teaching, guiding, monitoring, evaluating, and goal setting along with voluntary reading of books students choose...When an independent reading component is added, test scores go up."

~ Regie Routman

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## Benefits For Us

- 51% of our grade level are instructionally on 4<sup>th</sup> grade IRI reading level – this is the highest percentage that we have ever had.
- 3<sup>rd</sup> grade teachers also used Daily 5 this year and their STAAR scores seemed to reflect the **stamina** that Daily 5 instills in a good reader.
- Children become better readers and **develop a love** for reading when they have time to read and write.
- Providing choice is **highly motivational** and puts kids in charge of their learning.
- Teachers are able to **give individualized time** with each student and help them develop their own goals to work independently.
- Provides structure, short intervals of **repeated practice**, and time to explore – exactly what children at any age need!
- Allows a **structure** for the teacher to be able to **trust** the students to be **independently** working.

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## Questions/Concerns



**COMPREHENSION**  
I understand what I read.

**ACCURACY**  
I can read the words.

**FLUENCY**  
I can read accurately with expression and understand what I read.

**EXPANDING VOCABULARY**  
I know, find, and use interesting words.

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*How to Get Started*

Read the books

Join their website

[www.thefirstofjuly.com](http://www.thefirstofjuly.com)

Look for ideas on the web – pinterest, teachers pay teachers, etc.

The graphic features a schoolhouse on the left with a bell tower. To the right, there are several icons: a speech bubble with 'Read the books', a book cover, a 'CAFE' logo, a 'Teachers Pay Teachers' logo, a starburst icon, and a small photo of two children reading.

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