

Plan for Implementing Daily 5
1st 20 days – K-2
Adapted from The Daily 5 by Boushey and Moser



This pacing guide is intended to be extended, condensed, or modified according to your students' needs and grade level. Our ultimate goal is to foster literacy independence. Students will become proficient in independent reading and writing. The Daily 5 is a structure that envelops all of the components of Balanced Literacy. The Daily 5 provides a framework to manage each piece in a user friendly way. Once the Daily 5 has become a habit for students and their stamina is built, we use instructional time in a small group setting. This allows the teachers time to present daily focus lessons on comprehension strategies, writer's craft, phonics and other components of Balanced Literacy. Please keep in mind that it will be necessary to be flexible with your 90-minute reading block. Use your judgment, based on your students' needs, to adjust instructional time dedicated to each Balanced Literacy component.

What distinguishes the Daily 5 from other management models is that the Daily 5 components:

- Rely on the teaching of independence
- Manage the entire literacy block
- Allow for three to five focus lessons and more intentional teaching
- Provide students substantial time to read and write
- Allow for the integration of reading and writing
- Incorporate a variety of clearly defined instructional routines that accelerate learning
- Build stamina to ensure longer periods of time students successfully read and write
- Articulate student behaviors that culminate in highly engaged learners
- Teach students to understand and monitor their literacy goals

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TEKS	Plan for Daily 5 Week 1
	<p>Before Launching - Prepare an independent box or bag for each child. Each container should include some books that may be a “Just Right” level, some high interest books from the school library and maybe a book or two that has been read aloud in class. As books are read aloud and shared, make them available to students so that they may choose one to have for a few days to “retell” the story. A suggested idea would be to have familiar or popular children’s stories (i.e. popular fairy tales, <u>Where the Wild Things Are</u>, <u>Goodnight Moon</u>, <u>No, David</u>, <u>The Very Hungry Caterpillar</u>) strategically placed around the room until a variety of books have become familiar to students through modeled reading.</p>
<p><u>Kinder:</u> L1(L1) <u>1st:</u> 12(A) <u>2nd:</u> 12(A)</p>	<p>Day #1: 3 Ways to Read a Book/Introducing and Practicing Read to Self</p> <ul style="list-style-type: none"> • Introduce the 3 ways to read a book and model the different ways to read independently. <ol style="list-style-type: none"> 1. Read the Pictures – Most Kinder students are comfortable here. 2. Read the Words – Some Kinder students will attempt this task. 3. Retell a Familiar Story – Everyone should be able to retell. <p>****Allow struggling readers to read pictures but encourage all students to read words when Possible.</p> • Ask students why we read to ourselves (To become better readers and because it’s fun!) and add to anchor chart.

<p><u>Kinder:</u> <i>L1(L1)</i></p> <p><u>1st:</u> 12(A)</p> <p><u>2nd:</u> 12(A)</p>	<p>Day #1 (cont.)</p> <ul style="list-style-type: none"> On your Read to Self Anchor Chart, brainstorm with students what independent reading will look like/sound like and add the expected behaviors to your anchor chart. Include the following: <p><u>Student expectations:</u></p> <p>1. Stay in one place. 2. Read the whole time. 3. Read quietly.</p> <p><u>Teacher expectations:</u></p> <p>1. Working with students.</p> <ul style="list-style-type: none"> Model these expectations. Explain that they will be building their reading stamina. Explain the meaning of stamina, comparing it to running. Explain that we will start with a very short practice, and we will build up the amount of time we read to self. Place students in their spots for reading. Let students practice Read to Self, using any of the 3 ways to read. Kinder students can begin with approximately 3 minutes of independent reading, 1st grade students – 5 minutes and 2nd grade students – 7 minutes. Based on student engagement and independence, adjust time accordingly. Bring group back together and check in on how it went. Ask students to self-reflect on how they did on each of your Read to Self Criteria on your anchor chart.
<p><u>Kinder:</u> <i>L1(L1)</i></p> <p><u>1st:</u> 12(A)</p> <p><u>2nd:</u> 12(A)</p>	<p>Day #2: Review Day 1</p> <ul style="list-style-type: none"> Review and model again the 3 ways to read a book. Review your anchor chart expectations for Read to Self. Place students in their spots for reading again. Let students practice Read to Self again, this time increasing time if appropriate. Check in again, how did it go? Which way to read a book did they choose?
<p><u>Kinder:</u> <i>L1(L1)</i></p> <p><u>1st:</u> 12(A)</p>	<p>Day #3: Brief Review & Continued Practice</p> <ul style="list-style-type: none"> Consider your students and if they can choose their own spot. If so, discuss how to choose a good spot for

<p><u>2nd</u>: 12(A)</p>	<p>reading on their own. You can record their criteria for choosing a spot (possible criteria to include: away from friends, bubble space, if there is already someone where you wanted to sit go to another spot. If you can't choose in 1 minute the teacher will choose for you.)</p> <ul style="list-style-type: none"> • Review the 3 ways to read a book. Review expectations from anchor chart. Remind students to work on building their reading stamina. Read to self for an appropriate amount of time. • Reconvene and check in.
<p><u>Kinder</u>: L1(L1)</p> <p><u>1st</u>: 12(A)</p> <p><u>2nd</u>: 12(A)</p>	<p>Day #4 Brief Review & Continued Practice</p> <ul style="list-style-type: none"> • Review the 3 ways to read a book. • Review student expectations for Read to Self from your anchor chart. Remind students to work on building their reading stamina. • Place students or allow them to choose their spots. • Students read independently for an appropriate amount of time. • Reconvene and check in.
<p><u>Kinder</u>: L1(L1)</p> <p><u>1st</u>: 12(A)</p> <p><u>2nd</u>: 12(A)</p>	<p>Day #5 Brief Review & Continued Practice</p> <ul style="list-style-type: none"> • Review the 3 ways to read a book. • Review student expectations for Read to Self from your anchor chart. Remind students to work on building their reading stamina. • Place students or allow them to choose their spots. • Read to self for an appropriate amount of time. • Reconvene and check in.
<p><u>Kinder</u>: L1(L2)</p> <p><u>1st</u>: 12(L2)</p> <p><u>2nd</u>: 12(L2)</p>	<p>Day #6 Picking Just Right Books</p> <ul style="list-style-type: none"> • Discuss and teach how to choose just right books. • Begin creating the IPICK anchor chart. • Make shoe comparison and discuss. • Model how to choose a just right book. • Practice choosing just right books. • Discuss “shopping for books” schedule. For example, each table shops for books on a designated day

	<p>during arrival, dismissal or any other time that fits into the daily schedule.</p> <ul style="list-style-type: none"> • Allow time to shop and read. Remind students to work on building their reading stamina. • Signal students to come back to carpet and check in. • Reconvene and check in for just right books. • Repeat the process 3 more times.
<p>Kinder: 17(A),17(B),17(C), 18(A), 18(LI), (L)</p> <p>1st: 21(A), 21(B), (i), (ii),(iii), 21(C), 22(A), 22(B), (i), (ii)</p> <p>2nd: 22(A), 22(B), 22(LI), 22(L2), 22(L3), (i), 22(C), (i), (ii), (iii), 22(E), 23(A), 23(B), (i), 23(LI), (iii),23(L2)</p>	<p>Day #7 Introduce and Practice Work on Writing (Students continue to practice Read to Self in addition to this new component)</p> <p>Now that students have built reading stamina and independence during Read to Self, introduce the next component – Work on Writing</p> <ul style="list-style-type: none"> • Make an anchor chart for Work on Writing. Include the following: Student expectations: 1. Write the whole time. 2. Stay in one spot. 3. Work quietly. 4. Get started right away. 5. Choice of what to write. 6. Underline words we’re not sure how to spell and move on. <p>Teacher expectations: 1. Work with students.</p> <p>Why we write: 1. It is fun. 2. Writing helps you become a better writer. 3. Writing helps you become a better reader. 4. Writing works on the fluency of writing. 5. We care about writing and the people who read it.</p>
<p>Kinder: 17(A),17(B),17(C), 18(A), 18(LI), (L), 22(L2), 22(L3), (i), 22(C), (i), (ii), (iii), 22(E), 23(A), 23(B), (i), 23(LI), (iii), 23(L2)</p> <p>1st: 21(A), 21(B), (i), (ii),(iii), 21(C), 22(A), 22(B), (i), (ii)</p> <p>2nd: 22(A),22(B), 22(LI)</p>	<p>Day #7 (cont.)</p> <ul style="list-style-type: none"> • Model an appropriate journal entry while recording expectations on the anchor chart. <ol style="list-style-type: none"> 1. Kindergarten –Picture, Label 2. 1st grade – Picture, simple sentence 3. 2nd grade – Quick sketch and two complex sentences • Model expectations. • Place students in their spots for writing. Let students practice Work on Writing for at least 10 min. <p>Bring group back together and check in on how it went. Ask students to self-reflect on how they did on each of the Work on Writing criteria listed on the anchor chart.</p>

<p>Kinder: 17(A),17(B), 17(C),18(A), 18(LI), (L)</p> <p>1st: 21(A), 21(B), (i), (ii),(iii), 21(C), 22(A), 22(B), (i), (ii)</p> <p>2nd: 22(A), 22(B),22(LI), 22(L2), 22(L3), (i), 22(C). (i), (ii), (iii), 22(E), 23(A), 23(B), (i), 23(LI), (iii), 23(L2)</p>	<p>Day #8 – Day #10 Brief Review & Continued Practice</p> <ul style="list-style-type: none"> Review student expectations for Work on Writing from your anchor chart. Remind students to work on building their writing stamina. Place students or allow them to choose their spots. Students Work on Writing for an appropriate amount of time. Based on student engagement and independence, adjust time accordingly. Bring group back together to check in and have a few students share their writing. Students could be selected randomly using popsicle sticks, teacher numbering system, or by tables.
<p>Kinder: L1(LI)</p> <p>1st: 12(A)</p> <p>2nd: 12(A)</p>	<p>Day #11 – Day #12 Brief Review & Continued Practice (cont.)</p> <ul style="list-style-type: none"> Review student expectations for Work on Writing from your anchor chart. Remind students to work on building their writing stamina. Place students or allow them to choose their spots. Students Work on Writing for an appropriate amount of time. Based on student engagement and independence, adjust time accordingly. Bring group back together to check in and have a few students share their writing. Students could be selected randomly using popsicle sticks, teacher numbering system, or by tables.
<p>Kinder: L1(LI), L1(L2)</p> <p>1st: 12(A), 12(L2)</p> <p>2nd: 12(A), 12(L2)</p>	<p>Day # 13 Introduce and Practice Read to Someone</p> <p>Now that students have built reading stamina, writing stamina, and independence through independent practice in Read to Self and Work on Writing, introduce the next component – Read to Someone.</p> <ul style="list-style-type: none"> Explain spider story and EEKK – Elbow to Elbow, Knee to Knee. Demonstrate how to read with someone with elbow to elbow and knee to knee (EEKK) and comprehension checks. Practice sitting EEKK with a partner and comprehension checks. Discuss voice level and allow the students to practice voice level. Have 2 students model incorrect/correct voice level with a partner. Review the anchor chart from Day 1 “3 Ways to Read a Book.” Model the appropriate way to choose a “Just Right Partner.” Give students an opportunity to practice

	<p>choosing a partner and sitting EEKK for approximately 2 minutes.</p> <ul style="list-style-type: none"> • Signal students to reconvene at the carpet and check in. • Give students another opportunity to practice and reconvene.
<p>Kinder: <i>L1(L1), L1(L2)</i></p> <p>1st: 12(A), 12(L2)</p> <p>2nd: 12(A), 12(L2))</p>	<p>Day #14 Introduce and Practice “I Read, You Read” with the same book</p> <ul style="list-style-type: none"> • Create an anchor chart for Read to Someone. Include the following: <p><u>Student expectations:</u></p> <p>1. Sit EEKK. 2. Read the whole time. 3. Stay in one spot. 4. Work quietly. 5. Get started right away.</p> <p><u>Teacher expectations:</u></p> <p>1. Work with students.</p> <p><u>Why we Read to Someone:</u></p> <p>1. It is fun. 2. Reading with a friend helps you become a better reader. 3. It’s the best way to practice fluency.</p>
<p>Kinder: <i>L1(L1), L1(L2)</i></p> <p>1st: 12(A), 12(L2)</p> <p>2nd: 12(A), 12(L2)</p>	<p>Day #14 (cont.)</p> <ul style="list-style-type: none"> • Define a pattern for this procedure. • Readers select a text, book or chart. <ol style="list-style-type: none"> 1. Readers stop at the end of a page. 2. Partners remember to attend to meaning and check comprehension. “I just heard you read...” 3. Reread if your partner doesn’t understand. 4. Switch roles and repeat with the same book. • Model the incorrect/correct way to Read with Someone. • Give students an opportunity to practice and build stamina for 3-7 minutes, depending on independence and grade level. • Signal students to reconvene and check in. • Review Read to Someone Anchor Chart. • If time permits, give students another opportunity to practice and reconvene.

<p><u>Kinder:</u> <i>L1(L1), L1(L2)</i></p> <p><u>1st:</u> 12(A), 12(L2)</p> <p><u>2nd:</u> 12(A), 12(L2)</p>	<p>Day #15 Introduce and Practice “Read Two Different Books”</p> <ul style="list-style-type: none"> • Review Read to Someone Anchor Chart. • Introduce “I Read, You Read” with a different book. • Define a pattern for this procedure. <ol style="list-style-type: none"> 1. Readers select a text, book or chart. 2. Readers stop at the end or a page. 3. Partners remember to attend to meaning and check comprehension. “I just heard you read...” 4. Reread if your partner doesn’t understand. 5. Students switch roles and repeat with a new book chosen by the other partner. • Give students an opportunity to practice and build stamina for 3-7 minutes, depending on independence and grade level. • Signal students to reconvene and check in. • Review Read to Someone Anchor Chart. • If time permits, give students another opportunity to practice and reconvene.
<p><u>Kinder:</u> <i>L1(L1), L1(L2)</i></p> <p><u>1st:</u> 12(A), 12(L2)</p> <p><u>2nd:</u> 12(A), 12(L2)</p>	<p>Day #16 Introduce and Practice “Choral Read” (This is a great opportunity to utilize poems, songs and charts.)</p> <ul style="list-style-type: none"> • Review Read to Someone Anchor Chart. • Introduce strategies for choosing appropriate reading material (i.e. rock, paper, scissors). • Define a pattern for this procedure. <ol style="list-style-type: none"> 1. Readers select a text – song, poem or chart. 2. Readers read chorally with appropriate voice level. 3. Students choose a new text and repeat. • Give students an opportunity to practice and build stamina for 3-7 minutes, depending on independence and grade level. • Signal students to reconvene and check in. • Review Read to Someone Anchor Chart. • If time permits, give students another opportunity to practice and reconvene.

<p><u>Kinder:</u> L1(L1), L1(L2)</p> <p><u>1st:</u> 12(A), 12(L2)</p> <p><u>2nd:</u> 12(A), 12(L2)</p>	<p>Day #17 – Day #19 Brief Review & Continued Practice – Read to Someone</p> <ul style="list-style-type: none"> • Review student expectations for Read to Someone from your anchor chart, procedure for checking comprehension, and strategies for making good reading decisions. Remind students to work on building their reading stamina and fluency. • Place students or allow them to choose their spots. • Students read independently for an appropriate amount of time with a partner. Based on student engagement and independence, adjust time accordingly. • Reconvene and check-in. • Review Read to Someone Anchor Chart.
<p><u>Kinder:</u> 2(G), 2(H), 2(I), 3(A), 3(D)</p> <p><u>1st:</u> 2(D), 2(E), 2(F), 3(A), (i), (ii), (iii), (iv), (v), (vi), 3(H)</p> <p><u>2nd:</u> 2(A), (i), (ii), (iii), (iv), 2(L1), (L2), (L3), (L4), (L5), 2(G)</p>	<p>Day #20 Introduce and Practice – Word Work</p> <p>Students have now built reading stamina, writing stamina, and independence through practice in Read to Self, Work on Writing and Read to Someone. Word Work is the next component to a Balanced Literacy framework.</p> <p>Word Work Mini-lessons introduce phonemic awareness concepts, phonics concepts and teach students procedures for working successfully in Word Work activities. Students are then given the opportunity to practice in groups. During Word Work most students practice the same phonemic awareness and phonics concepts that have been previously taught, but do so using different activities and materials.</p> <p>For example:</p> <ul style="list-style-type: none"> • Learning and practicing a spelling pattern (Making Words, Magnetic Letters, etc.) • Developing automaticity with high-frequency words (Word Wall activities) • Generalizing spelling patterns (Word Sorts and Extensions) • Adding to our knowledge and curiosity of unique and interesting words <p>Word Work materials may include: whiteboards, letters (magnetic, paper, or tiles), Wikki Stix, Clay, Letter Stamps, Colored markers, etc.</p> <ul style="list-style-type: none"> • Create an anchor chart for Word Work. Include the following: <p><u>Student expectations:</u></p> <ol style="list-style-type: none"> 1. Work the whole time. 2. Stay in one spot except to get and return materials. 3. Work quietly. 4. Get started right away. 5. One person takes out materials of his or her choice and sets up in a quiet location.

	<p>6. When finished students return materials and get another set with which to work.</p> <p><u>Teacher expectations:</u> 1. Work with students.</p> <p><u>Why We Work on Words:</u> 1. It helps us become better readers, writers and spellers. 2. We care about our writing and the people who will read it. 3. It is fun.</p>
<p><u>Kinder:</u> 2(G), 2(H), 2(I), 3(A), 3(D)</p> <p><u>1st:</u> 2(D), 2(E), 2(F), 3(A), (i), (ii), (iii), (iv), (v), (vi), 3(H)</p> <p><u>2nd:</u> 2(A), (i), (ii), (iii), (iv), 2(L1), (L2), (L3), (L4), (L5), 2(G)</p>	<p>Day #20 (cont.)</p> <ul style="list-style-type: none"> • Model expectations, including expectations for getting and returning materials. • Place students in small groups for Word Work. • Give students an opportunity to practice Word Work and build stamina for an appropriate amount of time, depending on independence and grade level. • Signal students to reconvene and check in. • Review Word Work Anchor Chart. Have students self-reflect on how they did on each of the Word Work Criteria listed on the anchor chart. <p>***** Students should continue to build stamina and independence in Word Work. Listen to Reading can be implemented after independence is established in the other Daily 5 Components. The same procedure for introducing the previous components should be followed when introducing Listen to Reading. Pay particular attention to teaching students to independently use Listen to Reading materials. The ultimate goal is to empower children make choices about what they read, what they write, and the order in which they do the Daily 5.</p>