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The Daily Five

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## Abstract

*The Daily Five* is a program that was developed by Gail Boushey and Joan Moser, “the sisters.” “The sisters” designed this program to help students develop the daily habits of reading, writing, and working with peers with independence. Their hope is that these skills will carry on with their literacy throughout their lives.

This project examines the comparison test results between two reading programs. It compares the results when taught with *The Daily Five* and then the results when taught with our district’s previously used reading program. This project took place in a 2<sup>nd</sup> grade classroom during the 2010-2011 school year. The students’ names are replaced with numbers for confidential reasons. The goal was to have a better grasp on how *The Daily Five* helps students to progress further in their overall reading. This study has taught me different ideas that have helped with student progress and ideas that did not improve their progress. I have also added some resources for parents and educators to use for further information.

## Chapter One

### Introduction

#### **Purpose**

The purpose of my project is to look at the benefits and disadvantages of *The Daily Five* focusing on the two components of read to self and read with partner. *The Daily Five* is a structured program that will help students develop the daily habits of reading, writing, and working with peers that will lead to a lifetime of independent literacy (Moser and Boushey, 2006). *The Daily Five* consists of five components that include; read to self, read with a partner, listen to reading, work on writing, and working with words. My district has recently adopted this program for our literacy classes. I want to know the benefits of the program, the disadvantages that may come with it, and if the program makes a difference in achievement levels compared to previous results.

#### **Project Description**

My project will entail the evaluation of *The Daily Five* with assessments taken at the beginning of the year, end of first quarter, and end of semester, (some of the assessments will only be done mid-year and end of semester). These scores will allow me to see how much growth has taken place in the first half of the school year, (September to January). The amount of growth will be used to see whether the rate of improvement when using *The Daily Five* was greater than it was with previous programs used by the school.

## Comparison Chart of The *Daily Five* and Previous Reading/Writing Program found in

**Table 1.1**

(Previously, teachers throughout the school were using bits and pieces of different programs to teach their class; not one classroom was being taught in the same way as another. This comparison chart will show use of *The Daily Five* in comparison to what I was teaching in my classroom.)

Table 1.1

Program→ Activities ↓	Previously Used	<i>The Daily Five</i>
Silent Reading (Read to Self)	Students were expected to sit and read for fifteen to twenty minutes from the beginning of the year and increase throughout the year. Students are given instructions: <i>Get 3-4 books at the beginning of class and you may not get up until the time is done.</i> Students were expected to know expectations. This was done at a set time of the day when everyone read silently at the same time.	Students brainstorm with teachers about what is expected of them during the read to self time frame so they know the expectations. Students start read to self in a three minute session, and then the time increases at the time that the teacher feels the majority can stay engaged, increasing by only two minutes each time. This is said to be building their stamina to read for long periods of time. This is one of the five components they may choose to implement when the teacher is not reading with their small group.



Read to Partner	Students were told they could read with a partner for the day. No expectations were given except to use inside voices and to read with only 1-2 other people. Teacher used this as a reward for successful read to self class periods.	Students will brainstorm with teacher the class expectations about what reading with a partner will look like. Teacher will also demonstrate what this task might look like when done correctly. This is one of the five components they may choose to do when teacher is not reading with their small group.
Reading Block	Teacher gave students 2-3 assignments to do (penmanship worksheets, reading response journals, phonics worksheets and/or projects) while she worked with small groups by ability level reading one book. When students were finished with their jobs, they were able to work in various centers (not necessarily related to reading) or work on extra credit packets (not necessarily related to reading).	Students are given the five components to choose from and are expected to engage in two of these components for twenty minutes apiece. During this time, teachers work with small groups reading, assessing, and phonics work. Students are taught for many weeks on expectations of each component before the reading block goes into full swing with independent work in the components as teacher works with small groups.

## Hypothesis and Outcomes

My hypothesis is that children's achievement levels will rise at a faster rate than in previous years because of the five different aspects taking place in *The Daily Five*. *The Daily Five* program does require a routine in which the students may take a bit of time to learn and adjust to, so the beginning of the year may begin slowly; as the routine is learned and followed, I believe the understanding of content and test scores will increase at a quicker rate.

- **Short-term goal:** Students will learn the routine and become motivated to participate in the five different components of *The Daily Five*.

- **Long-term goal:** Students' test scores and achievement levels will increase from previous 2<sup>nd</sup> graders (growth from the beginning of the year) at this time of the year.

## Chapter Two

### Review of Literature

#### Introduction

*“The Daily Five* is a structured program that will help students develop the daily habits of reading, writing, and working with peers that will lead to a lifetime of independent literacy” (Moser and Boushey, 2006). *The Daily Five* consists of five components that include; read to self, read with a partner, listen to reading, work on writing, and word work. “Based on literacy learning and motivation research, the Daily Five has been practiced and refined in their own classrooms (Moser and Boushey aka The Sisters) for 10 years, and shared with thousands of educators throughout the United States. The Daily Five is a series of literacy tasks (the five components) which students complete daily while the teacher meets with small groups or confers with individuals” (Moser and Boushey, 2006). “Since reading is essential for success in life and is the foundation for all learning, more emphasis should be placed on the teaching and learning of reading. More important, we need to alter students’ attitudes about reading “(James, 2003).

The Sisters introduce The Daily Five program with Read to Self. They educate the students about the importance of becoming a good reader who loves to read and the benefits it will provide them. The key to becoming a better reader is to practice reading. They make I-charts which are charts explaining what they should do during an independent reading time and why it’s to their benefit to become a better reader. They discuss, with student participation, why we read and what reading to themselves will look like, feel like, and sound like. “The Daily Five is more than a management system or a curriculum framework-it is a structure that will help students develop the daily habits of reading, writing, and working with peers that will lead to a

lifetime of independent literacy” (Moser and Boushey, 2006). The Sisters always start Read to Self the first day for three minutes; this may seem like a very short time, but they believe that the brain needs to be trained and strengthened and so by starting with three minutes, students will maintain the correct behaviors from the very start. As the teacher sees that students are capable of more time, preferably after a week, they will increase slowly by two minute increments.

Read with a Partner starts in a similar manner; answering questions such as; why would we want to read with a partner every day?, and what does Read with a Partner look like, sound like, and feel like? Reading with someone helps readers, especially developing readers, become more self-sufficient and less reliant on the teacher for assistance. “Research shows that taking turns reading increases reading involvement, attention and collaboration” (Moser and Boushey, 2006). The Sisters recommend a week of lessons showing students how to appropriately Read with a Partner before allowing them to practice this on their own with minimal educator involvement. These lessons include; model and practice EEKK( elbow, elbow, knee, knee ), model and practice how partners read, brainstorm and practice how to choose books, brainstorm and practice where to sit in the room, and model and practice how to choose a partner.

## **Read to Self**

“Both the popular media and professional literature are filled with suggestions on how to improve reading, but the one approach that has the best track record of success is rarely mentioned; providing readers with a vast supply of interesting and comprehensible books. Instead, we are given advice that is dead wrong as a mean of improving reading-advice that leads only to reading-like behavior” (Anderson, 2009). It is important to teach students “how” to read as well as “how” to pick books that are appropriate for them. Teachers need to help them pick books that focus on comprehension level, interest in the book, and correct reading level. “It is

very important that you make a connection with your students by getting to know their ability levels as well as their interests to assist in their choice of books” (Hilton, 2008).

“Research has found a significant association between early cultivation of children’s reading habits and their future success” (Chua, 2008). “Research has repeatedly shown a correlation between the amount of time spent reading and overall reading achievement, including vocabulary and fluency” (Nichols, 2009). Positive outcomes of the SSR (sustained silent reading) program have been reported; outcomes such as interest and attitudes to reading. “However, there are negative outcomes of the program, such as when the National Reading Panel conducted a review survey that did not find any positive influence on the SSR program on independent reading and reading achievement” (Chua, 2008).

Engagement is the level of cognitive involvement that a person invests in a process. “At the highest levels, the learners submerges in the task-mentally, emotionally, and even physically. At the lowest levels, the learner is barely aware of the task” (Kelley and Clausen-Grace, 2009). These facts are the reason The Sisters use the “three minute start time” for Read to Self. “Fake Readers” (someone who pretends they are reading and is plainly just sitting there quietly) need a lot of support and close monitoring through teacher check-ins and conferring. “By keeping a close eye on these readers, the teacher sends the message that she cares and is not going to let them settle for anything less than engaging reading” (Kelley and Clausen-Grace, 2009).

Teachers are using the SSR program in their classrooms in various ways; teacher and students read independently, students read while teacher conferences with 1-2 students, or students read and teacher works on other work not involved with reading. There is also a program called ScSR ( with the “c” representing a comprehension lesson given before students read ) where teachers meet with various students in a 5-minute conferences with various

individual students after the mini-lesson is given. “These conferences are used to conduct a quick assessment, discuss the book, set a goal date for finishing reading the book, and planning how the student will share the book with classmates” (“Study finds,” 2009). “Regardless of the amount of teacher involvement, however, the distinguishing feature of SSR is that every day for at least 15-30 minutes, students are permitted a block of time to read a book, usually of their own choice” (Garan and DeVogd, 2008). As books are usually of the students’ choice, it is recommended by many professionals that teachers guide students in the direction of books that are of their ability level as well as books that are of interest to them.

Some students are faced with learning disabilities, such as dyslexia, which makes any reading, even more so Read to Self, quite difficult. Without the benefit of partner correction or teacher assistance the student has no one to catch the mistakes or correct any missteps.

“Dyslexia is evident when accurate and fluent words reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the ‘word level’ and implies that the problem is severe and persistent despite appropriate learning opportunities”, (Anderson, 2009).

## **Read with Partner**

Read with Partner is a time where The Sisters teach the students the lessons listed above including; model and practice EEKK (elbow, elbow, knee, knee), model and practice how partners read, brainstorm and practice how to choose books, brainstorm and practice where to sit in the room, model and practice how to choose a partner, and model and practice coaching or time. There are many different ways to allow Read to Partner time in your classroom depending on what works for your students and your classroom as a whole.

One big area that is focused on less is how to teach reading to English Language Learning(ELL) students. Reading and reading comprehension in particular are often areas where ELL students fall dramatically behind their peers who have English as their first language.

“Teaching leaders expressed concerns that not only the bilingual students, but also many other struggling readers, were falling behind because they couldn’t navigate content materials. As we begin to observe instruction in the classrooms with teachers who agreed to partner in our work, we noted an additional problem: Teachers often read the textbooks orally to students, and students didn’t have opportunities to practice text reading or develop an understanding of the key vocabulary because it was all orally presented” (Ogle and Correa-Kovtun, 2010).

Read with Partner will allow students to not only practice reading but also to practice the fluency in their reading. “Oral reading fluency was found to correlate stronger with teacher judgment of reading skills than any other measure. These results are indeed striking given the level of importance of commercially available norm-referenced tests of achievement to the special education eligibility decision-making process” (Hintze and Conte). This proves to us that teachers’ observations are strongly weighted on tests of fluency. It is important that we teach fluency in the classroom and Read to Partner will allow them practice in this.

Some teachers may find that using a “book club” with students may motivate more of the students to read in order to discuss their book with a group of others. Teachers can use this in The Daily Five as Read with Partner during the week and on Friday; meet with your book club to discuss the book read with your partner during the week. “Read to Partner, as well as book clubs activities, elicited much thought and discussion from the students. They begin to relate reading to themselves and to the world around them” (James, 2003).

On occasion it is even asked of students to make projects or take notes on the books they

have read and/or the discussion they have had with their partner or group. “Projects often tap the students’ creativity in a number of ways; they explore a wide variety of genres, their projects were of different forms including technology based projects and in many other ways” (Mak, Conian, and Meimei, 2008).

“Through research, some have identified some potential benefits of using onset-rimes methods, arguing that they are more accessible to young children than methods based on phoneme-grapheme correspondence. Although in the short term use of onset and rime delays the need to blend phonemes within rimes, it can serve as a bridge to phonemic awareness” (Moseley and Poole, 2001).

## **Conclusion**

In conclusion, the research indicates that The Daily Five has benefits that will help every classroom it is installed in. This program covers all aspects of reading which allows the learner to become a more well rounded, better reader. With proper instructor modeling and adhering to all guidelines of the program, installation success is very likely and will no doubt benefit the learners in the quest to make them better readers, and thus, better students.



## Chapter Three

### Methodology

#### **Role of the Researcher**

I started my teaching career as a 2<sup>nd</sup> grade teacher at Johnson Creek Elementary School in Johnson Creek, WI in 2007. My class size at the time was 14 students. Our district believes in not having special education students in first year teacher's classroom because they want to allow the teacher to get familiar with the district and become comfortable without too many outside responsibilities. Having said that, my year was very challenging. I did not have any "labeled" special education students, but I had four students that were tested throughout their year in 2<sup>nd</sup> grade. I had students who were physically violent, students who outburst in class, and students who refused to do work for me. I learned classroom management very quickly.

My first year of teaching, I learned how to reach these struggling students while still meeting the needs of my other students. I had to adjust my thinking and my teaching skills in order to get their attention and make the lessons interesting to them while learning the key concepts.

I am currently still a 2<sup>nd</sup> grade teacher at Johnson Creek Elementary school. Throughout the past four years, I have had over 60 students with ability levels all over the board. I have had students who were stilling learning/reading at a kindergarten level as well as students who were learning/reading at a 5<sup>th</sup> grade level. I have had students who were violent as well as students who wouldn't talk for their first few days of 2<sup>nd</sup> grade. This year is my first year with English Language Learners (ELL) students. I have learned to differentiate my curriculum to fit all

students in every class.

## Participants

The students participated in my research were 2<sup>nd</sup> graders at Johnson Creek Elementary School. These students range in age from seven to eight years old. The students were also from varied academic ability levels and socioeconomic statuses. I chose two to three students from three different ability levels: at second grade level, above second grade level, and below second grade level. I did not use every student in my class and the students chosen were followed throughout the research. Johnson Creek is a community of 2,295 people. The ethnic makeup of the city is 91% Caucasian, 6% Hispanic, 2% of two or more races, 0.4% African-American, and 0.4% Asian.

## Procedure

Before I start using *The Daily 5* in my classroom, I made sure I was extremely well versed in *The Daily 5*. I had sixteen hours of training, read the manual, and compiled a great deal of information about the program. When the school year began, I did the same assessments that our district requires as I have done in the past. I then began to teach the students the routine of the program and anticipated having the program running completely by mid-October. The students then were given the same assessments as the beginning of the year, at the end of the first quarter, and at the end of the first semester. I compiled this data and compared the growth of these students with students of the past year. I made comparisons within ability levels as well, making sure to compare groups that started around the same level at the beginning of the year.

***Assessments:***

- **Achievement Level:** *Accelerated Reader: Star Test* This program is a computer-based program that asks students questions and based on correct answers the test questions will become more difficult. However, if their answers are incorrect, students are given easier questions. Based on the 25 questions they are given and their answers, they are given a reading level.

This is the same program that was done in previous years with the publisher being Renaissance Place.

- **Comprehension:** *Accelerated Reader: Book quizzes* Students read books at their reading level given by the computer and take quizzes with 5-10 questions about the book. Based on their correct answers, teachers are able to gage the understanding of the students' reading.

This is the same program that was done in previous years.

- **Fluency:** *3-Minute Reading Assessments:* This year our school adopted Scholastic's 3-Minute reading assessments. Students are given one minute to read a passage either at their level (2<sup>nd</sup> grade) or the level below (1<sup>st</sup> grade). The teacher also uses a rubric to determine the student's expression, phrasing, smoothness, and pace.

In the past, we used the A-Z Fluency program. Each student was assessed at the same level; at the level the students should be at by this time of year regardless of their actual reading ability. Students were asked to read as fast as they could, skipping words they did not understand. Depending on how many correct words they read in one minute, they were given a specific score.

- **Accuracy: 3-Minute Reading Assessments:** This year our school adopted the 3-Minute reading assessments. Students are given one minute to read a passage either at their level (2<sup>nd</sup> grade) or the level below (1<sup>st</sup> grade). The teacher uses the words the student has read to figure out words read per minute and accuracy.

In the past, we used the A-Z Fluency program. Each student was assessed at the same level; at the level the students should be at by this time of year regardless of their actual reading ability. Students were asked to read as fast as they could, skipping words they did not understand. Depending on how many correct words they read in one minute and errors they had made, they were given a specific score.

## Data Collection Time Line and Analysis

A timeline for the project implementation was June 2010 to January 2011. Students were given the same test, some computerized and some oral testing, at each assessment time. The following was the timeline of this project:

**June -September:** Researching *The Daily 5* and becoming more familiar with the program

**September:** First set of assessments

**September-End October:** Teaching students *The Daily 5* routine and putting the program into motion completely

**End of October:** Second set of assessments

**End of October-End of January:** Continue *The Daily Five*

**End of January:** Last set of assessments and analyzing data



## Chapter Four

### Findings

#### STAR Reading Test

Table 4.1

Results of the STAR Reading computerized tests are located in Table 4.1.

Assessment  Student/Program Name 	STAR Reading September	STAR Reading October	STAR Reading January
<b>Previous Used Program #1</b>	0.9	<b>1.7</b>	1.6
<b>Daily Five #1</b>	0.7	0.5	<b>1.2</b>
<b>Previous Used Program #2</b>	2.1	<b>2.6</b>	2.5
<b>Daily Five #2</b>	2.1	<b>2.7</b>	2.4
<b>Previous Used Program #3</b>	3.6	4.6	<b>5.0</b>
<b>Daily Five #3</b>	3.7	<b>4.7</b>	4.1

\*Each one of these students is a second grade student (7-8 years old). Each number represents the child's reading test score. The number before the decimal point represents the grade level and the number after the decimal point represents the month in school. For example: 2.1 = 2<sup>nd</sup> grade, 1<sup>st</sup> month.

\*\*The bolded number for each student is their highest testing score. Student scores fluctuate due to different variables which include but are not limited to; illness, out of school factors, behaviors, etc.

Daily Five Student #1 increased on their reading level by five levels as Student #1 from the previously used program went up by eight levels. Daily Five Student #2 went up on their reading by six levels as the Student #2 from the previously used program went up by five levels. Also, Daily Five Student #3 increased by reading levels by ten levels as Student #3 from the previously used program increased by fourteen levels.



After analyzing the results of the STAR Reading computerized test, the following conclusions were made. When using The Daily Five program students were either below or at the same level as the previously used program. These scores may be a reflection of the individual students as opposed to the program itself. However, by using students at multiple reading levels,

it provides a more accurate assessment of students' reading abilities.

## Accelerated Reader

Table 4.2

Results of the Accelerated Reader computerized tests are located in Table 4.2.

Assessment 	<b>Accelerated Reader September</b> (Students have not been in school long enough to take quizzes on their books for understanding)	<b>Accelerated Reader October</b>	<b>Accelerated Reader January</b>
Student/Program Name 			
<b>Previous Used Program #1</b>		62%	<b>90%</b>
<b>Daily Five #1</b>		50%	<b>77%</b>
<b>Previous Used Program #2</b>		50%	<b>72%</b>
<b>Daily Five #2</b>		77%	<b>78%</b>
<b>Previous Used Program #3</b>		<b>90%</b>	75%
<b>Daily Five #3</b>		90%	<b>100%</b>

\*Each one of these students is a second grade student (7-8 years old). Each number represent their comprehension of what they have read. For example: 90% = They answered 90% of the questions asked about the book correctly.

\*\*The bolded number for each student is their highest testing score. Student scores fluctuate due to different variables which include but are not limited to; illness, out of school factors, behaviors, etc.

Daily Five Student #1 increased on their comprehension score by 27% as Student #1 from the previously used program increased by 28%. Daily Five Student #2 increased on their comprehension score by 1% as Student #2 from the previously used program increased by 22%. Daily Five Student #3 increased on their comprehension score by 10% while Student #3 from the previously used program actually decreased their score by 15%.



After analyzing the results of the Accelerated Reading computerized test, the following conclusions were made. When using The Daily Five program two out of three of the students were either below or at the same level as the previously used program. The Daily 5 Student #3 was the only one who showed improvement with higher gains than the student from the previous program. These scores may be a reflection of the individual students as opposed to the program

itself. However, by using students at multiple reading levels, it provides a more accurate assessment of students' reading abilities.

## Fluency

Table 4.3

Results of the 3-Minute Fluency tests are located in Table 4.3.

Assessment 	<b>3-Minute Assessment: Fluency September</b> (This assessment is not done in September)	<b>3-Minute Assessment: Fluency October</b>	<b>3-Minute Assessment: Fluency January</b>
Student/Program Name 			
<b>Previous Used Program #1</b>		50%	<b>61%</b>
<b>Daily Five #1</b>		31%	<b>56%</b>
<b>Previous Used Program #2</b>		<b>85%</b>	64%
<b>Daily Five #2</b>		69%	<b>75%</b>
<b>Previous Used Program #3</b>		<b>100%</b>	75%
<b>Daily Five #3</b>		<b>100%</b>	<b>100%</b>

\*Each one of these students is a second grade student (7-8 years old). Each percentage represents the student's reading fluency determined by the rubric given. For example: 75% = They received 75% of the fluency points for this passage .

\*\*The bolded number for each student is their highest testing score. Student scores fluctuate due to different variables which include but are not limited to; illness, out of school factors, behaviors, etc.

Daily Five Student #1 increased in their fluency by 25% as Student #1 from the previously used program increased by 11%. Daily Five Student #2 increased in their fluency by 6% as Student #2 from the previously used program actually decreased by 21%. Daily Five Student #3 stayed the same on their fluency level at 100% while Student #3 from the previously used program actually decreased by 25%.



After analyzing the results of the 3-Minute Fluency test, the following conclusions were made. When using The Daily Five program, greater gains were made than that of the previously

used program. Two of the students from the previous used program decreased in their fluency scores from October to January. All of the students using The Daily Five program increased in their fluency from October to January. These scores may be a reflection of the individual students as opposed to the program itself. However, by using students at multiple reading levels, it provides a more accurate assessment of students' reading abilities.

## Accuracy

Table 4.4

Results of the 3-Minute Accuracy tests are located in Table 4.4.

Assessment 	<b>3-Minute Assessment: Accuracy September</b> (This assessment is not done in September)	<b>3-Minute Assessment: Accuracy October</b>	<b>3-Minute Assessment: Accuracy January</b>
Student/Program Name 			
<b>Previous Used Program #1</b> (Student read 1 <sup>st</sup> grade passage)		<b>80%</b>	65%
<b>Daily Five #1</b> (Student read 1 <sup>st</sup> grade passage)		91%	<b>97%</b>
<b>Previous Used Program #2</b> (Student read 2 <sup>nd</sup> grade passage)		80%	<b>100%</b>
<b>Daily Five #2</b> (Student read 2 <sup>nd</sup> grade passage)		97%	<b>99%</b>
<b>Previous Used Program #3</b> (Student read 2 <sup>nd</sup> grade passage)		95%	<b>100%</b>
<b>Daily Five #3</b> (Student read 2 <sup>nd</sup> grade passage)		94%	<b>100%</b>

\*Each one of these students is a second grade student (7-8 years old). Each percentage represents the student's accuracy on the words they read per minute. For example: 90% = Of the words the student read per minute, 90% of the words were correct.

\*\*The bolded number for each student is their highest testing score. Student scores fluctuate due to different variables which include but are not limited to; illness, out of school factors, behaviors, etc.

Daily Five Student #1 increased their accuracy in reading by 6% while Student #1 from the previously used program decreased by 15%. Daily Five Student #2 increased their accuracy



in reading by 2% while Student #2 from the previously used program increased their accuracy in reading by 20%. Daily Five Student #3 increased their accuracy in reading by 6% while Student #3 from the previously used program increased their accuracy in reading by 5%.

After analyzing the results of the 3-Minute Accuracy test, the following conclusions were made. All but one students improved on their accuracy from October to January. This includes students from the previous used program as well as The Daily Five program. These scores may be a reflection of the individual students as opposed to the program itself. However, by using students at multiple reading levels, it provides a more accurate assessment of students' reading abilities.

## **Individual Analysis**

*Daily Five Student #1:* At the beginning of the year, this student was very unsure of themselves. They were very quiet especially in reading groups and during reading tests. Throughout the year, this student has gotten a lot of support at home, through our TITLE 1 reading program, and in the classroom. The TITLE reading program has helped with phonemic awareness as well as fluency and expression. The student has gained confidence and is the first one to answer in reading group now. This student could still use more practice in all of the tested areas, but has improved greatly since the beginning of the school year.

*Daily Five Student #2:* This student was one to rush through their work to see what fun thing they could do next. This included their reading. Even when reading out loud with their reading group, they would read so fast, not hearing when they made mistakes. Throughout the year, I have worked with this student to slow down on their reading and practiced stopping at the end of a page or paragraph to make sure it made sense in the story. I have also worked with this

student to read more fluently rather than in 2-3 word phrases. This student's scores have gone down in fluency since the beginning of the year, so we are continuing to work on fluency.

*Daily Five Student #3:* This student is an accelerated student for many subjects. In previous years they have gone to the grade above where they are at for their reading instruction. This year, I talked with the parents, and asked that I do the differentiated instruction in my classroom instead of moving their child to another classroom. The parents gave me permission to do so and I believe it has paid off. This student is very fluent in reading and has been since the beginning of the year. I chose to work with this child on comprehension and accuracy in their reading because those scores were not as high to start out. We worked on summarizing chapters and books read before taking comprehension tests. This student also worked on reading carefully to ensure all the words made sense in the text. I have seen many improvements in their reading since September.

## Chapter Five

### Recommendations

I feel that the teaching of reading is important in any way it is done. I think what works for some teachers, and students, may not work for the next teacher and their students. It is important for teachers to find what works for them and modify it to fit the needs of their students.

While learning and implementing The Daily Five this year I have found many things that worked for me and many things that did not. For the age of students that I have, it is hard for them to work independently for such a long period of time. I went through all the “building stamina” lessons that Gail Boushey and Joan Moser (“the sisters”) recommended, but still found difficulty for my students. They were on task during lessons I taught when they knew I was watching their actions, but as soon as I began working with students and left them “all alone” to be independent, the structure fell apart. Students were choosing to talk instead of partner reading, students were watching and talking with other students instead of silently reading, and the classroom became too noisy for anyone to work.

Throughout this school year, I have changed my Daily Five routine three times already. I know it may not be good for my students to be continuously changing the routine, but if it’s not working, I have to change it! I started out with allowing my students to make one Daily Five choice while I made the other one. They were to work on their choice for 30 minutes as “the sisters” recommended. I found out this was too long of a time for my students to be productively working independently. I then cut down their independent time to 20 minutes, which proved to still be too long of an independent time. I am currently working with my students on a four part rotation; reading group with me, first Daily Five choice, cursive writing and silent reading, second Daily Five choice. They get ten minutes to work on each activity before switching. I feel that the transition time is more than I would like it to be. However, we just started this routine,

and my hope is that time for transitions will become less and less as the routine becomes more familiar.

I do feel that The Daily Five is a positive program to be used with students. The five components; read to self, read with a partner, listen to reading, working on writing, working with words, are all good practices in my mind. On the other hand, I feel that I have not found the perfect way of maintaining the program in my classroom yet.

Literacy instruction is important for all ages. I do feel that it does not matter what program you use for your instruction, as long as your getting kids to read and write. It is important to teach the components of comprehension, fluency, and accuracy no matter what program you're using to teach them.

I have heard students ask me where they will use geometry or paleontology in their futures, but I have never had a student ask me this about reading or writing. All students should understand that reading and writing is important and that they will have to do both of these in their everyday lives. Without them, they will be lost.

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## **Appendix A**

### **Definition of Terms**

<i>ability level</i>	level of reading a student is at
<i>accuracy</i>	percentage of words read correctly
<i>assessment</i>	test given to a student
<i>comprehension</i>	the understanding of what was read
<i>ELL</i>	English Language Learners; English is not their primary language
<i>fluency</i>	smoothness of reading
<i>I-chart</i>	a chart collaboratively made with students but activity is to be done by the student independently
<i>listen to reading</i>	students listen to a book on tape
<i>reading to self</i>	student reading silently to themselves
<i>read with partner</i>	two students whisper reading and sitting right next to each other
<i>TITLE program</i>	reading program used with struggling students to help them with phonemic awareness and reading strategies
<i>work on writing</i>	student works on their own writing pieces
<i>working with words</i>	students practice spelling words, practice sounds, and phonemic awareness

## **Appendix B**

### **Parent Letter**

September 5, 2010

Dear Parents,

This year, our school has adopted *The Daily Five* reading and writing program. This program was designed by Gail Boushey and Joan Moser, “the sisters.” In their book, the sisters quote: “The Daily Five is more than a management system or a curriculum framework-it is a structure that will help students develop the daily habits of reading, writing, and working with peers that will lead to a lifetime of independent literacy”

The Daily Five is made up of five components: read to self, read with a partner, listening to reading, working with words, and work on writing. The students will spend time learning each component individually. These five components are not done everyday but are given as a choice to the students. This, of course, will not take place of their time with me, but will be in addition. The children will choose two of the five activities daily to participate in while I’m working 1:1 with students or in small groups.

Our hope, as a district, is that of the sisters; we hope that this program will help our students to be independent literacy learners while learning the basics of reading and writing.

If you have any questions about your child’s learning, please contact me.

Thank you,

Mrs. Melissa Sweger  
920-699-7371  
swegerm@johnsoncreek.k12.wi.us

## Appendix C




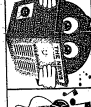

### Daily Five Tracking Sheet








This tracking sheet is how I track what activities my students are doing during their Daily Five choice time. I use this to ensure they are not doing the same activity multiple times during a week. The chart is set up for a two-week period. Each day has two spots in which they put their two choices. I ask my students to do each activity twice during a one-week period. They use the abbreviations of each activity to put their choices on the chart.

\*\*This picture shows four tracking sheets. They are made small so the students can tape them directly to their desks for an easy visual.


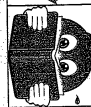

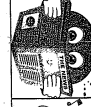

This Reading Record Belongs To: \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday
RP Read with a Partner	R Read to Self	W Work on Writing	WW Word Work	L Listen to Reading
				






This Reading Record Belongs To: \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday
RP Read with a Partner	R Read to Self	W Work on Writing	WW Word Work	L Listen to Reading
				

This Reading Record Belongs To: \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday
RP Read with a Partner	R Read to Self	W Work on Writing	WW Word Work	L Listen to Reading
				

This Reading Record Belongs To: \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday
RP Read with a Partner	R Read to Self	W Work on Writing	WW Word Work	L Listen to Reading
				

## Appendix D

### I-Charts

## **Read to Self**

- Read silently or whisper read
- Find a comfortable spot by yourself
- Stay in one spot
- Keep your eyes on the book
- 3 ways to read
  - Read the words
  - Look at the pictures
  - Retell the story

## **Read with a Partner**

- Sitting together
  - EEKK (elbow to elbow and knee to knee)
  - Sitting together so both people can see the book
- Whisper reading – loud enough that your partner can hear you
- Help each other out
- Stay in one spot
- Read only with your partner

## **Appendix E**

### **Websites for Parents and Educators**

### **The Daily Five Website**

<http://www.thedailycafe.com/Schedule%20P,week%20+-1.pdf>

### **Comprehension Strategies**

<http://reading.ecb.org/teacher/strategies.html>

### **Literacy Education**

<http://www.readwritethink.org/>

### **Up to date “new” books for children (The Daily Five often included on the website)**

<http://5greatbooks.wordpress.com/>

### **Teacher Share**

[http://www.sanjuan.edu/webpages/gguthrie/balanced\\_literacy.cfm?subpage=127464](http://www.sanjuan.edu/webpages/gguthrie/balanced_literacy.cfm?subpage=127464)