Notes from reading The Daily 5

“Little to no financial investment required to change a classroom into a place where children flourish through choice and extended practise.”

Doesn’t dictate how to teach literacy or numeracy.

It’s a management system to enable focussed teaching.

It’s designed to teach children to build their stamina and independence

Core beliefs -

Practice makes progress

Notes from the web site

# Leadership Support–Show the Research, Part 1 of 3

* Skilled teachers use instructional scaffolds such as posing questions to check for understanding, during small-group guided instruction (Frey & Fisher, 2010). Daily 5 sets up a classroom for effective small group instruction to take place. CAFE provides an organizational tool and a menu of strategies for teachers to use in developing and implementing strategy group instruction.
* One way to teach our students to be independent learners is to gradually transfer the responsibility for learning to our students (Fisher & Frey, 2008). In Daily 5, students gradually build stamina until they are successful at working independently on their reading and writing tasks.
* Allowing children to choose their own books will encourage a love for reading (Atwell, 2007). Good-fit books are an essential component to Daily 5 and through a series of mini-lessons, students learn how to choose good-fit books for their book boxes.
* Clear expectations and learning goals reduce student misbehavior and help create a positive learning environment (Marzano, R. & Marzano, J, 2003). The use of I-charts in Daily 5 allows students to develop classroom expectations during the literacy block. A list of behaviors is created, modeled, and reviewed daily until students have mastered the expectations. The chart is posted in the classroom at all times, anchoring their learning to it. In Daily 5, students know what is expected of them and can spend their time focused on learning.
* Allington (2012) highlights the importance of self-selected text that a student can read with 98% accuracy. He says students must read something they understand that is personally meaningful. In Daily Five 5 CAFE, students select books that follow the "I-PICK" guidelines. Students are reading good-fit books of their choice and writing about topics that are of interest to them.
* When teachers actively engage the body and brain in a lesson, they provide an implicit learning experience for students (Jensen, 2000). In addition, brain research from Dr. Ken Wesson (2001) shows the age of the child indicates the number of minutes they can focus on explicit instruction. In a Daily 5 classroom, instruction is designed in a way that lessons are brief and focused, and chunked in order to provide the necessary brain and body breaks children need.
* Effective assessment that informs instruction matters (Johnston, 2011). The CAFE system allows a teacher to make meaning of student assessment data by organizing results and categorizing students by strategy needs. Through the use of a conferring notebook, teachers have individualized information on each child and can truly design instruction around each child's specific needs.

How would you like to have a classroom of independent readers and writers, where each student has individual goals and you had time to work with small groups and confer with students individually each day?

# Leadership Support–The Gift of Time! Part 2 of 3

When implemented properly, Daily 5 will create a literacy structure conducive to learning for every child. Children will have the opportunity to receive whole group, small group, and individualized instruction based on their specific needs as a reader. For an impact this significant to occur, it takes time. The time for teacher planning, time to collaborate with colleagues, and time to get Daily 5 up and running in the classroom are the building blocks to a strong implementation.

**What Can a Leader Do?**

1. First, understand that Daily 5 implementation takes time. A teacher who works to implement Daily 5 effectively will take time in their regular schedule to explicitly model, teach have students practice and build their stamina for the expected behaviors and routines to students. This launching period takes approximately 5 - 6 weeks. During this time, teachers might feel pressure because they are not covering as much of the curriculum as they would like. However, once routines are in place and students are engaged in the sound Daily 5 literacy practices, teachers not only catch up but exceed the pace of the large group instruction. It is important for administrators to understand this and support teachers as they teach the Daily 5 and support students as they build stamina.

2. Allow and encourage collaboration - Teaching is a team sport! Teachers need to be able to celebrate successes, reflect on challenges, and share ideas. Encourage and provide time for teachers to collaborate about what is going on in their classrooms during Daily 5 and CAFE. There are many possibilities for doing this.

* Provide small blocks of time (10-15 min.) during meetings where teachers can collaborate with each other.
* Organize a school-wide book study from our site. You will find guides for for this at the bottom of the page.
* Allow teachers to visit other classrooms during the Daily 5/CAFE block to see what it looks like at different grade levels with different teachers.
* Support a group membership to www.thedailycafe.com, where teachers can utilize the many resources and even participate in the discussion board with teachers from all over the world!

Encouraging collegial collaboration and allowing teachers to take the time needed to teach students the components of The Daily 5 and build stamina will be one of the best ways you can support your teachers and increase reading success in your school!

What to look for in a Daily 5 classroom:

* I-charts -- There should be an I-chart for each of the Daily 5 (Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading). These should have been created with the students and remain posted for easy reference.
* Book boxes -- Each child should have some box/bag/container to hold good-fit books. Students in upper grades occasionally keep their things in their desks.
* Brief focus lessons -- A Daily 5 classroom will have a blend of whole group, small group, and one-on-one instruction. Whole group lessons should be brief and focused. If you are stopping in a Daily 5 classroom at different times during the literacy block, you should see all of these components taking place.
* Stamina graph -- Daily 5 students gradually build stamina to be independent readers and writers. You may see a stamina graph recording their current stamina level measured in minutes. If a graph is not posted, the children should be able to tell you at any point in time, what their collective stamina is.
* Student behavior -- Daily 5 students have worked to build stamina and be independent. If you walk in a classroom during Daily 5, students should be engaged in the tasks they are working on. They will be in one spot, working the whole time. They will allow the teacher to work with other students without interruption. In fact, many children will not even acknowledge your presence in the classroom because they will be so engaged in their literacy tasks.

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