

## HOW YOU CAN HELP AT HOME

- Talk with your child! Have regular conversations about Daily 5 activities and literacy goals.
- Encourage regular reading and writing at home to help build stamina.
- Engage in conversations about books. Ask your child what he/she is reading and discuss topics of interest.
- Read to your child. Even older children enjoy listening to stories! This provides a great model of fluency and expression.

## WAYS TO CONTRIBUTE

Donations of unused bill envelopes, composition notebooks, and gently used books are welcome! Check out our class website and weekly Teacherease updates for additional donation requests. Thank you in advance for your support!



## A NOTE FROM MRS. PFAFF

Please feel free to contact me with any additional questions regarding Daily 5. It is my hope that incorporating Daily 5 with various other teaching practices will help students become more independent learners and develop a love and appreciation for literacy and lifelong learning!

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### Reference

Boushey, G., Moser, G. (2006). *The Daily 5: Fostering Literacy Independence in the Elementary Grades*. Stenhouse Publishers.



# The Daily 5

A parent's guide for understanding Daily 5 and how it applies in our classroom.

Created by Mrs. Pfaff

“The more you read, the more things you’ll know. The more that you learn, the more places you’ll go.”

- Dr. Seuss



## What is Daily 5?

Daily 5 is a framework for literacy instruction that includes 5 components: Read to Self, Read to Someone, Listen to Reading, Work on Writing, and Word Work. Each day students complete independent work stations designed around these 5 components.

Daily 5 relies heavily on student choice and independence, as students make frequent decisions about which work station will best fit their personal learning needs. Students also participate in one-on-one and small group activities led by the teacher to help to strengthen knowledge of literacy skills.

## Benefits of Daily 5

Daily 5 strategies help build trust among teacher and student, allow for student choice, establish a sense of community, provide purpose for reading, and build reading stamina. Research suggests that the 5 core components support literacy development in the following ways:

- **Read to Self**—One of the most effective ways to improve reading skills is to practice each day with hand-selected high-interest books at the student's "just right" reading level.
- **Read to Someone**—Allows students to practice fluency and expression, check for understanding, and collaborate in the learning community.
- **Work on Writing**—Writing skills are strengthened with daily practice and choice of writing topics.
- **Listen to Reading**—Students are provided with examples of good literature and fluent reading, as well as new vocabulary.
- **Word Work**—Provides daily exposure to spelling strategies and new vocabulary.

## HOW WILL DAILY 5 WORK IN MRS. PFAFF'S CLASS?

Our literacy block allows for two 25-30 minute sessions of Daily 5 each day. This means that following the first few weeks of practice and preparation, your child will be hand-selecting two independent activities to complete during our guided reading block each day based on his or her personal learning needs. Daily 5 activities will be in addition to our regular shared reading lessons. The Listen to Reading component will be fulfilled through regular teacher read-alouds.

Mrs. Pfaff's role in Daily 5 is to work with individuals or small groups of students on various literacy-related skills. This allows for specific practice to help strengthen areas of weakness and provide additional exposure to new or difficult concepts.

Your child will also be partaking in individual goal setting this year. Students will become active participants in their learning by examining assessment scores with Mrs. Pfaff in a one-on-one setting, and using those scores to develop learning goals. Daily 5 provides students with the ability to hand-select activities that will help them work towards these literacy and language arts goals and strengthen their knowledge base.

Students will track Daily 5 selections using a weekly choice log like the example shown in figure 1. This log will provide a reference for your child and Mrs. Pfaff, and will help create immediate focus for each day's literacy tasks. The logs will be collected at the end of each week and utilized during one-on-one work time and goal setting with Mrs. Pfaff.

## HOMEWORK CORRELATION

Daily 5 components are directly related to many of your child's homework assignments. For example, weekly at-home reading logs demonstrate and help to build the reading stamina practiced during Read to Self. These logs also require students to exercise knowledge of current literacy topics covered during shared reading and small-group work time. In addition, student weekly word homework correlates with in-class Word Work activities. Repeated exposure to words and word concepts help strengthen spelling, vocabulary, and writing skills.

## GRADING & ASSESSMENT

One of the many benefits of Daily 5 is that it provides uninterrupted time for teachers to work directly with students. This work time allows teachers to frequently assess and monitor student growth and determine where additional support is needed. A few of the assessments used include anecdotal records, observations, Developmental Reading Assessment (DRA), and Discovery Testing.

This year you may notice a fewer number of literacy grades than in previous years. In addition to grade book scores, your child's growth and progress are being closely monitored through several other modes of assessment. These assessments and observations will be shared during parent-teacher conferences.

<b>The Daily Five</b>					
Name: _____ Week Of: _____					
M	R	W	RS	WW	G

Figure 1: Daily 5 Student Choice Log