The Daily Five and Literacy

Alicia Di Stefano & Laura Fagnani

Department of Educational and Counseling Psychology

McGill University, Montreal

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Contents

Abstract

The intention of this literature review is to shine a light on the Daily Five literacy program. Due to the program's recent creation (2006), little research has been conducted on its effectiveness as a literacy program. The Daily Five is separated into five components: (a) Read to Self; (b) Read to Someone; (c) Listen to Reading; (d) Work on Writing; and (e) Word Works. In order to support the program's effectiveness, we have engaged in a comprehensive research review examining each component and its effectiveness to students' daily learning and practice. Highlights of our findings show that literacy has many layers; it goes beyond reading and writing. Literacy is decoding, interpreting, predicting, communicating, and understanding via words, texts, and the act of writing. Findings from these various sources prove that daily literacy practice is effective and necessary for students from kindergarten level to grade six and beyond. The Daily Five encompasses the research findings into a program that can be easily implemented into any elementary school classroom.

Purpose Statement and Rationale

Picture a classroom with children lying on the floor silently reading a 'good-fit' magazine, while others share a bench and read to one another. Across the room a group of children are tuning in to an audio book as their peers sitting behind them use Wikki Stix and play-dough to write their spelling words. At the center of the classroom another group of children are engaged in a number of different writing activities; from a journal entry on the amazing Wayne Gretzky to a silly poem about friendship. Finally, to include the missing element, the teacher is sitting at a round table with a small group of children demonstrating a strategy called questioning, which they can later use while reading independently.

Gail Boushey and Joan Moser, the authors of "The Daily Five: Fostering literacy independence in the elementary grades," (2006) would celebrate a classroom such as the one described above. The description matches that of a classroom following the Daily Five learning structure, one they shaped. In 1996 Boushey and Moser, frustrated with failed literacy programs and 'busy work', decided to create a framework to engage students in what they call "independent, meaningful reading practice" (Boushey & Moser, 2006, p. 7). The goal of the learning structure was to help teachers manage a literacy block that allowed them the opportunity to work in small groups, while fostering independent learning.

The Daily Five is composed of five independent tasks: (a) Read to Self, (b) Read to Someone, (c) Listen to Reading, (d) Work on Writing, and (e) Word Works (Boushey & Moser, 2006). If children are not working independently it means they are in a small group with an educator, working on reading and writing strategies. Typically, the Daily Five is initiated in kindergarten or Cycle one with Read to Self. Children are exposed to charts, modeled behavior, and practice periods in order to become fully comfortable, at ease, and independent with each

task (Boushey & Moser, 2006). Once a task is mastered the educator will introduce the next task, and this will continue until children can independently work on any five of the tasks without being distracted by a number of peers working on a different task.

The Daily Five is a program that teachers can implement in their classrooms to improve and promote literacy skills in their students. Literacy is of the utmost importance because of its gateway into almost every other subject taught in school and many aspects in our everyday lives. Without mastering proper literacy one will have difficulty comprehending anything from mathematics to history to psychology. However, because of The Daily Five program's very recent creation (2006), there is very little research to prove its effects on students' literacy developments. The lack of research is the driving force behind this literature review and manual.

Although there has been little investigation on The Daily Five as a holistic program, there has been research conducted on the different components that make up The Daily Five. These different components are: (a) Read to Self; (b) Read to Someone; (c) Listen to Reading; (d) Work on Writing; and (e) Word Works. Along with these five components is the added component of Guided Reading, which is to a large extent led by the teacher. As teachers, we believe in the positive effects The Daily Five can have on the literacy skills of our students.

According to the Quebec Education Plan (QEP), the English Language Arts (ELA) program is predominantly a literacy program. The QEP states (2001):

> This program is centered in the connection between the learner's world and words, since language is both a means of communicating feelings, ideas, values, beliefs, and knowledge, as well as a medium that makes active participation in democratic life and a pluralistic culture possible (p. 72)

Teaching our students proper literacy is the foundation of the ELA program for all schools in Quebec. It is fundamental that students learn to read, to write, and to make meaning from their reading and writing in order to gain the most from their education. Though literacy is taught at the elementary and high school levels, it is a skill that everyone should carry with them for the rest of their lives.

The Daily Five fits into the QEP and aligns with the four competencies for the English Language Arts program described below:

Competency 1: To read and to listen to literary, popular and information-based texts, involves the learning and mastery of reading and writing. The QEP also requires its students to read and write a variety of different styles. The Daily Five program sets aside necessary time to learn to read and write along with delving into different genres. Competency 2: To write self-expressive, narrative and information-based texts, focused more on the writing process. Writing is much more than stringing words together to make sentences; it is a way to communicate and express oneself. The Daily Five program focuses not only on writing but on practicing how to write clearly, properly, and effectively. Competency 3: To represent his or her literacy in different media is essentially a writing competency. After students have had sufficient practice working on words and tried their hand at writing, different forms of media can be integrated into the Daily Five writing stations. Practicing with different forms of media will tap into students' interest and make their learning much more meaningful. Competency 4 brings all of the competencies together full-circle. It requires students to use language to communicate and learn effectively. Essentially, literacy is about understanding language, and language is our main way of communication. Students must learn, in school, how communication works, and how they themselves can become proper communicators. The Daily Five program is a literacy program

with the intention of making its young learners effective communicators through writing and reading.

The following studies, reviews, and books support Boushey and Moser's (2006) the Daily Five literacy program. The literature review will emphasize the type of learning environment required to follow this type of literacy structure by reviewing research on the theory of constructivism.

Constructivism: The Theory Behind Daily Five

Constructivism is a view of learning suggesting that learners "create their own understanding of the topics they study rather than having that understanding delivered to them by teachers or written materials" (Kauchuk & Eggen, 2003, p. 224). Another corollary of the constructivist view supports 'students' previous experiences and their existing background knowledge influence the understanding that they construct very deeply" (Kauchuk & Eggen, 2003, p. 231). There is also a relationship between the inquiry classroom and the theory of constructivism. The theory of constructivism supports the idea that "student participation in inquiry is a process and also learning subject matter through participation in a culture of inquiry in the classroom" (Shore, Aulls, & Delcourt, 2008, p. 83). If learners learn by creating their own understanding, then the inquiries that they pursue will contribute to the creation of their understanding.

According to Shore, Aulls, and Delcourt (2008), constructivism views the mind as an interpreter of the learner's environment. The students' environment is what surrounds them everywhere they go; learners are constantly interpreting and making sense of the world around them. Through this interpretation, learners will be asking questions of themselves and others. These questions will guide and drive them to the desired result, the conclusion. The view of

constructivism in regard to meaning does not rely solely on the correspondence to the world that surrounds the learner; instead, it is an interpretation of the experiences that the learner engages in (Shore, Aulls, & Delcourt, 2008).

There is no constructivist instruction, teachers cannot be constructivist, although teachers can adopt the theories of constructivist learning and incorporate those theories into their lessons. Constructivist learning is centered on the student who learns by creating and interacting with others. The actual act of teaching and instructing is complex, regardless of the practice or theory they may be implementing. The teacher is expected to clearly explain topics and ask a variety of questions in order to ensure that students have gained an understanding of the lessons being taught. The answers that these students provide give teachers an insight into their current understanding (Kauchuk & Eggen, 2003).

In the traditional classroom, teachers would instruct by lecturing. Lectures and spoken instructions are not enough for students to make meaningful connections and form new understandings. By simply being instructed through verbal explanation and lectures, learners tend to develop understandings that are immature and incomplete (Kauchuk & Eggen, 2003). This creates an environment where students expect the teacher to teach them. Learners will not be independent, instead they will wait for their teacher to do the work for them. By not taking part in their own learning, students risk not gaining any new knowledge. When learners actively participate in their learning, they "benefit from the active use of information" (Howell & Schumann, 2010, p. 239). In terms of writing, Sampson et al. (2003) mention that our present-day understandings have been significantly influenced by Lev Vygotsky. Vygotsky believed that "speaking and writing are linked" (Sampson et al. 2003, p.220). Ideally, teachers should build lessons around problems and questions, because these types of lessons can stimulate the learner's

curiosity and create learners who are curious and intrinsically motivated. Intrinsic motivation propels students to question, venture, and continue (Kauchuk & Eggen, 2003).

Any form of new learning depends on the current learner's understandings. The previous experiences the learner has garnered will assist them in shaping new understandings and experiences (Kauchuk & Eggen, 2003). Inquirers naturally seek out questions, hypotheses, and answers. These all come together to add and adjust the inquirer's understandings of their world. The general philosophy of constructivism for learning encapsulates the following: "Learners interpret their reality in order to be active participants in making meaning, and it sees learning as initiated by understanding" (Kauchuk & Eggen, 2003, p 224). The inquiry-based classroom combines these philosophies due to the fact that it is goal directed by the learner, it requires many levels of strategies, and it enables the learner to go from existing knowledge in the face of a problem, or in pursuit of a particular knowledge goal, to construct new knowledge for the learner (Shore, Aulls, & Delcourt, 2008).

Constructivism contains particular views about understanding. It is seen as the entry point that assigns meaning, and understanding is also viewed as the mechanism that determines what information counts in guiding and motivating the perpetual construction of knowledge created by an individual or a social group. Social groups and group work are important in the inquiry classroom and should be incorporated into lessons whenever possible. By having learners work in groups, the students have the opportunity to feed off of one another. Social interaction has been shown to increase learning. In social groups, learners will "verbalize their thinking with the other members of their social group and will have the opportunity to refine their ideas by comparing them with others" (Kauchuk & Eggen, 2003, p. 233).

Having students work in social groups also gives them a sense of working in a 'real world' setting. Many companies and businesses require their employees to work in groups in order to collaborate on projects and ideas. Schools should ultimately prepare students for the real world in order to enhance their meaningful contributions to society. By having students collaborate together, they will build their social skills and team building skills. The teacher's responsibility will then be to provide authentic tasks for his or her students. Authentic tasks are lessons and activities that can be applied to real life situations, or can be seen as being relatable to real life situations. These authentic tasks will promote understanding and this knowledge will be similar to the understanding required to solve problems in the 'real world' (Kauchuk & Eggen, 2003).

Although the learning theory of constructivism promotes authentic and meaningful learning situations, it is still challenging to get students to actively participate in their own learning. Students cannot be passive learners. Instructors must also make the effort to include lessons filled with student activities. These activities should be hands on and students should be held accountable for their own learning (Wolfgang, 2006). The constructivist driven classroom should also heavily promote and encourage question asking. Students who "regularly ask questions are engaging in active learning" (Howell & Shumann, 2010, p. 239).

In order for students to be held accountable for what is expected of them, teachers must first demonstrate these expectations to their students. One form of demonstration is known as scaffolding. In scaffolding, the teacher assists and guides students throughout the lesson or activity. As time goes on, the teacher slowly removes themselves from the task with the intention that the students can successfully accomplish the activity on their own. According to Eick, Meadows, and Balkcom (2005), teachers should level their scaffolding from 'guided' to

'open.' The speed with which teachers move between the levels of 'guided' to 'open' depends entirely on the learning needs of their students. By moving through the levels at an appropriate pace, students will progressively build confidence in their abilities (Eick, Meadows & Balkcom, 2005). To successfully master all of the levels of the Daily Five, students need to be explained what is expected of them. By having the teacher demonstrate through scaffolding, the students will be able to go through the different stations of the Daily Five, first through careful guidance, to eventually, a much more open concept.

The Daily Five

Read to Self

The goal of the Daily Five structure is to promote independent readers and writers at a young age. Sampson, Rasinski, and Sampson (2003) argue that language is advanced and expanded upon based on new experiences and new things learned. Sampson et al. (2003) claim that reading is a window into the world, and it provides both knowledge and pleasure. However, the authors argue that far too often children view reading as a subject in school, a chore, a task, a homework assignment, rather than a pleasurable experience. If introduced in a different manner, reading will be viewed as fun and eventually children will build a love of reading. This can all begin as early as pre-kindergarten, when phonological awareness is first introduced. When children are young they enjoy singing songs, rhyming books, alphabet cards, and playing with different sounds. This is a great opportunity for teachers to teach sounds and essentially early reading in a manner that is entertaining. Phonological awareness is learned through everyday interactions and if children are informally exposed to these notions they will develop a sensitivity which will make reading an easier and a more enjoyable experience.

One of the goals of The Daily Five program and Read to Self is to help students build fluency. According to Speece and Ritchey (2005) growth in first grade oral fluency was accounted as the biggest influence in second grade and end of the year performance in reading. The researchers focused on reading fluency as an aspect of reading that parallels the development of word reading skills rather than a product of reading development. First grade students were selected to participate in this study because grade one is a pivotal time in reading development. Students are recommended to begin Read to Self as early as kindergarten in order to provide specific reading strategies and encourage self-monitoring. Speece and Ritchey's (2005) research supports this component of Read to Self. Their findings suggest that skills related to fluency development may need to be incorporated much earlier in the reading curriculum. Another important finding was that the development of reading fluency should be emphasized much earlier in the curriculum. Yet additional results found that reading fluency problems are apparent at the same time that children are acquiring word attack skills.

The Daily Five program was inspired in part by Regie Routman's "Reading Essentials" (2003). In fact, aspects of her book are included in Boushey and Moser's program. Routman (2003) introduces the concept of teaching with a sense of urgency. To ensure excellent readers, teachers must introduce a variety of genres, provide many books of interest and levels, share the teacher's love of literature, give teacher time to talk about his or her readings as well, give children choice of what they want to read, make reading fun, model reading, and link reading to the curriculum. This sense of urgency is one of the founding philosophies of The Daily Five program. Routman (2003) explains the importance of demonstrating, initiating, modeling, explaining, and thinking aloud. The goal of this philosophical foundation of the Daily Five is getting students to practice thinking and acting like a reader, even if they are not fluent yet. This

way they can begin to take charge of their learning and apply what has been modeled for them. In Read to Self, students are expected to correct themselves and monitor the reading strategies they use. Routman (2003) inspired this aspect of the Daily Five program with her "self-improving system" (p. 46). Suggested strategies include making connections, monitoring reading for meaning, determining what's most important, visualizing, self-questioning, making inferences and synthesizing (Routman, 2003). Finally, Routman (2003) suggests that phonemic awareness is effective in a literacy-rich environment, rather than focus only on these strategies, it is more effective to use activities such as the Word Works component of the Daily Five.

Although the goal of Read to Self is to give children an opportunity to read daily it also encompasses a number of other goals. Boushey and Moser not only wanted to encourage an interest in reading for their young students, but help them become independent, self-monitoring, fluent readers. Students are taught to find 'good-fit' books during Read to Self--a direct use of Routman's (2003) self-monitoring system. When students are selecting a book, they must ask themselves "Why do I want to read this book? Does it interest me? Am I understanding what I am reading? Do I know most of the words?" (p. 30). Such questioning are scaffolds in their decision making process in order to make an appropriate book selection (Boushey & Moser, 2006). According to Allinder, Dunse, Obermiller, and Krolikowski (2001) such reading scaffolds make a significant impact on students' reading progress. The study focuses on attempts to improve the performance and progress of students with learning disabilities and reading difficulties. Although the study is specific to at-risk readers, the results suggest that strategies are also beneficial in inclusive classrooms today. A teacher will encounter children that are of the same age and in the same grade but reading at different levels. The study showed that when given a specific strategy for oral reading as compared to being told to "do your best"

students who used specific oral reading strategies or scaffolds made significantly greater progress in reading (Allinder, Dunse, Obermiller, & Krolikowski, 2001).

It is essential that students are given a choice when picking a book for their book box. Teachers make conscious, strategic, well researched decisions when building a classroom library. In the Daily Five program, where children are self-selecting, it is essential that the books they choose not only meet their interests, but build their stamina and fluency. Mesmer (2010) examined 1st graders' accuracy and reading rate in highly decodable and qualitatively leveled texts. This study included 74 first grade students; the authors inspected the reading accuracy of the children based on different levels of practice at different times of the year. Results showed that reading was enhanced with highly repetitive, predictable books with high numbers of frequency words. This article suggests that book selection is important for young readers: letting them choose among a selection of pre-determined highly repetitive, predictable books at first may give children confidence and comfort to self-monitor and become more fluent readers.

Gurley's (2012) study supports Mesmer (2010), as well as Boushey and Moser (2006)'s findings arguing to the benefits of letting students self-select what they decide to read. The authors note that teachers often automatically select books for their students based on their reading level scores and not based on their interest. This is common and unfortunate because too often, book selection determines engagement and motivation. Gurley (2012) hopes to bring strong arguments against research that states that book selection is a teacher's responsibility and to build on research that shows the importance of including the reader in the process. His research focused on what happens to students, their attitudes towards literacy, when they are given the opportunity to choose their own books from a pre determined list created by their teacher. A positive difference was found when learners were given the opportunity to select their

own text. In fact, findings showed that students who selected their own text were more interested and went beyond superficial features of the text and were able to bring deeper meaning (Gurley, 2012).

Fountas and Pinnel (1999) also support the importance of teaching children to properly select books. According to Fountas and Pinnel (1999) "when children are reading a book that they can read, they are able to use many different sources of information from the text in a smoothly operating system" this means making sense of what sounds right and looks right simultaneously (p. 1). In order for a text to be "just right," there is a need for a perfect balance between support and the level of challenge (Fountas & Pinnel, 1999). This perfect balance fits within the child's Zone of Proximal Development. In the constructivist theory of learning, children will only be able to learn when the material or the task they are dealing with fits within their Zone of Proximal Development. Selecting a 'good-fit' book gives the child an opportunity to read at an appropriate rate (Fountas & Pinnel, 1999). If the child follows the proper strategies for picking a 'good-fit' book, as Routman (2003), Boushey and Moser (2006) suggest, they will be able to read this book with fluency, stamina, and a sense of when to slow down to engage in what Fountas and Pinnel (1999) call successful problem solving.

According to Trelease (2001) children typically start off their elementary years with a desire to learn and enthusiasm to read. Trelease (2001) states that 100% of children have a desire to read in kindergarten and by the time they are seniors in high school 75 % lose this interest to read. In 1985, the Commission on Reading, organized by the National Academy of Education and the National Institute of Education and funded under the US Department of Education put forward the following statements:

> The single most important activity for building the knowledge required for eventual success in reading is reading aloud to students" and "The commission found conclusive evidence to support reading aloud not only in the home but also in the classroom: It is a practice that should continue throughout the grades (p. 2).

This directly supports daily reading and the Read to Self component of the Daily Five. Trelease (2001) goes on to mention that reading aloud proves more effective to reading development than worksheets, homework, formal assessments, book reports and flash cards "The more you read, the better you get at it; the better you get at it, the more you like it; the more you do it" (p.3). Hence, motivating children to read every day, even for only three minutes at first, can build their love of reading.

Trelease states that although educators teach their students how to read there is an error in the system in that they turn into adults who do not want to read. One of the goals of Read to Self is to instill a love of reading (Boushey & Moser, 2006). Trelease states that teachers read aloud "to reassure, to entertain, to bond, to inform or explain, to arouse curiosity, to inspire" (Trelease, 2001, p. 6). He goes on to mention that reading aloud "conditions the brain to associate reading with pleasure, creates background knowledge, and builds vocabulary" (Trelease, 2001, p. 6).

Trelease also mentions that phonics plays an important role in reading. Informal exposure, such as the Read to Self component of the Daily Five program, includes phonemic and phonological awareness and strategies without alarming and panicking children who are likely to become unmotivated. During training for Read to Self, students are taught to use three strategies: (a) read aloud and talk about the pictures, (b) read the words out loud, and (c) making meaning of the story by self-questioning (Boushey & Moser, 2006). Younger students first introduced to this component of the Daily Five are told to act as detectives, demonstrating what

it looks and sounds like to read a book and 'crack the case' to determine the content. Trelease suggests that rather than drill phonics tips into literacy time and create "phonicians" as he calls it, it is more effective to use a child's background knowledge and interest to get them to improve their reading. Although phonics plays a huge role in the development of reading it is worked on informally and touched upon in other areas of the program such as Word Works and Guided Reading. This literature review will get into greater details in the sections that follow.

Read to Someone

Once students have mastered the Read to Self component of the Daily Five program they are introduced to Read to Someone. One way to get children to increase their exposure to books is by getting someone to read to them. Reading to Someone increases "the volume of reading, the level of attention to reading, reading motivation, fluency, reading rate, word-attack skills, and the love of reading" (Boushey & Moser, 2006, p. 60). When students take turns reading it increases reading involvement, attention, and collaboration. Reading to Someone also helps students grow as readers and become independent booklovers. Finally Reading to Someone helps struggling readers become self-reliant and less dependent on an adult or capable readers for help and guidance. Kuhn (2005) conducted research in order to gain a better understanding of how to improve reading fluency in second grade learners. In her study, the author used a fluency-oriented reading strategy (FOOR) which included "modeling, repetition, positive feedback from instructors or peers, and opportunity for oral rendition of practiced texts" (p.341). The FOOR technique is very similar to Read to Someone, which includes instructor modeling, training on positive feedback among peers, and a daily opportunity to practice reading. In Read to Someone students are taught how to: (a) sit in a specific manner, EEKK (elbow to elbow, knee to knee), (b) to select a partner, and (c) to coach or time that partner. Kuhn's study (2005)

indicated that "groups demonstrated greater growth in terms of the number of correct words read per minutes" (p. 342). Reading in the FOOR groups "was more fluent than that of the students in the listening-only and control groups" (p. 342). An impressive component of the FOOR program, which parallels many aspects of the Daily Five refers to the "extensive opportunities (for students) to read connected text"; it also "provides (them) models for expressive reading and used both challenging materials and student accountability" (Kuhn, 2005, p. 342). Not surprisingly, the student who took part in FOOR "made gains in word recognition and prosody" (Kuhn, 2005, p. 342). The results not only support Read to Someone as being a strong influence on fluency progression but mentions that listening and control groups, such as Guided Reading, have benefits as well.

According to Allinder, Dunse, Brunken, and Obermiller-Krolikowski (2001) specific oral reading strategies are beneficial for learners' fluency and comprehension. The authors not only encourage teachers to incorporate fluency instruction--similar to how 'coaching' is modeled in Read to Someone, but the authors also mention the importance to offer suggestions to learners regarding specific oral reading strategies. Rather than trying to use generic exhortations such as "you can do it" Allinder et al. (2001) studied the benefits of using specific strategies for oral reading. In the Daily Five program students who are paired to Read to Someone are given a coaching sheet in order to provide the proper strategies to their partners, and as a way of subconsciously learning them for themselves. Children are asked to help one another by deciding whether their partner needs more time or coaching. Recommended scaffolds (or cues) to facilitate the process and enhance reading fluency and comprehension include: (a) "What strategy have you used? (b) Go back and reread; (c) Skip the word and come back; (d) Chunk sounds together; (e) what word could fit here? (f) Look at the pictures--the word is right here;

(g) I am going to sound this word out with you; (h) I am going to tell you the word." (Boushey & Moser, 2006, p. 74). These strategies are similar to those used in by Allinder et al's (2001) study, which compared two groups (N = 50) of grade 7 students. Students in the first group were given specific strategies for fluent oral reading while in the other group they were simply told to do their best. Students who used specific reading strategies performed better on the maze testing administered to students in both study groups. Although additional research is needed for students with severe reading difficulties, results did show that students with minor difficulties did benefit from the strategies used. This directly supports the use of strategies and cues promoted, practiced, and applied in the Daily Five program, which can be used in a classroom with a variety of learners. According to Allinder et al (2001), "Students profited when encouraged to apply a specific oral reading strategy while engaging in small-group reading instruction" (p. 53). Finally, the authors noted that students were both at ease and eager to read in front of peers which was one of their initial concerns.

Listen to Reading

Some students have the opportunity of being read to at home by a parent, grandparent, older sibling, and so on. For the students who do not, the classroom is a wonderful place to get that necessary "lap time" that Boushey and Moser (2006) speak so highly of in the Daily Five book. Since listening to reading is so important in developing literacy, Boushey and Moser (2006) implemented it as a component of the Daily Five program. Teachers can implement this station in their classroom with the use of tape recorders, stereos, and CD players. Listen to Reading helps the students become better readers, enhance their vocabulary, learn new words and stories, and enjoy it because it is fun. To properly carry out a Listen to Reading station, students are expected to follow a set of guidelines introduced by the teacher: (a) listen to the

whole story, (b) follow along with the words and pictures they are able to recognize, (c) and stay in one spot. As for the classroom teacher, Boushey and Moser (2006) suggest that listening to reading be started as quickly as possible, and that all materials for this center (e.g., CD player, headphones, books) be kept tidy and organized in order to make transitions quicker and easier.

Kuhn's (2005) study aimed to improve students' fluency through small group instruction focused on different conditions that help students master their reading skills. Twenty-four second grade students were selected to participate in this study. The majority of the participants came from low- to middle- socioeconomic-status public school. The student participants were reading at the first-grade level and below according to the Qualitative Reading Inventory, and Qualitative Reading Inventory-II (Kuhn, 2005). Participants were assigned to three separate groups or components. Each component was exposed to a different strategy to help them improve their reading skills: (a) a fluency-oriented oral reading group, (b) a wide-reading group, and (c) a listening-only group. Within the listening-only group, the participants were subjected to listening to the same 18 stories as the subjects in the wide-reading component. The reading of these 18 stories took place over the course of Kuhn's entire study.

Kuhn was the only one who read out loud; the students were not reading the stories along with her, their only responsibility was to listen. By providing the students with only the option to listen, Kuhn ensured that her participants were exposed to the same amount of literature as the students in the wide-reading condition. Results showed that when combined with the two other components, fluency-oriented oral reading and wide-group reading, students showed improvement in their reading skills. Participants' reading skills also improved in reading fluency and expression. The combination of the three components further promotes the effectiveness of

The Daily Five literacy program; when different components are combined, the benefits will be that much greater, and more meaningful.

Fulton and Goodwin (2011) discussed the importance of listening to reading. Like Boushey and Moser (2006), the authors suggested incorporating audio texts into the classroom's literacy blocks. By listening to audio texts, students get the opportunity to hear different voices and expressions. Distinguishing different voices and expressions will contribute to the students' own reading in a very positive way. Along with hearing and distinguishing different voices and expressions, students also hear and discriminate between sounds. Before looking at words in print form and attempting to decipher them, students should first be exposed to a variety of words by hearing them from a story, because phonological awareness is the core to becoming a successful reader. Fulton and Goodwin put forward the following statement:

> "Such phonological awareness develops when students have the opportunity to play with sounds through clapping and music because these will eventually allow the learner to hear, identify, and discriminate between different sounds" (p. 21).

Trelease (2001) mentioned the importance of Listening to Reading for learners' literacy development. His justification for incorporating Listening to Reading into the daily literacy block focuses on word recognition. Although an interesting theory, it may not be applicable to all readers. Trelease (2001) explains that if a student has never been exposed to a specific word before either through listening or seeing, one cannot expect that the student will be able to read it. The example used is the word "enormous." If a child has not encountered the word enormous before, it can be difficult for the student, depending on their reading level, to read it on their own for the first time. When students listen to stories that have a rich vocabulary on a regular basis,

they will be able to make the connection between the words they have heard and the words they will see.

Sampson, Rasinski, and Sampson (2003) explained how listening to a variety of texts on a regular basis expands the vocabulary, comprehension, and decoding skills of many students. The authors argue that not only does listening to reading enhance a student's listening skills; it also contributes to the growth and cultivation of comprehension skills. While students listen to a text, students can make predictions of what will happen next in the story--a good indicator of good comprehension. In addition to listening to reading, students must also listen to a variety of authors. By doing so, students will be exposed to different styles of writing and sentence structure, which will ultimately contribute to their understanding of language. Similarly to what Trelease (2001) had mentioned in regard to listening before independent reading, Sampson et al. (2003) stress the importance of listening to text frequently, and before independent reading takes place. Becoming familiar with vocabulary and sentence structure through the audio process will help students become successful readers when they read independently.

Word Works

In order for students to become proficient writers, they must be familiar with words, as in spelling and vocabulary work. Boushey and Moser (2006) explain that Word Works allows students to "experiment with words to learn and practice spelling patterns, memorize high frequency words, generalizing spelling patterns, and adds to learner's knowledge and curiosity of unique and interesting words" (p.85). The main focus of Word Works is working on spelling and vocabulary. In The Daily Five, Boushey and Moser (2006) argued against one specific way to teach students spelling and vocabulary. Instead, they advocate creating an environment that is rich in literacy and that has a specific focus on essential and often-skipped practices (e.g.,

spelling, listening to reading, guided reading). The method that works best for both students and teachers are the ones that will be the most effective.

Teachers can use a variety of manipulatives to include in the Word Works station. These can include, but are not limited to, "whiteboards, magnetic stickers, clay, and colored markers" (Boushey & Moser, 2006, p.87). Students can use these maipulatives and practice their spelling words which have been provided by the teacher. Students should not have to always associate spelling with writing down a list of words with a regular pencil and paper; instead, Word Works makes the process much more creative and engaging. Instead of writing the words, students get the opportunity to create them via the manipulatives.

Fulton (2011) discusses the importance of vocabulary and working with words. 'Average' students who begin school typically know about 10 000 words (Anglin, 1993). This is quite impressive; however, this vocabulary will not expand if teachers do not provide an opportunity for students to work on their words. Although the practice of grammar and phonetic skills are high achievements in the early grades, the process of learning vocabulary is considered to be lifelong. The greater a child's vocabulary is, the more likely that child will process printed words; this processing will allow that child to expand their vocabulary. Unlike Boushey and Moser (2006) who leave Word Works strategies up to the teacher, Fulton has a few suggestions on maximizing word work. These include: (a) grouping words according to their meaning, (b) exposing students to multiple sources of words, (c) relating new words to prior knowledge whenever possible, (d) investigating words and their meanings in order to understand them rather than memorize them, and (e) playing with words frequently.

Allor, Gansle and Denny (2006) conducted a study on a Stop and Go Phonemic Awareness Game that focused on word work to help students improve their phonemic awareness.

It is very important to teach students phonemic awareness because learners will get an understanding of how the symbols in printed words (letters) contribute to spoken words. Once students develop phonemic awareness, they will respond quickly to beginning reading instruction, and their reading development will likely improve. The Stop and Go Game includes practice in blending individual phonemes into words and segmenting spoken words into individual phonemes. The game also incorporated a set of letters to be put together in order to sound out simple words. The Stop and Go elements had the students either moving forward on a chart with each successful sound or word pronunciation, or staying at the same spot when mistakes would arise. Six kindergarten students participated in the study. Before their participation, students were assessed using DIBLES in January. The students were initially tested on their phoneme segmentation fluency and their alphabetic skills. The game was carried out for 10-15 minutes, with a focus on four to six words. The six participants were placed together to play the game. The students would place letters together to create sounds, and would eventually be blended together to create words. The letters would initially be displayed by the tutor, and the student would have to make the sound that that particular letter would make. This progressed to putting one or two other letters together, adding on more letters until words were formed. The tutor would guide the student to say the word out slowly, making sure to pronounce each sound carefully. All participants "experienced growth in their ability to segment phonemes in spoken words because of the intervention" (p. 28). This success will eventually lead to much quicker responses to traditional reading instruction. Five out of the six students were able to achieve benchmark scores by the end of their kindergarten year because of the intervention. Impressively, four of the six students were able to maintain their progressed skills throughout the summer months, and carried them through until they reached grade 1.

Speece and Ritchey (2005) examined the development of oral reading fluency in first grade students focusing on the developmental trajectory that occurs in students who are just beginning to learn how to read. Along with the study, the researchers hypothesized several theories that could possibly assist students in reading fluency. One such theory involved students working with words on a daily basis in an effort to familiarize them with sight words and phonetics.

276 first grade students were screened using two types of probes. Based on these results, students were identified as being either at risk (AR) or not at risk (NAR). Letter sound fluency and oral reading fluency were measured. These measures were evaluated over a span of 20 weeks from January to May. Students were assessed both before and after the 20 week time period. In order for children to become fluent readers, they must first be capable of reading words by sight and through a variety of decoding strategies. After the 20 week period, Speece and Ritchey (2005) were able to conclude that the ability to recognize words by sight was of a very high importance. One of the most important findings was that "reading fluency problems come about at the same time that children are acquiring word attack skills" (p.397). In order to improve these fluency problems or even avoid them altogether, teachers should focus their daily word work on both word recognition and fluent word recognition. By isolating these two skills and devoting daily work on the practice of recognizing sounds and words, students will have a higher chance of being fluent readers.

Work on Writing

In order for students to develop their reading ability, they must also devote considerable time to writing. The actual physical act of writing is a difficult process, and one that must be practiced regularly. If students are expected to gradually learn to compose lengthy pieces of

writing, they must start building their stamina from an early age. Students should not be intimidated by writing, but instead should see it as a multi-function tool. Boushey and Moser (2006) have developed a station devoted entirely to writing. This station provides students with the opportunity to experience a variety of forms of writing such as persuasive writing, writing letters, reports, poetry, and narratives (p. 80). The authors mention that the Work on Writing station can also be used as time for students to continue their own writing pieces from other subjects or other activities such as journals or projects.

Sampson et al. (2003) devote an entire chapter on the writing process. Writing is a form of expression, but if a student has not had sufficient practice in learning how to write, they will be unable to express themselves properly. In order for students to become good writers, they must first have the opportunity to work independently. Through this independent work, students will conceive and plan out their writing pieces. Students will also learn through frequent writing activities and stations, that writing is a process. Along with putting pencil to paper to create sentences that flow nicely together, students will learn how to write drafts, revise, and refine until their work is ready for publication. Incorporating journal writing as part of a weekly or even daily routine is highly recommended. Some of the benefits of journal writing include maintaining a dialogue between student and teacher, and personal response to various forms of literature.

Fulton (2011) discusses the importance of writing as a shared experience within a group. Shared Writing can occur in pairs or in groups, with or without the presence of a teacher. Shared Reading benefits students' learning how to read provides them the opportunity to analyze a particular text, and to gain a better understanding of the constructs of a variety of texts. Shared Writing can have similar benefits when done properly and students who are in the beginning

stages of writing have the chance to benefit the most. In Shared Writing, students are encouraged to engage in discussions with one another and to express their ideas. By sharing, students gain a deeper understanding of the fundamentals of writing.

In the later chapters of his book, Fulton discusses various ideas on how teachers should make writing a fun and enjoyable experience for their students. He discusses the importance of making students aware that there are many different outlets of writing that are always available to them (e.g., power points, scripts, letters, and persuasive arguments to name a few). In order for our students to become independent writers who are also motivated, the teachers must provide choice. Assigning the same form of writing for every student is not an opportunity for all students to learn. By giving young learners choice through purpose, form, structure, and audience, students will be more encouraged to write.

Guided Reading

Guided Reading is a bonus feature of the Daily Five program, in which teachers are given the opportunity to work in small groups and focus on particular learning strengths and weaknesses among students. This is only possible as a result of the independent skills students are taught in the different components of the program. With proper modeling, organizational skills, and visual lists in the classroom environment, the program eventually runs itself and teachers have an opportunity to assist students based on their particular needs.

According to Fountas and Pinnel (1996), Guided Reading is a wonderful opportunity to support young readers; it allows them to become independent and confident readers by providing them with strategies. Guided Reading is an opportunity for children to partake in reading in a socially supported environment which is enjoyable and can lead to successful experiences where the child is reading for meaning. Essentially the goal of Guided Reading is for the teacher to

have the opportunity to work in small groups to which children are assigned according to their reading ability and become familiar with reading strategies. It is important to group and regroup children based on ongoing observations and assessments. The ultimate goal is for children to read increasingly difficult texts and challenge themselves more and more over time. Finally, the authors list a number of strategies and implications facilitative of Guided Reading. These are mentioned in the manual component of this paper.

DeVos (2012) examined the effects of fluency in first grade students reading before and after experiencing Guided Reading. The study focused on the effectiveness of open-ended and structured questions during Guided Reading and their effect on students' scores on the Developmental Reading Assessment (fluency and comprehension scores). Findings revealed that the scores for the Developmental Reading Assessment increased for students as a result of their participation in a Guided Reading program. Students' running records scores were above 90%, meaning that they were reading texts at their instructional level. The findings support the use of Guided Reading because it allows students to become more competent in their reading abilities. The study also concluded that the least effective questions asked in Guided Reading were those that could only have one possible answer; open-ended questions were much more effective. Finally, DeVos (2012) confirmed that reading fluency levels improved in all students after participating in Guided Reading. Five out of six students in the study increased their comprehension levels as well.

Underwood (2010) conducted a mixed-method study on Guided Reading with the goal to see the effects of Guided Reading on students' reading levels in grades four and five. Students engaged in 45 minutes whole group reading instruction with 25 minutes of Guided Reading daily. The quantitative data were collected from ISAT exams--statewide exams required for all

children as of grade three and every year that follows until grade eight. These results showed a significant correlation between Guided Reading instruction and improvement on ISAT scores, when students were examined over time. Although improvement was not evident after a one year period, results showed that reading scores did improve after a two-year period. The qualitative data included teachers' commitment levels and perceptions of the benefits of Guided Reading. These results showed that teacher-participants in the study were committed to Guided Reading instruction, and perceived Guided Reading instruction as being beneficial for the learner. Although test scores only validated the benefits of Guided Reading over a longer period, it is worth considering that certain students do not test well, especially on a statewide test administered once a year. Educators must have been in the presence of daily progression and improvement for them to be advocating for Guided Reading even after experiencing all of the hard work that comes with implementing it daily.

Deegan (2010) also conducted a mixed-method study on Guided Reading to determine the impact of instructional practices on comprehension improvement in second grade Guided Reading groups. The qualitative data included teacher and student surveys and interviews, as well as observations of Guided Reading instruction in each of the second grade classrooms involved in the study. Data was triangulated to determine the impact the Guided Reading program had on the participants' strategy use. The qualitative results provided the researchers with additional information about strategies and preferred implementations during Guided Reading. Many of these strategies are similar if not identical to ones used and suggested by Boushey and Moser (2006). For example, the K-W-L chart, "charts or lists of what children know, what they want to know, and then what they have learned about the topic" (Deegan, 2010, p. 10). Like Underwood (2010), Deegan (2010) based his quantitative explorations on the

standardized test results in order to determine whether students taking part in Guided Reading showed improvements in their reading comprehension skills. Deegan (2010) compared students' reading comprehension scores before and after participating in Guided Reading groups using pre-tests and post-tests. Students in all four classes had improved their reading comprehension knowledge after having gone through Guided Reading instruction. Guided Reading is recommended in reading instruction particularly for its beneficial effects on reading comprehension.

Hulan (2010) conducted a qualitative study of discussion patterns within Guided Reading focusing particularly on the value and importance of discussion. Third grade student participants were assigned to three distinctive groups according to their reading level. One group was two-years below level, one group was one year below level, and one group was at level. The three reading groups were observed for ten weeks, and then they were grouped together based on similar reading ability, books were then selected appropriately by level. Hulan (2010) analyzed the responses to literature based on teacher-led discussions and student-led situations. Hulan collected her information through observation, transcripts of discussions surrounding the texts, interviews, as well as student surveys. Results showed that when a teacher was involved in a discussion, which often occurs during Guided Reading, students are more likely to practice using strategies. The teacher favored small guided groups because they gave her the opportunity to differentiate instruction for the varied levels. The study also indicated that student-led discussions are a perfect opportunity for experimentation of ideas and that educators must create this time and space for their students. One of the main limitations of the study was that children were not always pleased with pre-selected books at their reading "level." Although Boushey and Moser (2006) give their students the strategies they need to pick a 'good fit' book, the final

decision is always up to the student in the Daily Five. Hulan (2010) concluded that both teacher-led and student-led discussions are "useful and important components to instruction, each offering important tools for students' strategic development and manipulation of ideas" (p. 62).

Guastello and Lenz (2005) provide a plan for Guided Reading based on its use in a U.S. inner-city school in the South Bronx, New York, for grades one through six. First the authors explain that Guided Reading is only effective if it is used as one component out of many in a literacy program. They further mention that it can take up to seven weeks before Guided Reading is fully incorporated due to the modeling, practice, and habitual routine of other worthwhile "kidstations." Such predictable and comfortable daily schedule soon includes opportunities to apply word recognition, vocabulary development, develop comprehension skills, and the opportunity to respond to a variety of texts creatively. Similarly to Boushey and Moser's the Daily Five (2006) students are given expectations, procedures, and a standard curriculum of what is it they need to do in their literacy program. The basis for the Guided Reading program "kidstations" that Guastello and Lenz (2005) are reviewing is remarkably similar to the Daily Five in that it includes stations that are similar to Read to Self, Read to Someone, Word Works, and Work on Writing. Guastello and Lenz (2005) stated that students are shown how to read and can be supported as they read when Guided Reading is included in the literacy program. Numerous benefits were associated with Guided Reading, such as: (a) gives students the opportunity to develop as individual readers while supported by their teachers and peers; (b) helps students develop literacy strategies so they can read increasingly difficult texts and develops students' abilities to be independent readers; (c) gives students the opportunities to enjoy successful experiences reading for meaning; (d) gives students the ability to develop

before, during, and after reading behaviors that facilitate reading comprehension and make it easier to understand text. During Guided Reading, teachers observe students' abilities to "self-monitor, decode unfamiliar words, check predictions, determine if words make sense, self-correct, and read with expression, intonation, proper phrasing and fluency" (p. 144). Guided Reading is most successful when it determines the independent reading level of each child, levels the books in a classroom library, arranges the students in flexible groups by ability, skill, or interest in groups of no more than four children. The "kidstations" model incorporated in US schools encompasses very similar traits to the Guided Reading model included in the Daily Five.

Conclusion

The Daily Five program aims to assist in perfecting the literacy skills of students across grade levels. The five separate components devote the necessary time and focus too often neglected in regular literacy blocks. Boushey and Moser (2006) have carefully created a holistic literacy program that can be integrated into almost any classroom, at any level. The program reflects the four English Language Arts competencies of the Quebec Education Plan, and takes the QEP literacy definition to heart. The Daily Five is a reading and writing program embedded in the principles of constructivist theory (Vygotsky, 1978; Piaget, 1926). The five components of the Daily Five require independent work from students, and with this independent work comes the students' own formation of understandings.

Although not much research has been conducted on the Daily Five program as a whole, there is a significant amount of research based on the five components and the added component of Guided Reading. The components are different and so is the research, however the findings reveal similarities. The findings suggest that literacy should be practiced in the classroom on a daily basis. This daily practice should be independent in order to foster students who are

competent workers. Literacy is a complex skill to understand and acquire. The Daily Five program can assist in the attaining of this skill.

THE **DAILY FIVE: TEACHER'S MANUAL**

Rationale

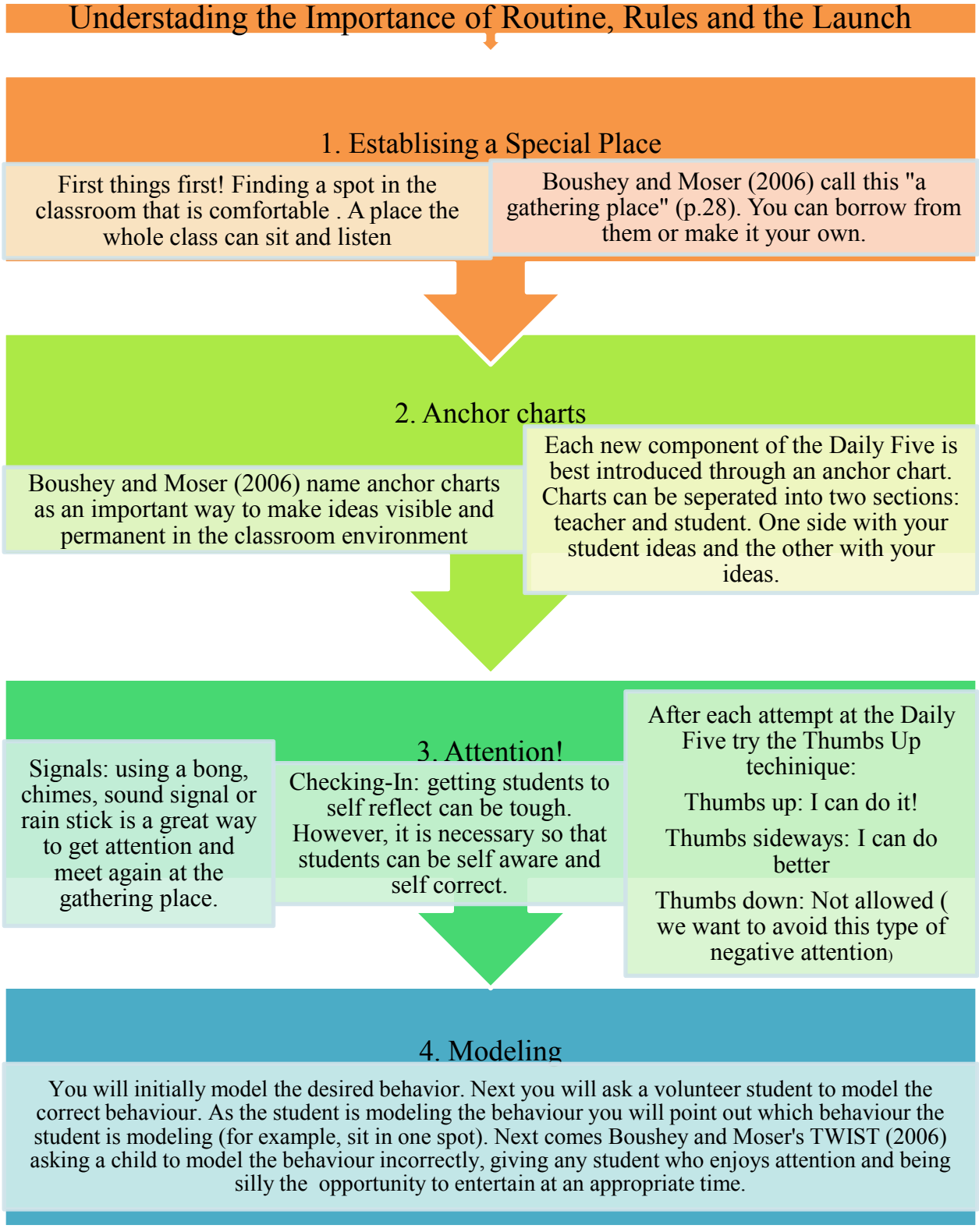
The goal of this manual is to provide educators, like you, with a variety of effective tips, strategies, lesson plans, and steps that enable the successful implementation of the Daily Five as of kindergarten. As teachers, we have applied the Daily Five program in our own classes (with a variety of grades), and really enjoyed the experience. The program can successfully run throughout all the elementary levels making school seniors experts due to their years of practice. We built this manual based on the psychological foundation embedded in Boushey and Moser's (2006) the Daily Five. We often implemented the very same ideas they created, to which we added our own personal spin as well as additional professional tips and references. The manual can be thought of as a collection of ideas from various professionals in order to facilitate the Daily Five planning process. After all, the goal of the Daily Five is to make it simpler for teachers to implement daily literacy.

Enjoy!

Alicia and Laura

Why Should You Choose the Daily Five? (Boushey & Moser, 2006)

- The Daily Five will help your students to be independent
- Students will understand literacy time is important time
- Combining 3 to 5 indepedent lessons gives you the opportunity to work with seperate focus groups
- The Daily Five provides the necessary time and integration of reading and writing (as teachers we know this time can be hard to make)
- Eventually your clear routine WILL accelerate learning
- The Daily Five helps build stamina (eventually they will read for longer and longer periods of time)
- It's all about metacognition: getting your students to understand and make their own reading goals


Understading the Importance of Routine, Rules and the Launch
1. Establising a Special Place
First things first! Finding a spot in the classroom that is comfortable . A place the whole class can sit and listen
Boushey and Moser (2006) call this "a gathering place" (p.28). You can borrow from them or make it your own.
2. Anchor charts
Boushey and Moser (2006) name anchor charts as an important way to make ideas visible and permanent in the classroom environment
Each new component of the Daily Five is best introduced through an anchor chart. Charts can be seperated into two sections: teacher and student. One side with your student ideas and the other with your ideas.
3. Attention!
Signals: using a bong, chimes, sound signal or rain stick is a great way to get attention and meet again at the gathering place.
Checking-In: getting students to self reflect can be tough. However, it is necessary so that students can be self aware and self correct.
After each attempt at the Daily Five try the Thumbs Up techinique:
Thumbs up: I can do it!
Thumbs sideways: I can do better
Thumbs down: Not allowed (we want to avoid this type of negative attention)
4. Modeling
You will initially model the desired behavior. Next you will ask a volunteer student to model the correct behaviour. As the student is modeling the behaviour you will point out which behaviour the student is modeling (for example, sit in one spot). Next comes Boushey and Moser's TWIST (2006) asking a child to model the behaviour incorrectly, giving any student who enjoys attention and being silly the opportunity to entertain at an appropriate time.

Read to Self

Prior to Launching Read to Self

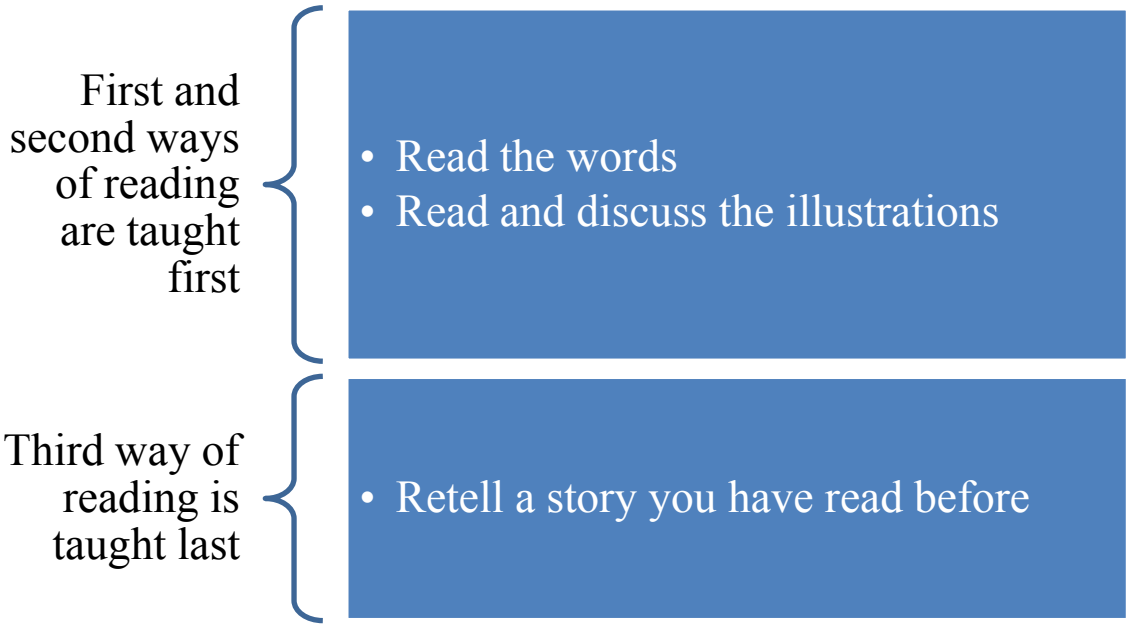
Before introducing the Read to Self component to students, teachers should first explain about:

Good-Fit Books using I Pick (Boushey & Moser, 2006, p. 30)	Book Boxes
• I choose a book • Purpose- why do I want to read this book? • Interest- does it interest me? • Comprehend- am I understanding what I am reading? • Know- I know most of the words	• Each student has their own box or bag • Using IPICK students fill up this box or bag before the Daily Five • Do not take a book from someone else's book box or bag

Keep these anchor charts up in your class as a reminder for your students.

Pre-Read to Self steps:	Have the students' book boxes filled and ready
	Gather all students on the floor in the reading corner with an easel ready
	Discuss the "Three Ways to Read a Book"

As the classroom teacher, you should demonstrate reading illustrations by reading a picture book to your students. Pictures and illustrations give the reader a good idea about what is going on in the story. Words and pictures often go hand-in-hand. This revelation for your student(s) will be very encouraging, especially for any student who struggles with reading words; it gives them an invitation to read along with their peers who are more comfortable with reading words, even if they are not.



On the following day, you should demonstrate the third way to read a book, by retelling a book you had previously read. You will take out the picture book from yesterday, and retell the story without actually re-reading the words. Go over every page and look at the pictures and illustrations for help. You will re-tell the story completely by memory, and will add additional details.

Jim Trelease, author of The Read Aloud Handbook (2001) lists a number of wordless books and other extensive lists of different types of books for young readers. Here are a few "wordless books" great for children who are still reading pictures. These are also great books to 'read' to your students and model picture reading.

Wordless Books (Trelease, 2001)

•Ah-Choo! by Mercer Mayer

• The angel and the Soldier Boy by Peter Collington

• Ben's Dream by Chris Van Allsburg

•A Boy, a Dog, and a Frog by Mercer Mayer

• Changes, Changes by Pat Hutchings

•Clown by Quentin Blake

• Deep in the Forest by Brinton Turkle

• Frog Goes to Dinner by Mercer Mayer

• Frog on his own by Mercer Mayer

• Frog, where are you? by Mercer Mayer

• Good Dog Carl by Alexandra Day

• The Grey Lady & the Strawberry Snatcher by Molly Bang

• The Hunter and the Animals by Tomie dePaola

• The Midnight Circus by Peter Collington

• Noah's Ark by Peter Spier

• Pancakes for Breakfast by Tomie dePaola

• Peter Spier's Christmas by Peter Spier

• Rainy Day Dream by Michael Chesworth

• Rosie's Walk by Pat Hutchins

• Sector 7 by David Wiesner

• The Silver Poney by Lynd Ward

•The Red Book by Barbara Lehman

•The Snowman by Raymonds Briggs

•Time Flies by Eric Rohmann

• Tuesday by David Wiesner

Read to Someone

Why teach your students to Read to Someone?

(Boushey & Moser, 2006)

- It improves the volume of reading
- Gets them to focus more on their reading
- Motivates students to want to read
- Improves: fluency, reading rate, and word attack skills
- Gets them to love reading

Introducing Read to Someone

Key terms and ideas used in Read to Someone (Boushey & Moser, 2006)

EEKK

Teach your students to sit "EEKK":
Elbow to Elbow, Knee to Knee

I read, You read

Teach students to alternate reader

- each child reads (a page, paragraph, and alternate)
- one child readers (more confident child) and the other child (less confident) repeats
- Note: the children decide which method works best for them.

Choral Reading

Ask students to read the same section at the same time

Reading One Book

Both students hold the book and take turns reading different passages from the same book

Voice Level

Teach students to maintain a quiet yet clear voice (best explained through modeling)

Checking for Understading

Partners will ask eachother questions (who, what, where, when, and why) about what was just read before alternating

Your first six days of Read to Self and beyond…. (Boushey & Moser, 2006)

Day 1

- Model and practice EEKK
- Brainstorm Ichart (see below)

Day 2

- Model for your students how they should read with a partner
- For example: have one partner read

Day 3

- Have the class brainstorm how to choose books
- Practice how to choose books

Day 4

- Come up with ideas, as a class, of a good spot in the classroom to sit and read with a partner
- (Boushey & Moser, 2006)

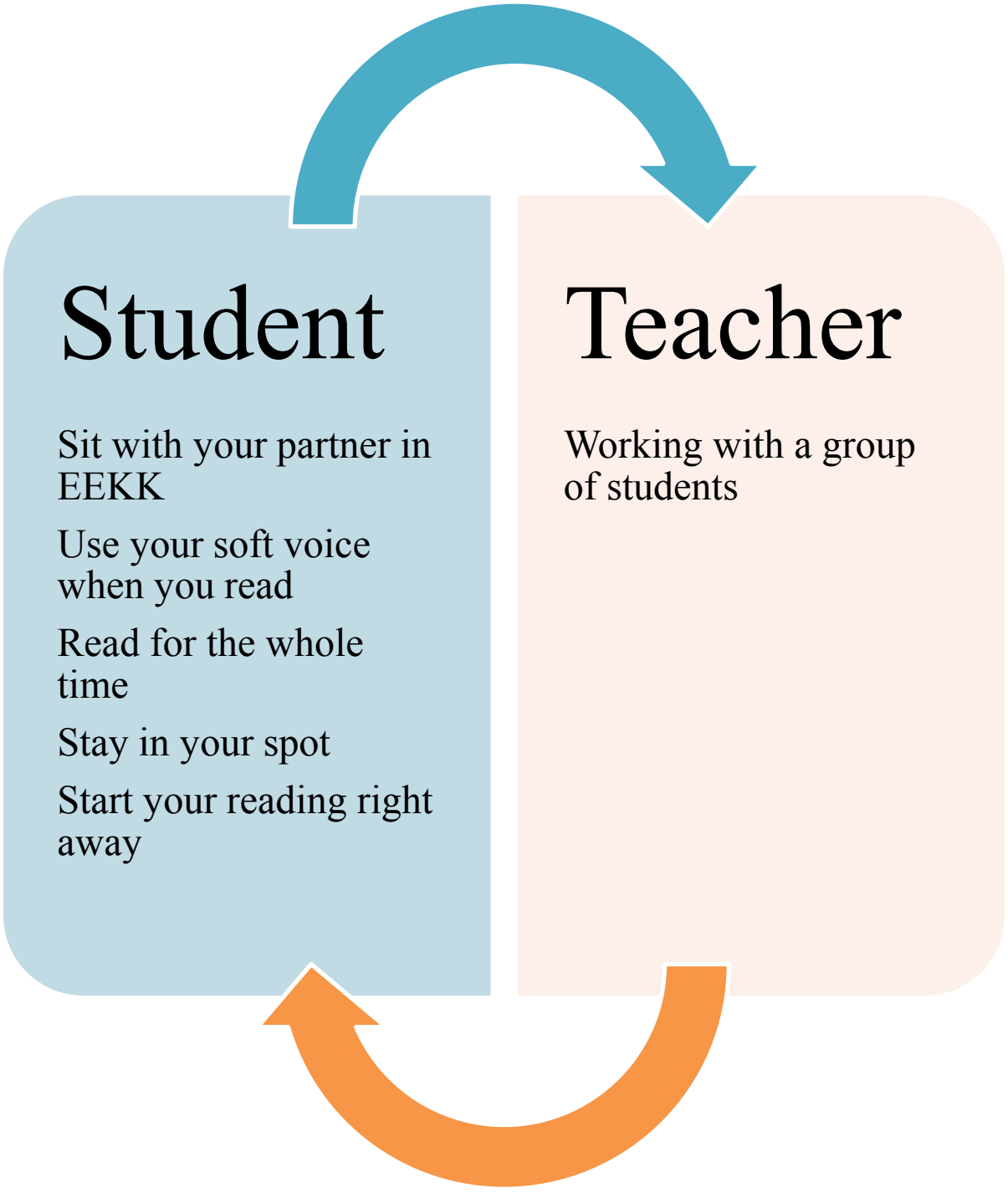
Day 5

- Come up with different ways on how to pick an appropriate partner
- Create an Ichart

Day 6

- Teach students how to coach one another
- Model: what partners should say: "Do you need help or would you like more time?"

Ichart for Read to Someone



Coaching or Time

- (Boushey & Moser, 2006)
  - Every student will be a coach at some point during Read to Someone
  - A coach is someone who helps a struggling reader by giving them support and guidance
  - Sometimes, struggling readers want more time to figure out the word they are struggling with on their own; this is where "Time "fits in
  - Tell your students that when they are reading to someone, and their partner is struggling, they should ask them if they need a coach, or if they want more time.
  - A good coach is someone who slowly sounds out the word their partner is struggling with, and encourgaes their partner to say it along with them. A bad coach is someone who tells their partner what the word is

Coaching Tips for Your Students to use on one another

- (Boushey & Moser, 2006)
- Reading Words
  - Did you use a strategy to help you read that word? Which strategy?
  - Why don't you go back and reread that word?
  - It's ok to skip this word, we can come back to it later on...
  - Try putting the sounds of the words together
  - Look at the pictures to help you out
  - Listen to me as I sound the word out for you
  - If you would prefer, I can tell you the word

  - Comprehension
  - Listen as I retell you what has happened in the story so far..
  - Try to answer these questions (who, what, where, and why)
  - I can summarize the story for you, would you like that?

Picture Books (Trelease, 2001)

- Aesop's Fables by Jerry Pinkney
- Alexander and the Terrible, Horrible, No Good, Very Bad Day By Judith Viorst
- All About Life by Shirley Hughes
- Amelia Bedelia by Peggy Parish
- Baby in a Basket by Gloria Rand
- Brave Irene by William Steig
- Captain Abdul's Pirate School by Colin McNaughton
- A Chair for My Mother by Vera. B. Williams
- Corduroy by Don Freeman
- Deep in the Forest by Brinton Turkle
- Don't Go Near That Rabbit, Frank! By Pam Conrad
- Encounter by Jane Yolen
- Erandi's Braids by Antonio Hernandez Madrigal
- The Foot Book by Dr Seuss
- Frog and Toad Are Friends by Arnold Lobel
- The Gardener by Sarah Stewart
- A Gift for Tia Rosa by Karen T. Taha
- Harry in Trouble by Barbara A. Porte
- The House on East 88th Street by Bernard Waber
- Ira Sleeps over by Bernard Waber
- The Island of the Skog by Steven Kellogg
- Little Red Riding Hood retold by Trina Schart Hyman
- Madeline by Ludwig Bemelmans
- Matthew's Dragon by Susan Cooper
- The Principal's New Clothes by Stephanie Calmenson

Full-Length Novels (Trelease, 2001)

- The Adventures of Pinocchio by Carlo Collodi
- Bridge to Terabithia by Katherine Paterson
- The Cay by Theodore Taylor
- Charlotte's Web by E. B. White
- Danny, Champion of the World by Roald Dahl
- Francie by Karen English
- Gentle Ben by Walt Morey
- Harry Potter and the Sorcerer's Stone by J. K. Rowling
- Hatchet by Gary Paulsen
- In the Year of the Boar and Jackie Robinson by Bette Bao Lord
- The Indian in the Cupboard by Lynne Reid Banks
- Jason's Gold by Will Hobbs
- The Kingdom by the Sea by Robert Westall
- Lily's Crossing by Patricia Reilly Giff
- The Lion, the Witch, and the Wardrobe by C. S. Lewis
- Maniac Magee by Jerry Spinelli
- Number the Stars by Lois Lowry
- Otto of the Silver Hand by Howard Pyle
- Peppermints in the Parlor by Barbara Brooks Wallace
- Ramona the Pest by Beverly Cleary
- The Secret Garden by Frances Hodgson Burnett
- Sideways Stories from Wayside School by Louis Sachar
- Tales of a Fourth-Grade Nothing by Judy Blume
- Under the Bridge by Ellen Kindt McKenzie
- Where the Red Fern Grows by Wilson Rawls
- The Wonderful Wizard of Oz by L. Frank Baum

Read to Self/Read to Someone (Trelease, 2001) Predicatable books:
• All Join In by Quentin Blake • Are You My Mother by P.D. Eastman • Bearsie Bear and the Surprise Sleepover Party by Bernard Waber • The Big Sneeze by Ruth Brown • Brown Bear, Brown Bear, What Do You See? By Bill Martin Jr. • The Cat Sat on the Mat by Alice Cameron • Chicka Chicka Boom Boom by Bill Martin Jr. & John Archambault • Do You Want to Be My Friend? By Eric Carle • Duck in the Truck by Jez Alborough • Froggy Gets Dressed by Jonathan London • Goodnight Moon by Margaret Wise Brown • The Important Book by Margaret Wise Brown • Let's Go Home, Little Bear by Martin Waddell • Millions of Cats by Wanda Gag • My Little Sister Ate One Hare by Bill Grossman • No Jumping on the Bed by Tedd Arnold • Old Black Fly by Jim Aylesworth • The Pig in the Pond by Martin Waddell • Rolie Polie Olie by William Joyce • She'll be Coming 'Round the Mountain adapted by Tom and Debbie Birdseye • The Teeny Tiny Woman by Barbara Seuling • Tikki Tikki Tembo by Arlene Mosel • The Very Hungry Caterpillar by Eric Carle • We're Going on a Bear Hunt by Michael Rosen • Who is Tapping at my Window? By A.G. Deming

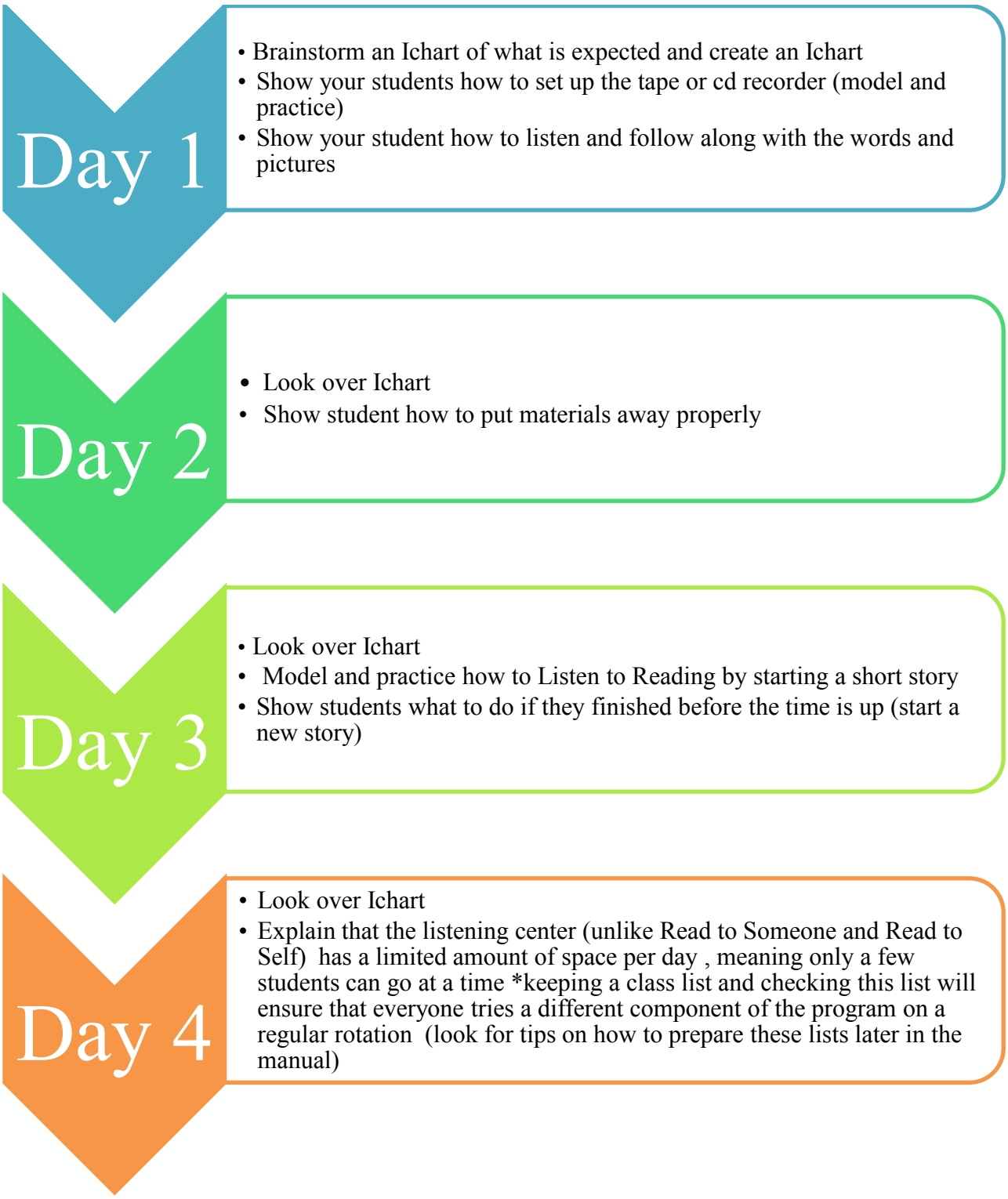
Reference Books (Trelease, 2001)	Poetry (Trelease, 2001)	Fairy and Folk Tales (Trelease, 2001)
• The DK Children's Illustrated Encyclopedia by Ann Kramer • The DK Nature Encyclopedia • In the Beginning: The Nearly Complete History of Almost Anything by Brian Delf and Richard Platt • Richard Orr's Nature Cross-Sections by Richard Orr and Moira Butterfield • The World in One Day: Incredible Comparisons by Russell Ash	• And the Green Grass Grew All Around: Folk Poetry from Everyone by Alvin Schwartz • Casey at the Bat by Ernest L. Thayer • Honey, I love by Eloise Greenfield • If I Were in Charge of the World and Other Worries by Judith Viorst • Kids Pick the Funniest Poems compiled by Bruce Lansky • Read-Aloud Rhymes for the Very Young collected by Jack Prelutsky • Side by Side: Poems to Read Together collected by Lee Bennett Hopkins • Where the Sidewalk Ends by Shel Silverstein	• The Arabian Nights retold by Brain Alderson • Eric Carle's Treasury of Classic Stories for Children by Eric Carle • Hans Andersen's Fairy Tales translated by L. W. Kingsland • Household Stories of the Brothers Grimm translated by Lucy Crane • The Maid of the North: Feminist Folk Tales from Around the World by Ethel Johnston Phelps • The People Could Fly: American Black Folktales by Virginia Hamilton • The Serpent Slayer and Other Stories by Strong Women by Katrin Tchana

Listen to Reading

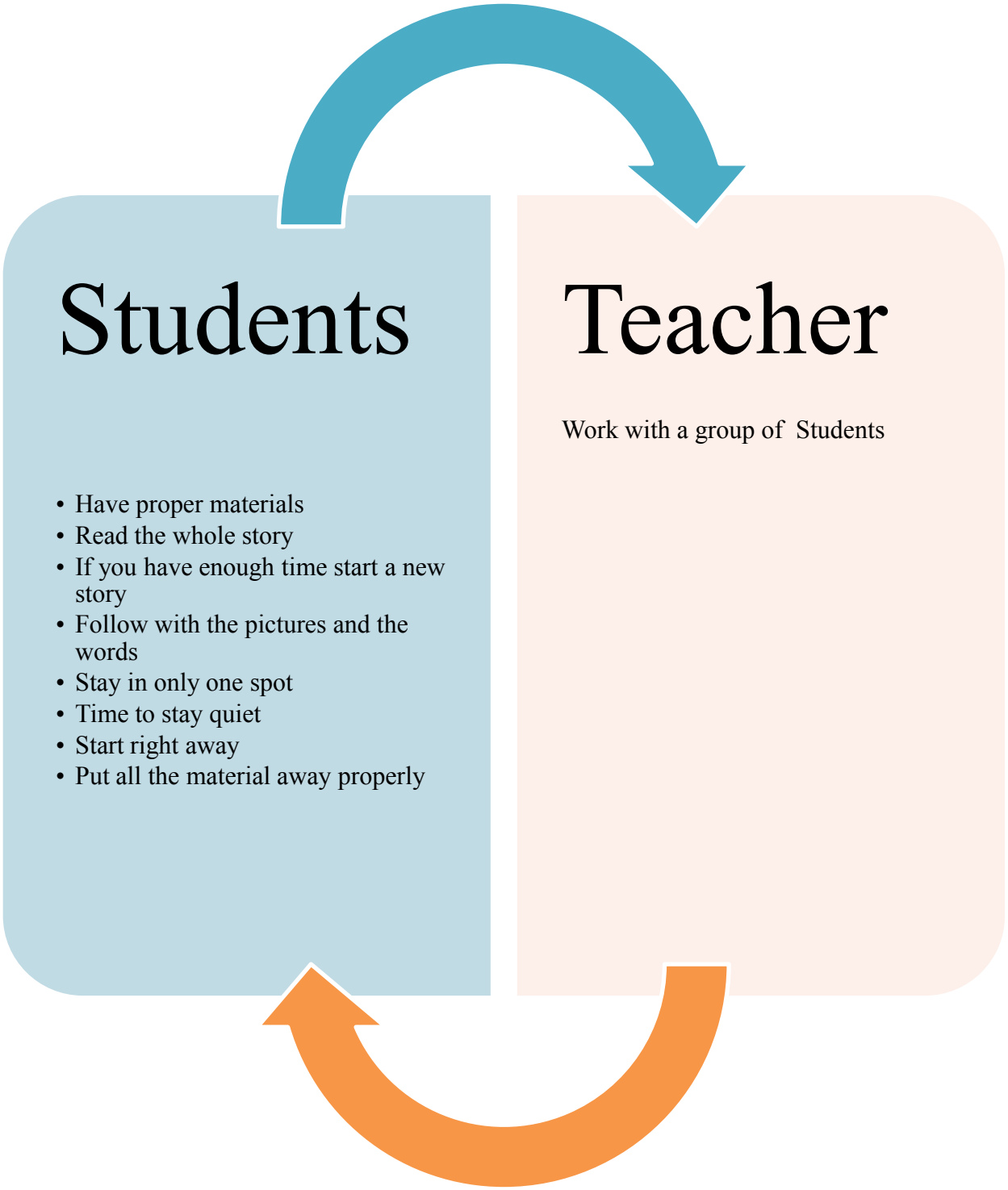
Listen to Reading is the third component of the Daily Five program. It should be introduced after Read to Self and Read to Someone have been mastered. As you probably already know, children love being read to, at any age; in fact most adults enjoy being read to as well.

Unfortunately, not all of our students are read to at home. It is our duty as teachers to provide our students with this simple pleasure. Listen to Reading gives students an opportunity to break off from the world around them; a few minutes of time in a world of their own. In order for Listen to Reading to be properly carried out, students should have their own set of headphones and keep them in their book box.

Your first four days of Listen to Reading and beyond… (Boushey & Moser, 2006)



Ichart for Listen to Reading (Boushey & Moser, 2006)



Working with Writing

This portion of the manual includes Work on Writing, where each grade level can vary because unlike Read to Self, Reading Someone, and Listen to Reading ,the components of Work on Writing require specific activities made by you based on the reading and writing levels of your students. Along with picking a variety of books and audio books (at all reading levels) now you will create writing activities at different levels.

Launching Work on Writing

Why Work on Writing?
(Boushey & Moser, 2006)

Learning about writing that really matters

- Persuasive writing, letter writing, recounting a personal experience, writing a report on a topic of interest, writing a poem about a loved one, writing a narrative about a video game, are just a few examples of writing that really matters to children

Work on Writing helps students become better readers and writers

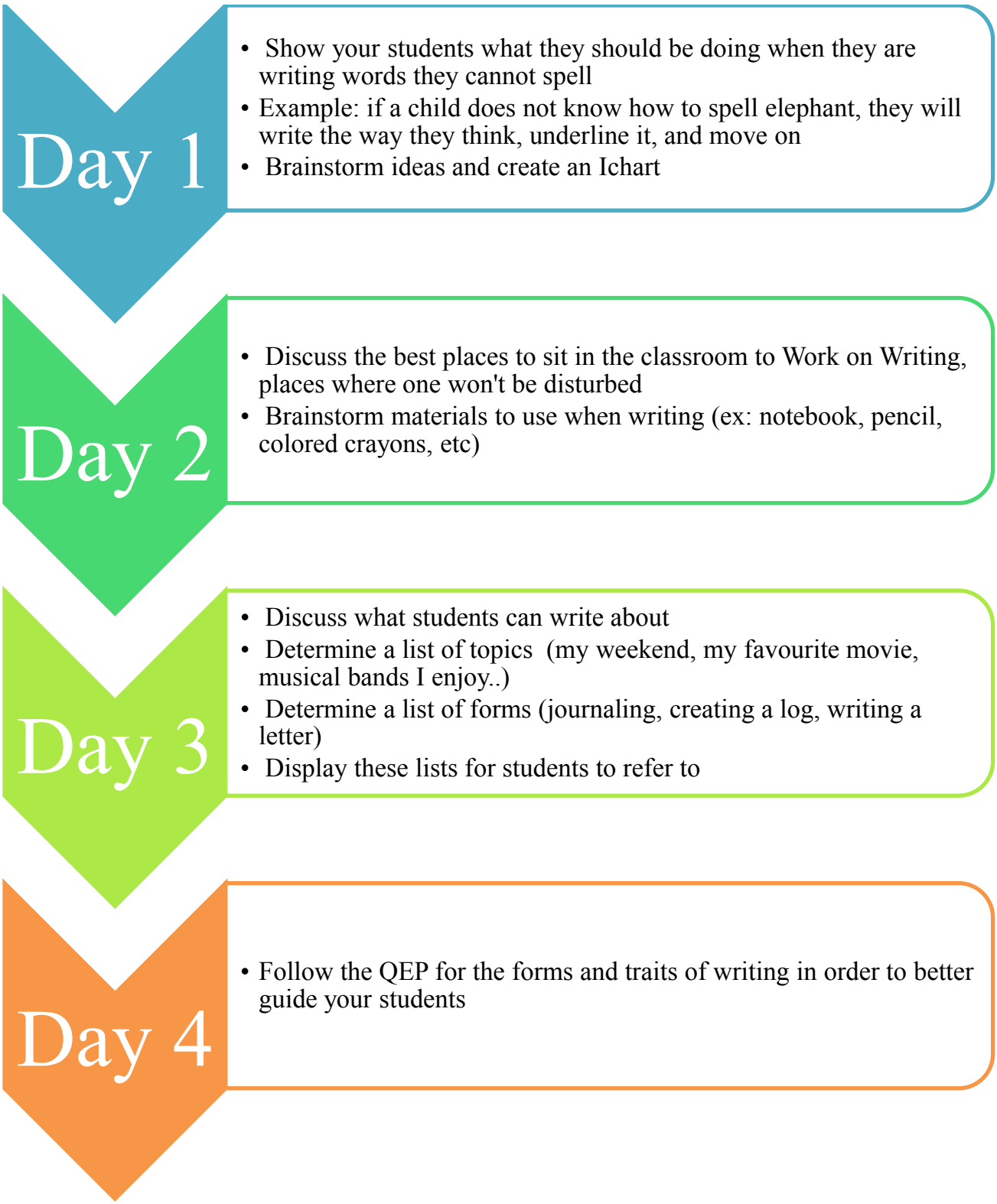
It is importnat to Work on Writing in order to care about written work, and those who read it

Work on Writing provides students with choice (poetry, narrative, report, list, log, journal, interview, song)

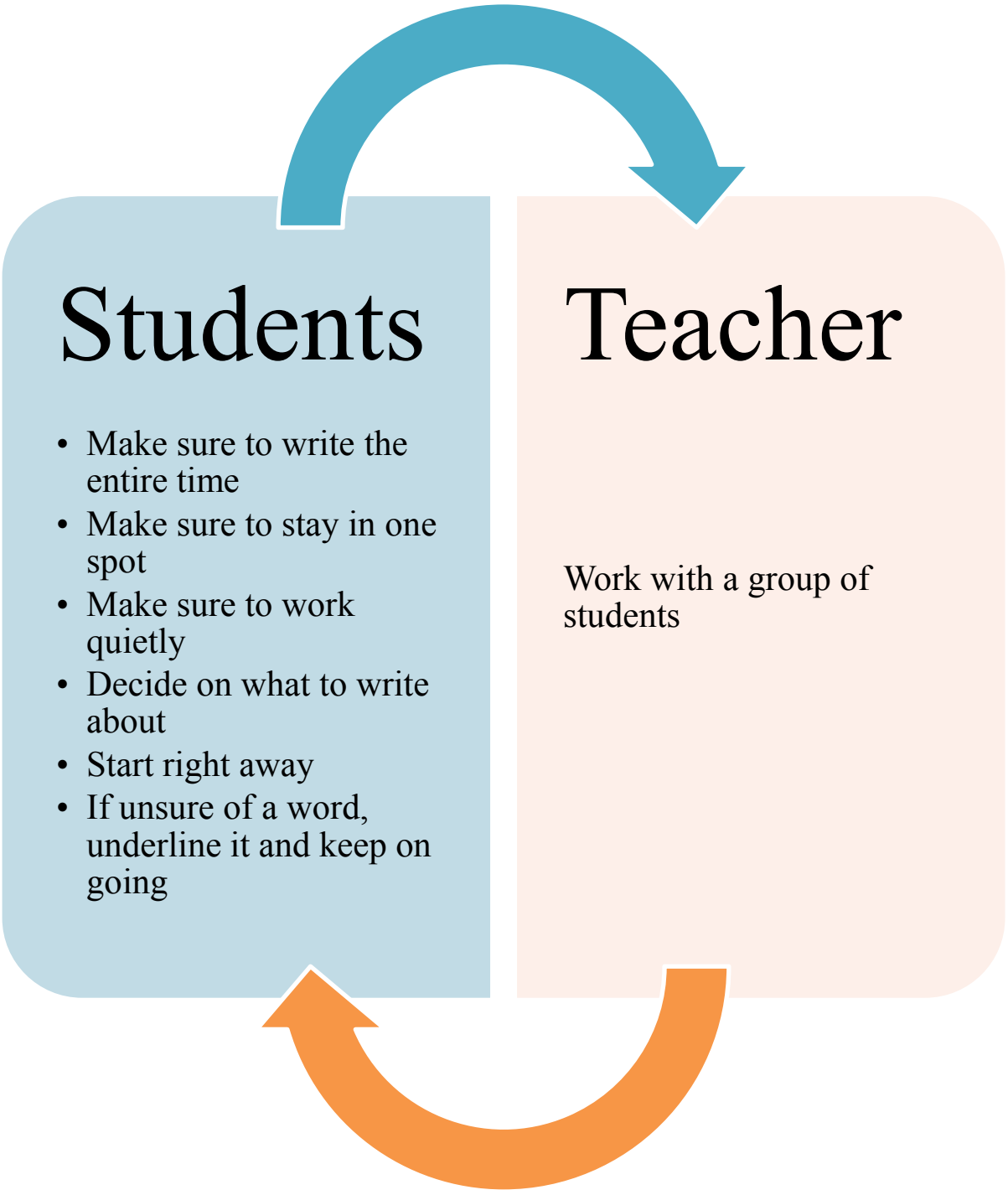
Work on Writing is important because it builds on the fluency of writing

And of course, it's always fun!

Your first four days of Work on Writing and **beyond… (Boushey & Moser, 2006)**



Ichart for Work on Writing (Boushey & Moser, 2006)



Why Journal Writing Should Start as Early as gr. 1

(Pressley et al., 2001, p. 72-73)

1. Student expression and fluency: get your students in the habit of writing by telling them that their journal writing is more about ideas and thoughts and not so much about spelling. Our students have so many ideas in their heads and if they don't get in the habit of writing them down, we'll never know what's really going on up there!

2. A chance to apply learned skills: give your students the opportunity to show you what they've learned. Students are always excited when they learn something new, and writing is no exception. Let them show off in their journals and be sure to provide plenty of positive feedback and encouragement

3. A tool for communication: tell your students that journals can be a private conversation between them and you, or have your students buddy up and communicate via their journals. Explain that they can tell you or their journal buddy what they did over the weekend, their favorite movie, or anything that pops into their head. Make sure to always respond to what they are saying and encourage journal buddies to write back to one another.

Activities and Suggestions for Work on Writing

Writing a Letter

Here is a letter checklist, inspired by a rubric created by Gambrell, Morrow, Neuman, and Pressley (1999). This checklist can be modified and adapted for less experienced writers as well.

My Letter Checklist

Content

- Message/Meaning
- Organization
- Details
- Complete Sentences
- Word Use

Mechanics

- Inside address
- Date & Greeting
- Body & Paragraphs
- Closing & name
- Capitals & Punctuation
- Neatness
- Spelling

My Additional ideas

_____
_____
_____
_____
_____

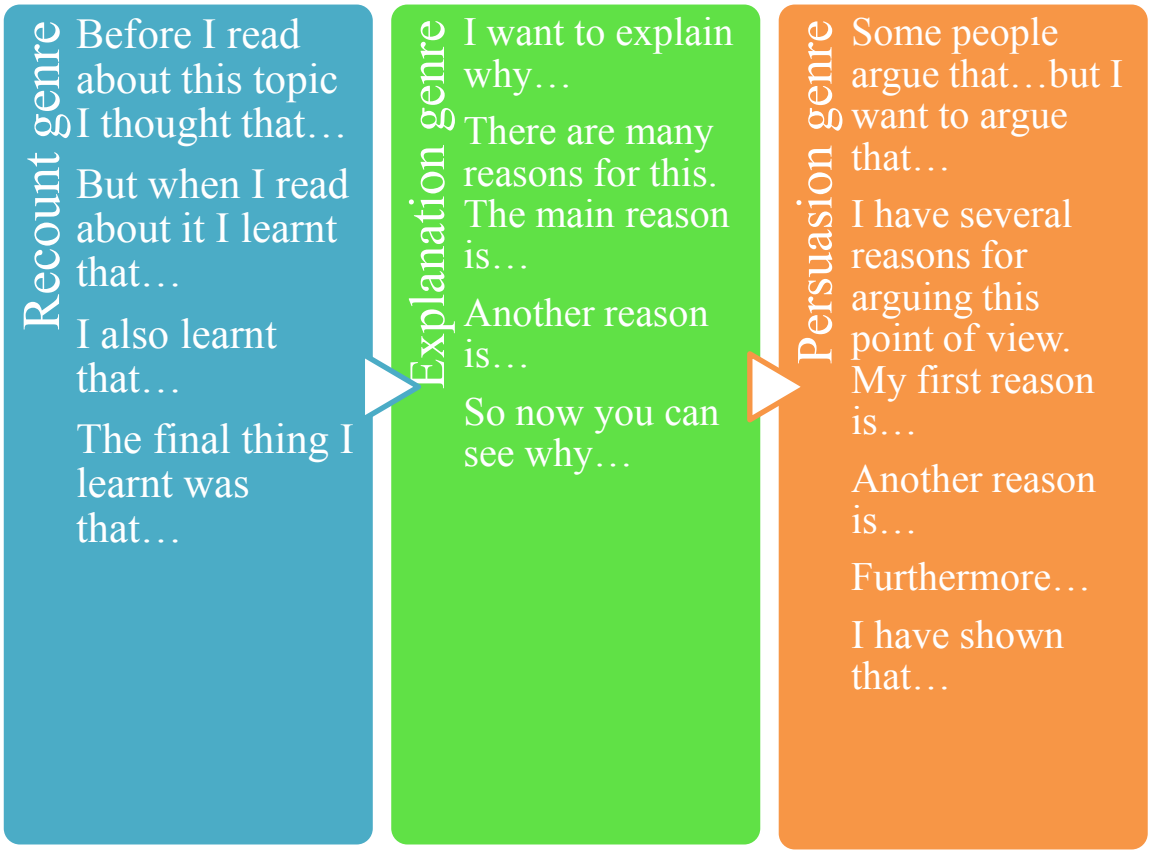
Responding to Fiction

Westphal (2009) has great activities for responding to different genres of writing. We thought we'd share some of his ideas with you! Directions: select two activities from the menu below, these activities must total 10 points (Westphal, 2009).

2 points • Complete a story map for a fictional story of your choice. • Create a quiz addressing what important elements a fictional story should contain.
5 points • Make a recipe for a good fictional story • Read a fictional book of your choice and create a crossword puzzle about the important elements. • Create a poster to show your favourite fictional character. On the poster place the character in his or her setting, and surround the character with elements from the story. • Free Choice: prepare a proposal for a story, and present it to your teacher.
8 points • Write your own fictional short story about someone your age and a problem he or she must solve. • The Book Hall of Fame is taking nominations for the best fictional book ever written. Write a submission for this honor. Describe the book you picked and why it deserves the honor.

Writing Frames (Goodwin, 2011, p.132)

Children often like to use visuals as reminders. Giving them flash cards with starter prompts like the ones below is a great technique to get them to stay on task.



Tic Tac Toe activities are a fantastic way to get students to Work on Writing by selecting options based on their interests. Students must pick three options in a row and make a line (like in tic tac toe) going in any direction. The following is an example of a tic tac toe written by Westphal (2009) with a few of our own ideas and twists included as well.

Write a Review Select the book of your choice. Look at the style, images (if any), and details of the book. Write a review of the book, and address whether you think your peers would like it (why or why not).	Create a Song or Rap Convert a short story or poem of your choice into a rap song. You can also use parts of different books as inspiration. Add words, omit words, and make it your own. Present it to a friend	Create a Reference Book Create an alphabet book of books. Think of all the books you have enjoyed and create an alphabet book with one page for each book. Feel free to add illustrations!
Create a Book Think of a topic you enjoy in Science. Create an informational book on this topic.	Free Choice (fill out a proposal form and get it approved by your teacher before starting)	Venn Diagram Create a Venn Diagram comparing and contrasting two of your favourite characters (from any two books no matter the genre or reading level).
Design a Board Game Create a board game using your favourite book as inspiration. Your questions and activity cards should include characters, setting, problems, and other themes from the story.	Create an acrostic poem Select a character from the story of your choice. Create an acrostic poem with their name. Make sure to include details about your character.	Create Trading Cards Think of six popular books. Create a trading card for each book. Include the main characters, description of the plot, but don't give away the ending! Feel free to get creative and decorate the cards as you like!

Tic Tac Toes are best implemented after completing a unit. Use the following as inspiration and feel free to create your own on any unit you and your class are learning about. Here is another Westphal (2009) inspired tic-tac toe, this one follows a poetry theme.

Create a Cube Create a poem cube with different stanzas on each side that when rolled could create a poem.	**Design a Poster** Research the history of the haiku poem. Make a poster that details your research and include three examples of this type of poem.	**Write a Book** Create a book of poetry with examples from at least three different poetry types (e.g. diamante, cinquain, haiku, name poems, free verse)
Create a Poem Write a poem a about your classroom or classmates. Use either the diamante poem format or cinquain format.	**Free Choice** (fill in your proposal form and show it to your teacher, only begin once you have an approval)	**Develop your Own Song** Choose one of your favourite poems and change it into a song or rap. Be prepared to share your creation with a classmate.
Illustrate a Poem Choose a poem from one of Shel Silverstein's poetry books. Create your own illustration(s) for the poem you choose.	**Your own Poetry Challenge** Write a poem on the topic and format of your choice.	**Research Two Poems** Find two poems by different authors that share the same theme. Compare the similarities and differences of the poems (format in particular)

Getting started on writing can be really tough, for children and adults alike. Sometimes a prompt or starter sentence is just what you need to get started. Borrowing from Sweeney (1995) with a few twists of our own, here are some thought-provoking, fun, and unique ideas for journal writing to be done in Work on Writing. You can make a cue card for each idea, decorate it, and create a stack.

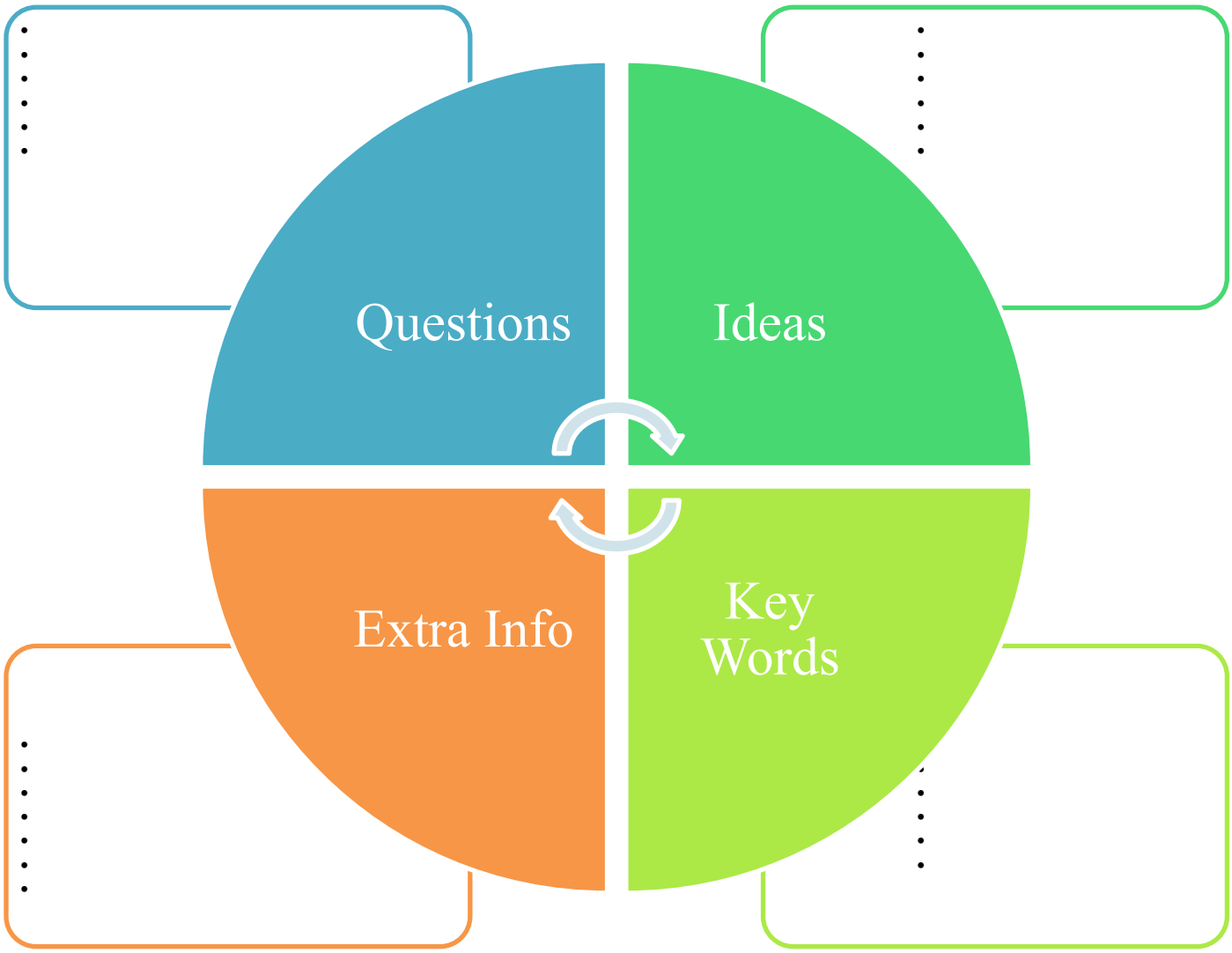
Thought Provoking Questions

Do you own an object of great value even though it isn't worth a lot of money? Describe it.	An African proverb says "He who is proud of his clothing is not rich" What does this saying mean to you?	Can you remember the happiest day you ever had on summer vacation? Describe it.	If you could meet any famous person, from any time in history, who would it be and why?
School is great most of the time, but these are some of the things I would change if I could. Starting with…	If you could change one thing about your life, to make it better, what would it be and why?	What is the one thing you dislike about Montreal weather? Why? (If you like everything explain)	If you could make it snow anything but snow what would you choose and why? How would it affect the people in your city? Who would enjoy this change most?
If you could be any television show mother or father when you grow up who would you chooses? What qualities made you choose him or her?	If you could give yourself a talent you don't already have, what would it be and why?	If you could be any fictional character (from a book, television show, etc.), who would you be and why?	If you could join any family on television or in a novel, which family would you select and why?
Is a lie always bad? Can you think of an example of when a lie is not bad?	Have you ever been told you cannot do something because of your gender?	Were you ever asked to keep a secret you did not want to keep? How did it make you feel?	What is the most interesting gift you have ever received?
If you were asked to convince people not to smoke, what advice would you give them?	Do you think court hearings should be broadcast on television for all to view? Why or why not?	What, in your opinion is more important, how a person acts towards others or how they look?	If someone offered you 2 million dollars to swim in a tank with one shark for five minutes, would you do it? Why or why not?

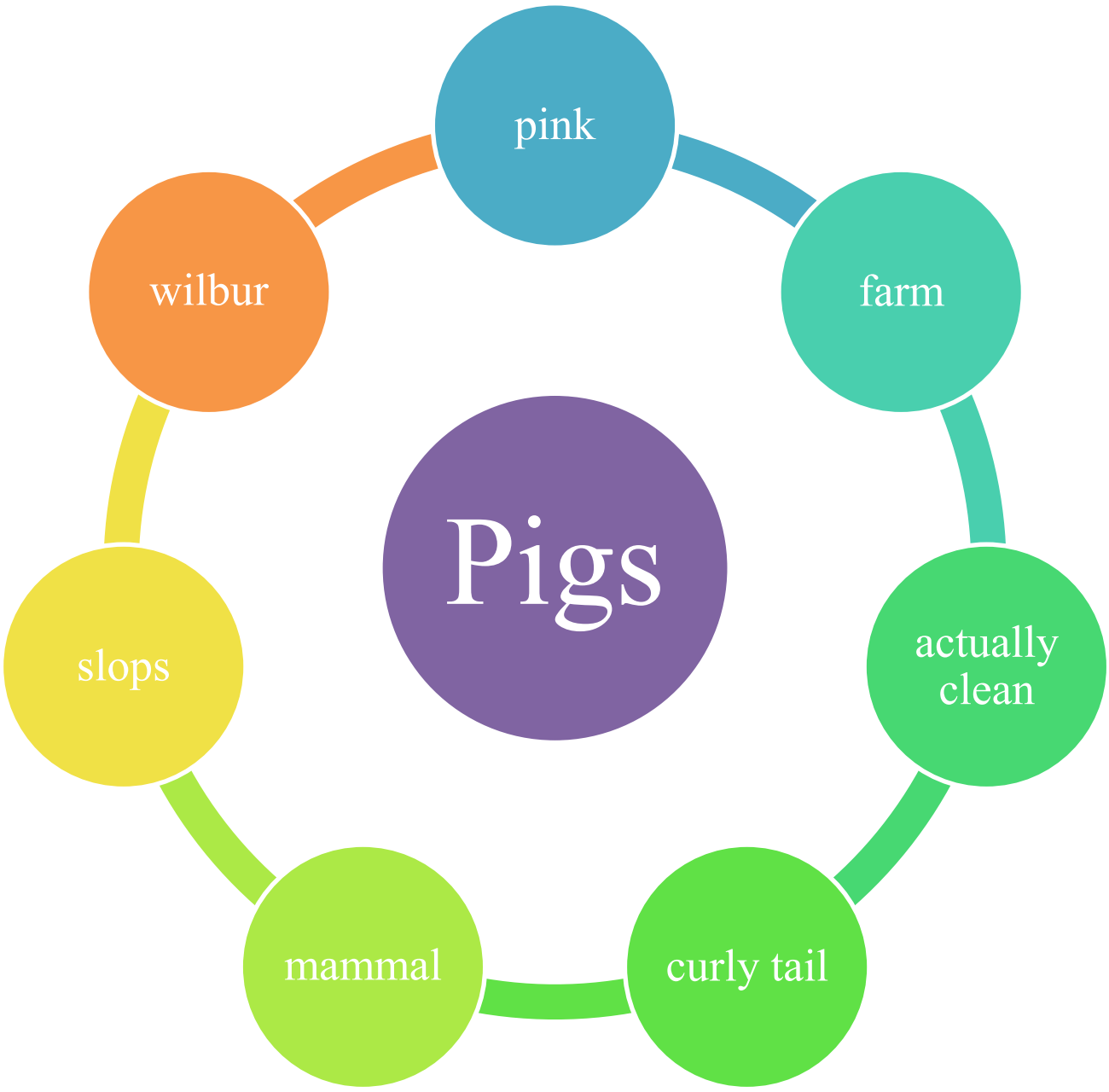
Have you ever done something kind that no one knew about? What was it, how did it make you feel?	Did you ever have a day when everything went wrong? Describe this day from start to finish.	Has anyone ever saved your life? Tell about who it was and how it happened.	Have you ever won a contest? What was the contest, how did you win, and what did you win?
Have you ever had a good friend who became your enemy? Or vice versa?	What else other than money is important to consider when choosing a future career?	If you woke up from a ten year sleep what would be the first thing you would ask for? What would you do next?	If you were a teacher which grade and subject would you most like to teach? Why? Which grade would you least like to teach?
If you could time travel, where would you go (past or future), who would you meet? Explain.	If you could go on a "date" with anyone in the world, who would it be and why? (This does not have to be romantic)	If you were granted ten wishes what would you wish for and why?	If you were stuck on a desert island and you could take any character from a book, who would you pick and why?
When you were younger, did you ever eat anything that was not food? What was it and explain what it was like.	Do you think you have changed since you were small? Do you look and act differently, if so how?	In your experience, are grownups usually happy or unhappy about their jobs? Why do you think?	Do you think going to school and doing homework is your job right now? Explain your answer.
Pets are a big responsibility. Do you think you are old enough to take on that responsibility? Why or why not?	Can you think of a worthwhile job that does not pay a lot (or any) money?	If you saw someone hurting an animal on purpose, would you stop them? How would you get them to stop?	If a genie offered you the choice between all the money you could ever want or true love for all your life, what would you choose?

Brainstorming

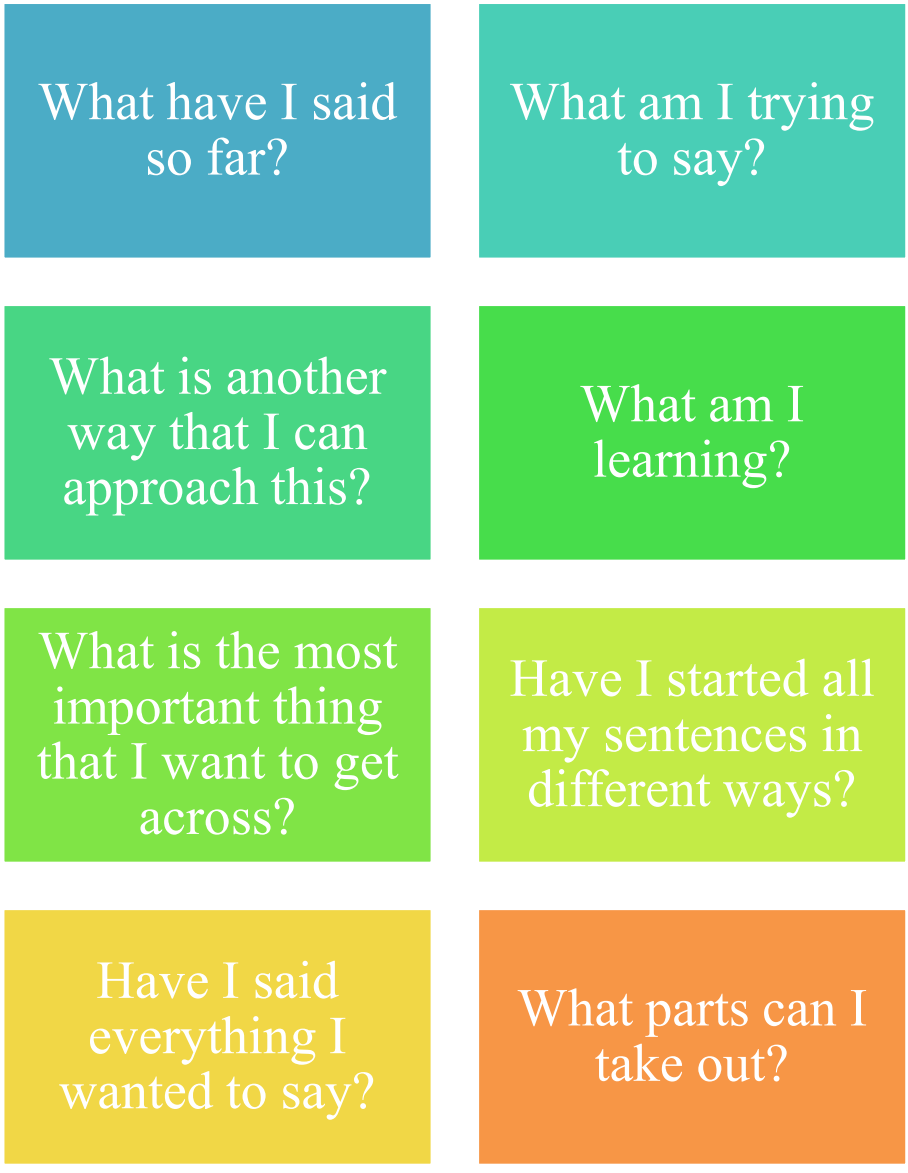
It can be very helpful for children of all ages to brainstorm their ideas before writing. Different children will brainstorm in the manner that they feel most comfortable with. Some students will have trouble getting started and might need extra support. Here is a skeleton of a brainstorming chart, ready to be filled with ideas, thoughts, questions, and anything else that pops up during the brainstorming process.


Questions
Ideas
Extra Info
Key Words

Brainstorming: an example for a less experienced writer



Checklist or chart to use while writing a story, a text, an information piece, etc. (McCormick & Calkins, 1986):



Word Works

Similar to Work on Writing, Word Works will ask you to create a number of activities for your students based on their reading and writing levels. Rather than writing a piece of work, Word Works asks students to play with words in order to improve their vocabulary. Every component of the Daily Five is linked and selected in order to help children become better readers and writers.

Why work with words?

(Boushey & Moser, 2006)

- Gives your students an opportunity to learn and practice spelling patterns
- Get your students familiar with high-frequency words
- Great opportunity for your students to get familiar with spelling patterns
- Expands your students' vocabularly with exposure to unique and interesting new words

Your first 2 days of Word **Works and beyond…**(Boushey & Moser, 2006)

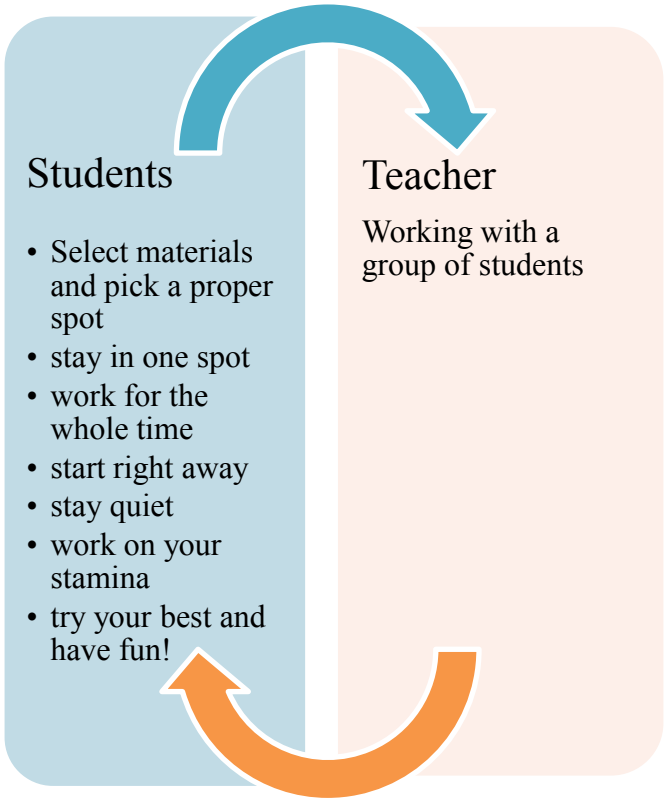
Day 1

- Show your students the materials they can use and where they are located
- Create an Ichart of how to set up materials and work with those materials independently
- Come up with ideas of how to clean up when the Daily Five period is over

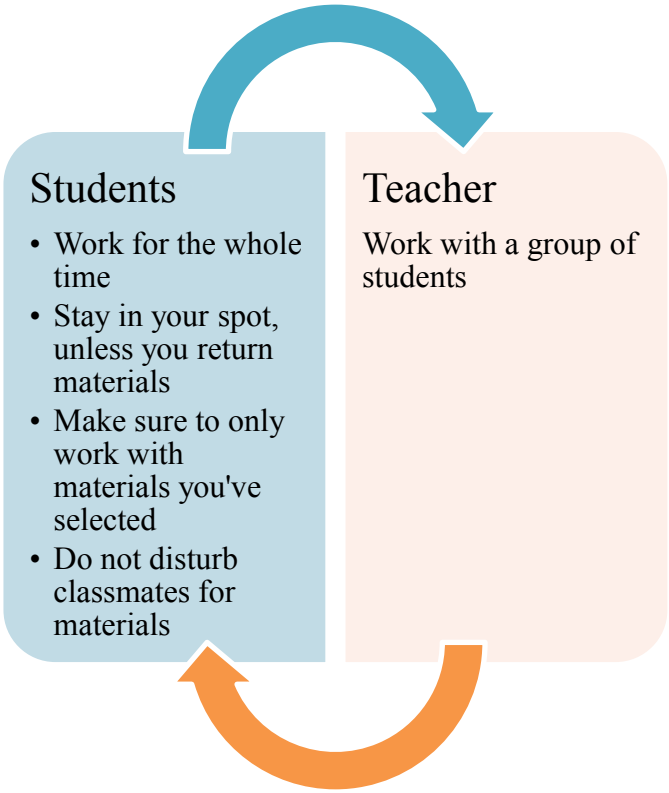
Day 2

- Show your students how to set up the materials, where to place them, and how to clean them up properly
- Create a second Ichart on how to use the materials
- Build your students' stamina by practicing working with the materials, and add one to two minutes to the Word Work block each day

Ichart How to set-up materials in Word Works (Boushey & Moser, 2006)



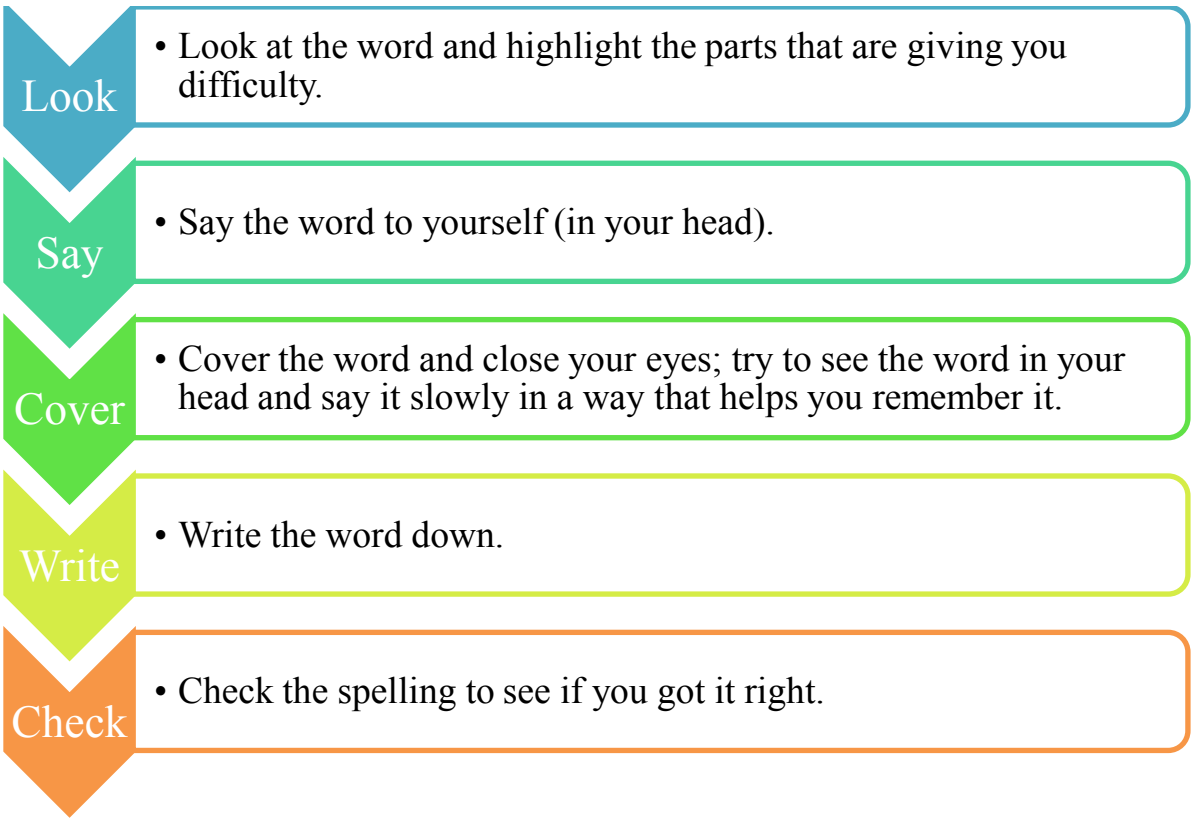
Ichart How to use materials in Word Works (Boushey & Moser, 2006)



Tips on lessons for Word Works (Boushey & Moser, 2006)

- Sorting words (ex: alphabetical order, rhyming words, first letter of the word, word endings, themed words)
- Keeping a notepad of new words and adding to it
- Practicing common words (because, and, they, etc.)
- Copy a list of words, flip page over and try to write them by memory

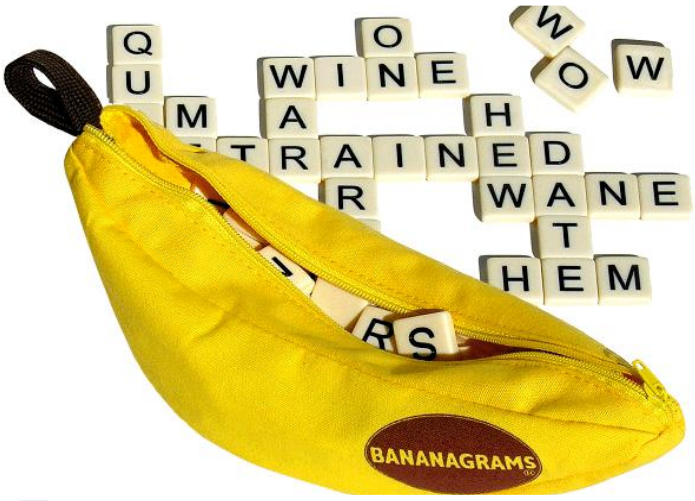
Look-Say-Cover-Write-Check (Goodwin, 2011, p.163)



Materials for Word Works

Play Dough

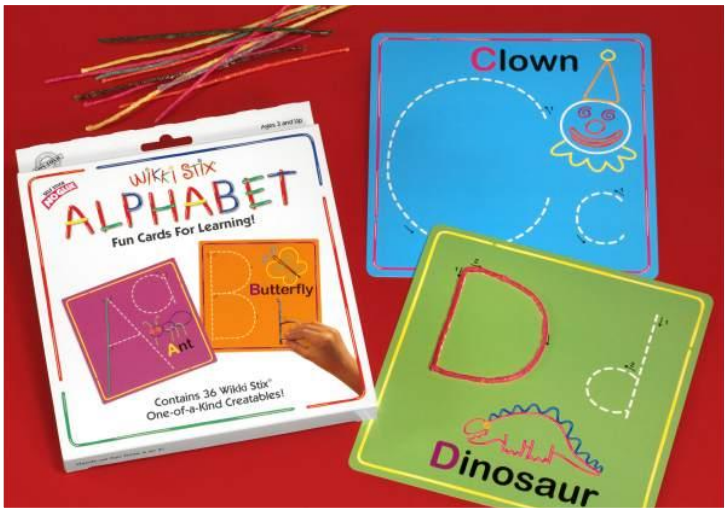
A great tool, for children of all ages, to write out letters and words. Makes working at Word Works extra fun!



Bananagrams

Bananagrams, applegrams, and even scrabble letters of their own make letter finding, and word making exciting.

Try picking 7 letters at random and listing the number of words you can make.



Wikki Stix

Boushey and Moser (2006), strongly suggest Wikki Stix as an exciting addition to the Word Works area. Especially fun for younger students to write out letters and short words.

Word Works Ideas

Vocabulary Investigations for Word Works (Goodwin, 2011):

1) **Children's literature that focuses on words and wordplay**: Install books that have a high focus on the forming of words, meaning, and the power of words in your students' book boxes. Some suggestions for good books: The Boy Who Loved Words (Schotter), Walking on the Bridge of Your Nose (Rosen), and The Castle of Marshmangle (Doyle).

2) Attention to word selection in the media: Collect reports from newspapers, magazines, and reports about a given topic. Have your students look up the nouns, verbs, and adjectives and have them practice how to spell the words and discuss the impact those particular words have in the article they are reading. This will clue your students in on the power of word selection.

3) Wordgames: create fun little word games for your students to play with while they are at Word Works. Adapt it by level and by the learning levels of your students. The games can consist of filling in letters for sight words to fun crossword puzzles.

4) Word biographies: for our older or more advanced students, have them go on an investigation of how words came to be. They can look up "fad" words and find out how they came to be. Your students can even write up little biographies on their favorite fad words.

5) Morphemic word webs and shuffling: set up this activity to help your students with their awareness of word structure, spelling patterns, and the relationships between words. Give students the root form of a word, and have your students create new words by adding morphemes that have been pre cut on cards.

Vocabulary Investigations for Word Works (Goodwin, 2011)

6) Semantic fields: take any concept already covered in your class and have your students generate a list with as many words that they can come up with that has to do with the selected concept. The point of this activity is to get your students to be aware of all of the words that they already know.

7) Place and personal names: get your students familiarized with nouns and proper nouns. Have your students create an inventory list of the names of places and people they know. Once these words have been selected, ask your students to organize these words into lists (ex: names of buildings, names of cities, names of friends, etc.)

8) Investigate and invent fictional character's names: set your students on an investigation of why authors select their characters' names. Can they determine if a character is going to be good or bad based on their name? Once they have investigated fully, have your students come up with their own creative names for a fictional character that they would put into a story.

9) Onomatopoeia: have your students compile a list of their favorite onomatopoeia words (crash, gobble, screech, smack, etc.). They can then put those words into lists separated by loud and soft noises, animal noises, and human noises.

Spelling Resources (Goodwin, 2011, p. 158)

- Alphabet cards and strips to support writing
- Wide variety of alphabet books and early dictionaries
- Name cards that clearly show words in upper and lower case
- Charts with the names of the week and months
- Word banks based on core books and class topics on display
- Collections of words with common initial letters, rhymes, letter patterns
- Guide rules for handwriting
- A range of fun papers, pens, pencils, stencils
- Word banks from class topics
- Collection of common prefixes and suffixes
- Word banks of words using the same letter string (words that end in -ough)
- Spelling programs that reach all levels of spelling development

Tips on how to organize the Daily Five

As soon as you've gone from more than one component of the Daily Five it is important to set up a routine and strategy on how to keep the program organized. It can be intimidating, especially when your five different components of the program are running at the same time. It was one of the reasons we were hesitant at first. However, the following tips should help you feel more at ease with implementing this fabulous program into your classroom and engaging of daily literacy!

Ways to keep the Daily Five structured

(Boushey & Moser, 2006)

- Tip 1: Checking- in, begin the Daily Five (please note this is to be done once students have mastered each component seperately) by asking your students one at a time "what would you like to do today?"
- Tip 2: Depending on your schedule and time constraint there are a variety of ways to organize the Daily Five program. You can *a)* have students select only one component and stick to their selection for the entire period (this might work best for shorter periods of 20-30 minutes) or you can *b)* have them select three or four components for that day , this way when you signal the class they know where to move next
- Tip 3: Keep a class list handy, and mark down each of your students ' daily choices (make sure all the students are evenly distributed and encourage students to mix up their selections)
- Tip 4: See the chart below and feel free to borrow it for your own class

An example of a started chart, used for Daily Reading

Students name	Monday				Tuesday				Wednesday				Thursday				Friday			
Sabrina	R	RS	WW	W																
John	WW	RS	L	W																
Simon	R	RS	G	L																
Carl	G	R	WW	W																
John	WW	W	G	L																
Sam	RS	WW	W	G																
Frank	L	W	WW	L																
Veronika	L	WW	RS	R																
Carina	WW	W	G	L																

Legend:

R: Read to Self RS: Read to Someone WW: Word Work W: Work on Writing

L: Listening G: Guided Reading

An Example of a ready to use chart for the Daily Five

Students Names	Monday				Tuesday				Wednesday				Thursday				Friday			

<u>Legend:</u> *R:* Read to Self *RS:* Read to Someone *WW:* Word Work *W:* Work on Writing

L: Listening *G:* Guided Reading

We're sure that many of you must be wondering where assessment will fit into all of this. After all, it has been drilled into our brains that assessment is the only real way we can see whether or not our students are succeeding. In terms of the Daily Five, assessment is completely up to you. Just like how we have not provided you with one exact way to teach reading and writing, there is no right or wrong way to assess your students, if you choose to assess them at all. For some of you, seeing your students work quietly and independently on their given task will be enough for you to know that they are doing a good job.

Assessment: Should you, or Shouldn't you?

(Boushey & Moser, 2006)

The wonderful thing about the Daily Five is that it gives us the opportunity to have one –on-one teaching time with our students (Guided Reading), and time to walk around and observe how our students are doing. Keeping a journal or a running record of how our students are doing during Guided Reading and regular observations is a great way you can keep track of your students' progress. You can also conduct the Developmental Reading Assessment during Guided Reading time as well.

Make sure to have faith in your students; if they have practiced the individual components enough (which we are sure they will), they will be able to work independently.

Writing Rubric (Feel free to use this if you want to evaluate your students' writing from Work on Writing) (Jacobs, 2006)

*You can also use aspects of this rubric and make it your own

Criteria/Definitions	4	3	2	1
Story structure	Strong plot with conflict, climax, and setting	Nice plot with conflict, climax, and setting	Some story elements are there	Few to no story elements are present
Characterization	Characters have strong personalities and have active roles in the story	Characters have personality, some involvement in story	Characters are mentioned but not much else; they do not have important roles in the story	No mention of characters
Description	Description creates "pictures" through careful selection of vocabulary	Description is nicely put with the choice of appropriate vocabulary	Description suffers due to poor choices in vocabulary	Description is practically non existent
Word choice	Uses appropriate, sophisticated, precise vocabulary	Vocabulary is effective and word choice is appropriate	Uses some effective and appropriate vocabulary	Few to no correct or effective vocabulary

Guided Reading

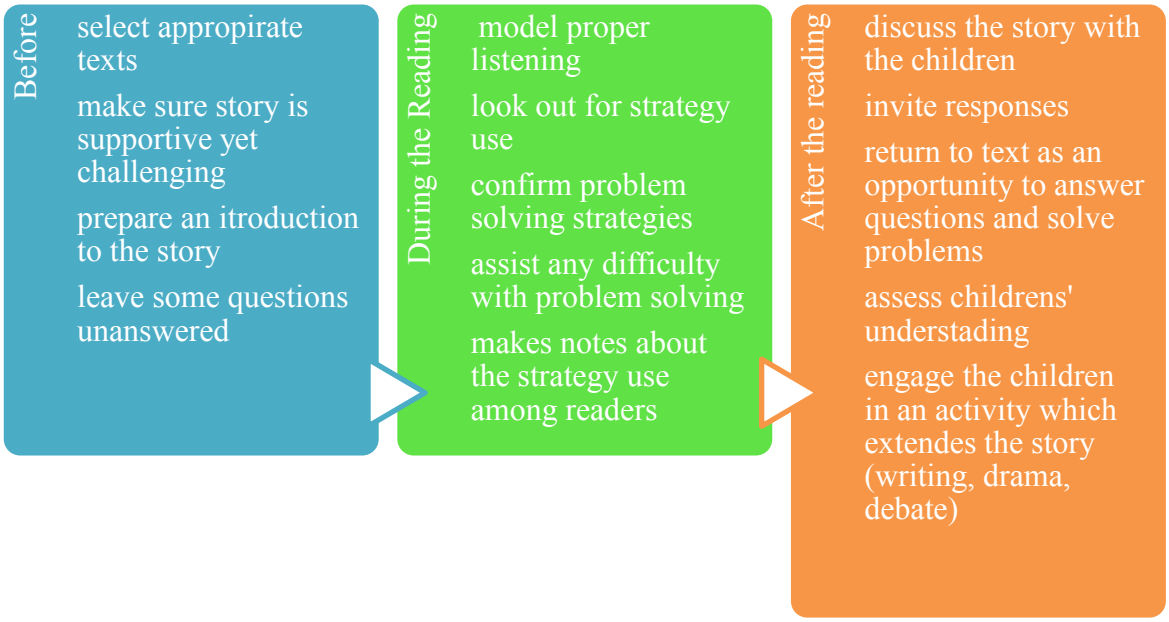
The essential goal for Guided Reading is for you to work with students, who have similar reading processes. Typically you will work with a small group of students to maximize the amount of attention and guidance you can provide your students with. The base of Guided Reading is to engage in reciprocal teaching, Reciprocal Teaching (predicting, questioning, clarifying, and summarizing).

Why Guided Reading?

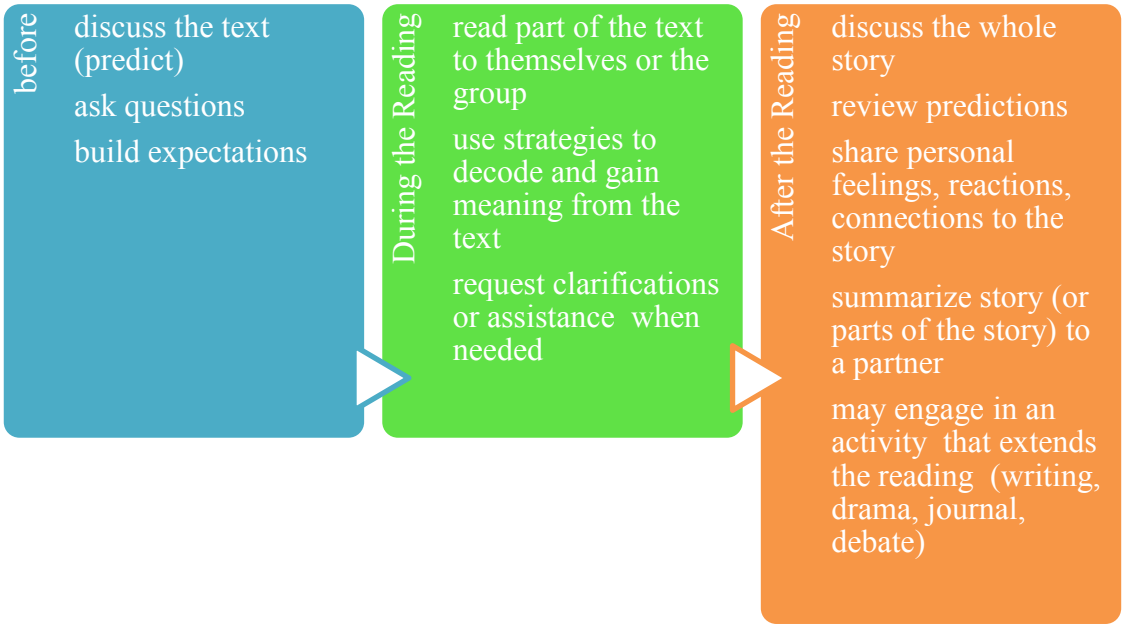
Fountas & Pinnel, 1996

- Guided Reading is an opportunity to build independence and participate in a socially supported activity all at once
- It gives you the opportunity to work with learners as they process new texts
- It can give learners an opportunity to learn reading strategies specifically geared to help them
- Guided reading fosters enjoyable reading
- Helps children learn how to introduce texts to themselves

The Guided Reading Process



Teacher (above) and Student (below) as borrowed by Fountas and Pinnel (1996)

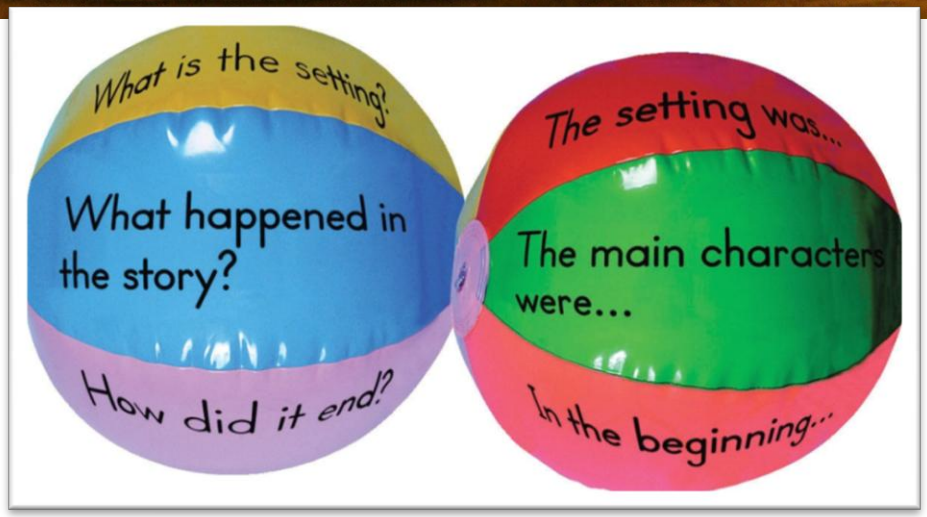


Reading strategies of good readers (McCormick Calkins, 1986, p.241, 242):
• Readers paraphrase: they can retell the story in their own words • Readers ask themselves questions as they read and make predictions along the way • Readers reread over and over again • Readers play a movie in their headsof what they are reading in order to make sense of what they are reading; if it doesn't make sense, they change strategy • Readers skip the parts they cannot understand and come back to them later • Readers relate new information to information that they already know • Readers feel what they are reading: the hope the character if feeling, the the sadness the character is feeling, etc.

Strategies for reading comprehension

Fun Ideas for Guided Reading

Using cubes and beach balls can make strategy use more exciting and entice students to become more engaged with the text. Materials like those shown below make for a more interactive process.



As we prepared to create this manual we read a number of articles and books that contributed to our understanding of literacy. We did not find a place for all our readings in the manual, as a result we wanted to leave you with a list of additional resources.

Additional Readings: Helpful Resources

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