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Teacher Implementation of the Daily 5 Reading Framework

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TEACHER IMPLEMENTATION OF THE DAILY 5 READING FRAMEWORK

A Dissertation

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Requirements for the Degree

Doctor of Education

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Title: Teacher Implementation of the Daily 5 Reading Framework

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This descriptive, qualitative case study examined how eight teachers in two school districts implemented the Daily 5 reading framework into their first and second grade classrooms. The participants' implementation was compared to the recommended implementation in the book *The Daily 5: Fostering Literacy Independence in the Elementary Grades* (Boushey & Moser, 2014). Specific adaptations from each participant demonstrated how Daily 5 can be adjusted to meet the needs of both the teacher and the students. Further information about the chosen materials helped to understand what is needed and can be used for Daily 5. The perceived benefits for the teacher, students, and higher-grade levels built upon the research supporting the academic benefits of Daily 5.

Semi-structured interviews, lesson plans, and classroom observations served as data sources. The interviews were coded and analyzed using qualitative content analysis to identify emerging themes. The themes were categorized by the implementation, materials, benefits, and adaptations to further understand each participant's experience.

The results of this study found that participants adapted Daily 5 in a multitude of ways. The participants ranged in the amount of activities that were introduced to the students. The manner in which the activities were introduced to the students did not typically follow the recommended approach. The chosen materials went beyond the recommended implementation. One of the benefits of Daily 5 was that it allowed the teacher to meet with a guided reading group without interruptions. An unanticipated finding was that three of the participants disliked

Daily 5, but continued to do it due to district mandates. It was found that most teachers believed

their students enjoyed completing Daily 5 activities.

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CHAPTER ONE

INTRODUCTION

Learning to read can be a complex and difficult process (Allington, McCuiston, & Billen, 2015; Coiro, 2011; Green, 2005; Woolley, 2010). Roe and Smith (2012) stated that reading has two parts – the process and the product. The process of learning to read includes word sequence, decoding, thinking, learning, association, and perceptual knowledge. These processing skills combine to form the reading product – comprehension. Rosenblatt (1994) took reading a step further with her transactional theory. In this theory, the reader and the text have a "transaction" back and forth. The text interacts with the reader forming emotions, images, and concepts. Green (2005) discussed how attitudes, "curiosity, confidence, and willingness to take risks" (p. 110) combine with cognitive functions such as word recognition, phonics skills, sound-symbol recognition, and fluency to allow readers to understand text. Reading requires cognitive skills and emotion to be able to understand a text.

The complex nature of reading requires strong a foundational knowledge for literacy that is built in the elementary grades (Allington, 2002, National Reading Panel, 2000a; Tennessee Department of Education, 2016). The National Reading Panel (2000a) identified five components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Spelling was not included as a component, but more recent research from 1,342 students in grades one through four attending high poverty schools has shown that spelling instruction is needed to develop specific spelling skills (Mehta, Foorman, Branum-Martin, & Taylor, 2005). The National Reading Panel (2000a) stated that reading and writing skills developed by age five have a "strong relationship with later conventional literacy skills" (p. 3) and reading skills learned in the primary grades also have a direct link to reading achievement in high school. The

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skills learned in early elementary grades are built upon and used throughout a student's schooling.

Guided reading, a common teaching technique in the elementary grades, is one method used to build foundational reading skills and strategies (Fountas & Pinnell, 2012). Fountas and Pinnell (2010) defined guided reading as "small group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency" (p. 2). In this small group, students are reading a leveled book with other students on their reading level (Fountas & Pinnell, 2012). The teacher facilitates the group by selecting the book and working on a specific reading skills and strategies. This approach often requires the teacher to decide the instructional activities for the other students not involved in small group instruction. The Daily 5 reading framework is one system that teachers can use with guided reading. Teachers are reading the same instructional materials, yet they are implementing Daily 5 differently within their classrooms.

Background Information

The Daily 5 is a framework, or classroom management system, comprised of five activities that students complete independently or in collaboration with peers (Boushey & Moser, 2014). This framework allows the teacher time to conduct differentiated lessons with small groups of students. The five activities include: Read to Self, Work on Writing, Read to Someone, Listen to Reading, and Word Work. In this framework, the students practice building stamina which is the amount of time all students are focused and actively working on their chosen activity. There is no academic content to the structure of Daily 5 (Boushey & Moser, 2014). The main purpose of Daily 5 is to allow the teacher to work with a guided reading group without interruptions (Boushey & Behne, 2017; Boushey & Moser, 2014). Boushey and Moser

(2014) started Daily 5 as a way to create a classroom community where students were "reading, writing, and self-monitoring" even as early as five years old (p. 8). Daily 5 is based on core beliefs that include: brain research, choice, and extended practice (Boushey & Moser, 2014).

Brain Research

Boushey and Moser (2014) discuss the importance of brain research when they developed the Daily 5. The authors focused on the amount of time students were able to pay attention. Boushey and Moser (2014) were influenced by Dr. Kenneth Wesson who stated the number of minutes students can maintain focus during explicit instruction is the same as their age (Wesson, 2011). A content analysis of five popular core reading programs by Reutzel, Child, Jones, and Clark (2014) found that most core reading programs used in elementary schools do not provide the amount of explicit instruction that students need to effectively learn reading skills. Instead, there is a great deal of direct instruction or guided practice and not much time is dedicated to the students practicing the reading skills on their own (Reutzel, Child, Jones, & Clark, 2014).

Routman (2003) suggested a 20/80 approach where 20% of the time the teacher directly instructs the students and 80% of the time, students practice a skill. The Daily 5 follows the 20/80 method because the students work on reading and writing tasks more than they receive direct instruction during guided reading or focus lessons. During a Daily 5 block of time, the students work independently on a chosen task, come together as a group for a focus lesson, and then choose another Daily 5 choice (Boushey & Moser, 2014). This process can go on for as long as the students are able to focus, or for as long as a schedule allows.

Choice

Daily 5 offers many choices to students (Boushey & Moser, 2014). They are allowed to pick their own books for Read to Self, choose where they sit, select a writing topic for the Work

on Writing choice, and choose the order of activities for the day. Allington (2002) used the term "managed choice" to describe how the teacher presents multiple options and the students select a choice based on their interest. Ivey and Broaddus (2001) supported this claim and suggested offering a wide variety of books on varying levels to students. In a study with 57 students by Morgan and Wagner (2013), students were taught mini lessons on specific topics, such as point of view, conflict, and plot, and allowed to choose their own books to apply these lessons. The students conferred with their teacher and were able to apply what was taught, enjoyed the freedom of choice, and were more engaged in reading. When students are permitted to choose their own reading material, they have a sense of ownership and book selection can be linked to their interests.

Boushey and Moser (2014) allow students to choose three to ten books on the child's reading level for Daily 5. The number of books depends on the age. Older students will have less books because the books will be longer. Each student has his or her own book box to store their books which are changed periodically throughout the school year. Within Daily 5, focus lessons are taught so students know how to pick a good fit book. The Daily 5 uses the acronym I PICK:

I select a book and look it over inside and out.

Purpose: Why might I want to read it?

Interest: Does it interest me?

Comprehend: Do I understand what I am reading?

Know: Do I know most of the words? (Boushey & Moser, 2014, p. 74)

By teaching this technique, students can select books they will enjoy and are able to read. Teachers must have a large number of books on varying levels and themes as part of their classroom library to sufficiently allow for student choice.

Extended Practice

Within the Daily 5 framework, students practice reading on their own, with a partner, and by listening to reading on a daily basis. Students are exposed to many books on their reading level and are given opportunities for repeated readings. In each child's book box, the students can reread the books silently during Read to Self until new books are chosen. The teacher can read books with the students during guided reading to reinforce and practice targeted reading skills. Practicing the same books with a partner during the Read to Someone choice allows the students to orally read and increase their fluency.

The National Reading Panel (2000) recommended repeated readings to increase fluency. Allington (2012) also stressed that practice matters. The more children read, the better they will be at it. By increasing the amount of books the students read on their reading level, achievement will also grow (Allington, 2014; Brenner & Hiebert, 2010). Sparks, Patton, and Murdoch (2013), replicated a study following 54 students over the course of ten years. The study found that students who were exposed to more print were proficient readers in first grade. There was a strong relationship between a student's reading abilities in first grade and their tenth-grade reading and language skills.

Experiential Learning Theory

Rogers identified a continuum of learning with one side being cognitive (such as multiplication tables or vocabulary) and the other, experiential (Rogers & Freiberg, 1994). Rogers furthered his theory by stating that humans want to learn, and it is the teacher's job to

facilitate the learning and link the learning to a student's curiosity (Callata, 2015; Rogers & Freiberg, 1994). Aspects of experiential learning are personal involvement, self-initiation, self-evaluation, and effecting the learner on a personal level (Rogers & Freiberg, 1994). Curiosity is an important aspect of experiential learning since the students are choosing topics that interest them and learning more about it on their own. Experiential learning is focused on the conditions of learning rather than an end product (Rogers & Freiberg, 1994).

It is the teacher's responsibility to create a positive climate, organize resources, and be student-centered (Rogers & Freiberg, 1994). The relationship between the students and the teacher should be built on trust, realness, and a sense of understanding. Rogers and Freiberg (1994) stated, "When the teacher has the ability to understand the student's reactions from the inside, has a sensitive awareness of the way the process of education and learning seems to the student, then again the likelihood of significant learning is increased" (p. 157). The teacher provides the structure of the classroom, and the students have choice within that structure (Rogers & Freiberg, 1994). Freiberg and Lamb (2009) described student-centered classrooms as being "flexible but predictable" (p. 104). The goal is for the teacher to help students become more independent and follow their curiosity. The teacher will spend most of his or her time finding resources for the students to explore (Rogers & Freiberg, 1994). These resources will be used for students to continue their learning process.

It is the students' job to make choices about their learning. It is the learner who is the primary evaluator in experiential learning (Rogers & Freiberg, 1994). The students confer with the teacher, but the student is ultimately learning how to self-regulate and learn on his or her own. The learner should show personal growth and change as a result of experiential learning. When the topic is self-chosen, the learning is self-initiated, and curiosity is piqued, learning

tends to be faster and more persistent than in a traditional classroom setting (Rogers & Freiberg, 1994).

Experiential learning creates a balance between the needs of the teacher and the needs of the students (Freiberg, Huzinec, & Templeton, 2009). The students choose their own topics based on interests and the teacher helps to guide the student by providing resources on the topic. There is understanding and trust between the teacher and the individual students (Rogers & Freiberg, 1994). The teacher trusts the students can learn on their own and self-regulate. The student understands the urgency to learn and uses the resources provided by the teacher. The collaboration between the student and the teacher and topic choice motivates the student to learn.

Problem Statement

The problem this descriptive study seeks to address is the consistency within the implementation of the Daily 5 reading framework and balance between the standardization of curriculum while still maintaining individualization. The book *The Daily 5: Fostering Literacy Independence in the Elementary Grades* provides the guidance for teachers on how to implement all the steps of Daily 5 into his or her classroom (Boushey & Moser, 2014). The Daily 5 book describes foundation lessons for each of the activities, Ten Steps to Independence, and provides example materials and activities. With detailed descriptions of how the program is meant be implemented, it could look similar in each classroom; however, the authors stated:

> The bottom line is, the Daily 5 is not a prescriptive program to be followed blindly, the same way each day, month, and year. Instead, we as educators need to respond and react to the diverse needs of our own students." (Boushey & Moser, 2014, p. 18)

Teachers are allowed autonomy within the implementation, but it is unknown if adapting the program still allows for student success and if the framework still functions correctly with

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similar outcomes. This study seeks to discover how teachers implement Daily 5 into their classrooms after reading the book and possibly receiving some district-level training.

This study pursues how different teachers implement Daily 5 into their classrooms, maintain it throughout the school year, and if adaptations are necessary to meet the needs of their diverse learners. Exploring teacher implementation and rationale for adaptations can help other teachers tailor their framework to meet their students' needs within each classroom and from year to year. Furthermore, understanding the reasons for adaptations could show that modifying Daily 5 is perhaps better than not using it at all. Further studies could compare classrooms that implement Daily 5 to classrooms which do not by tracking student reading achievement and differences in management strategies.

Few empirical research studies have been conducted about the Daily 5 reading framework. One study by Cater (2016) examined the impact of Daily 5 on improving reading skills for fifth graders. Twenty-four students were tested before and after the implementation of Daily 5 and the CAFÉ (an acronym for Comprehension, Accuracy, Fluency, Expand vocabulary) instructional program. The researcher found that all students improved their reading scores on the Developmental Reading Assessment (DRA) (Beaver & Carter, 2011; Cater, 2016). A case study by Duty (2016) examined the impact of Daily 5 and CAFÉ on six fourth graders who were struggling readers in the same classroom. All six students showed growth on the DRA and the growth was attributed to student choice, the classroom environment, and collaboration, which are all part of the Daily 5 reading framework (Duty, 2016). Although these studies showed the academic benefits of Daily 5, there is a gap in the research regarding teacher implementation of the Daily 5 reading framework.

When implementing new programs, teachers may be given autonomy to adapt the program to meet the needs of their students (Boser & Hanna, 2014). Teacher autonomy is a balance between meeting state standards and curriculum requirements while still maintaining a level of instructional independence (Sparks & Malkus, 2015). Curriculum may be chosen for teachers, but they typically have some freedom to adapt it to meet their students' needs. In a study by Pearson and Moomaw (2005) involving 300 teachers, those who had more autonomy, were less stressed and more satisfied with their jobs. Boser and Hanna (2014) examined data from a national schools and staffing survey and state surveys from Tennessee and Kentucky. The data set found more than 90 percent of teachers believe they have significant input on teaching techniques and showed that teachers have some control over what they teach as well, and the data have not changed over time.

Perhaps the reason for teacher autonomy is because students' needs are always changing. Teachers can accommodate and adapt their teaching methods in order to meet students' academic, social, and emotional needs. One way teachers can adapt instruction is to allow for students to have their own autonomy. Murray (2014) examined many definitions of learner autonomy and found that a common thread was allowing for the learner to take control, or be in charge of their own learning. A defining characteristic of learner autonomy is that the "learners are expected to assume responsibility for determining the learning task" (Murray, 2014, p. 323). Al-Busaidi and Al-Maamari (2014) found the amount of support teachers have for learner autonomy is based on their own learning and autonomy.

Finding the right balance between teacher autonomy, accountability, and learner autonomy can be a difficult task for teachers. When implementing a new curriculum, teachers spend a great deal of time learning what they are going to teach and thinking about how they will

teach it. It takes time, collaboration, interpretation, and training to implement a new program

(Porter, Fusarelli, & Fusarelli, 2014). Teachers become the learners before they can instruct their

students. The actual teaching will probably change based on the needs of the students

throughout the school year. Implementing a new program can be time consuming, but

ultimately, teachers should do what is best for their students and utilize all available resources.

The Daily 5 is a reading framework that coincides with guided reading and helps to meet

the needs of both the students and the teacher. The book by Boushey and Moser (2014) is easily

available for anyone to purchase. The book explained to the reader how the Daily 5 was

developed, implementation instructions, how to foster independence, example lessons, and

resources for teachers. A companion book, *The CAFÉ book*, describes strategies teachers can

use during focus lessons or with guided reading instruction (Boushey & Moser, 2009). Boushey

and Moser are known as The Two Sisters and offer professional development workshops around

the United States (Boushey & Moser, 2017a). A website is maintained with resources and

information for teachers about Daily 5 and CAFÉ. A link on the website will take you to the

"CCPensieve" which is a subscription site for teachers to "track student interactions,

conferences, commitments and next steps" (Boushey & Moser, 2017b, para. 1). A Google

search will provide millions of results including resources, Pinterest boards, and printables for

teachers to use in their classrooms.

Teachers first implementing Daily 5 have a wealth of information at their fingertips. The

book alone can show someone how to integrate Daily 5 into their classroom instruction. It

outlines a script for the first 15 days of implementation (Boushey & Moser, 2014). Often

teachers will turn to resources online or attend workshops or trainings to help them implement a

new curriculum. With the framework of Daily 5, it is important to understand the level of teacher autonomy allowed to be able to determine the benefits of the program.

Research shows that Daily 5 has academic benefits to improve students' reading abilities and skills (Cater, 2016; Duty, 2016). The outcomes of Daily 5 are clear; however, understanding how to achieve those outcomes needs to be further investigated. If teachers are given autonomy and able to adapt the Daily 5 framework, insight about the implementation is important to ensure that students are benefitting academically. There is little to no information about how teachers are implementing Daily 5 and if adaptations (materials or instruction) are needed to meet the needs of the students.

Purpose of the Study

The purpose of this study is to describe how elementary teachers implement Daily 5, compare their methods of implementation to the recommended approach, identify materials used to support the framework, and share how the framework supports teacher instruction. *Daily 5: Fostering Literacy Independence in the Elementary Grades* gives explicit instructions on how to implement the framework into an elementary classroom, yet the authors stated teachers can adapt it to meet their students' needs (Boushey & Moser, 2014). The Daily 5 book offers suggestions of materials and book systems, but further information would be helpful to understand what materials are actually chosen and how they are used during implementation. The creators of Daily 5 explain many benefits throughout their book, but exploring classroom teacher's perspectives of the benefits could contribute to the research. Discussing the actual adaptations with classroom teachers could benefit others who implement Daily 5 and lead to further studies.

Research Questions

1. How does the teacher's implementation of the Daily 5 framework compare to the recommended method of implementation?

2. What is the rationale for teachers' selection of instructional materials used in the Daily 5 approach?

3. What aspects of Daily 5 do teachers cite as most beneficial to classroom instruction?

4. What aspects of Daily 5 do teachers cite as needing the most adaptations to classroom instruction?

Methodology

A qualitative case study was conducted to examine how eight different teachers implement Daily 5, choose materials, if adaptations are necessary and what those adaptations are, and the benefits of the framework. Semi-structured interviews were conducted and triangulated with lesson plans and observations (Given, 2008). The reasoning behind the between-method triangulation is to have different perspectives of the same concept (Arksey & Knight, 1999). Understanding the background of implementing Daily 5 was evident in the interviews, while the lesson plans served as physical evidence in the study. Lesson plans showed the implementation process and helped to understand planning throughout the school year after all five activities were introduced. After the interviews, observations took place to see Daily 5 in action. During these observations, materials were noted as well as any signage in the classroom related to Daily 5. Observations helped to see teachers' practices that were discussed during the interviews and written in the lesson plans. A combination of interviews, observations, and lesson plans helped to gain an understanding of the implementation and day to day workings of Daily 5. The

qualitative data was coded and analyzed to find differences, if any, in the implementation and

materials used during Daily 5 and the benefits and adaptations in early childhood classrooms.

The Researcher

At the time of this study, the researcher of this study had been teaching for eleven years.

She has taught kindergarten and first grade, and implemented Daily 5 for three years in first

grade. The first year she taught using Daily 5, the researcher chose to implement Daily 5 into the

classroom on her own. The second year Daily 5 was used, the district mandated that all

elementary teachers use Daily 5. Each year, the Daily 5 routines were changed and adapted to

make it more efficient and helpful for the students. Before implementing Daily 5 a third year,

the researcher attended a conference presented by Gail Boushey. Joan Moser, the second sister,

decided to not present anymore, so Allison Behne presented alongside Mrs. Boushey. During

this conference, the researcher realized that Daily 5 is very structured with specific

implementation steps and routines, yet teachers adapt it. There seemed to be a disconnect

between a set implementation plan and teacher autonomy that the researcher wanted to

investigate further.

The researcher acknowledges that her experiences could also lead to bias in the research,

but has bracketed her knowledge and practices prior to collecting any data in order to eliminate

any predispositions or viewpoints. The triangulation of data was used to enhance the credibility

of the study. Teachers were selected outside of the researcher's school to increase the validity of

the research. A careful comparison of teacher implementation to the description of

implementation in *The Daily 5: Fostering Literacy in the Elementary Grades* (Boushey &

Moser, 2014) was used by collecting data from interviews, lesson plans, and observations.

Assumptions

Based on the researcher's classroom experience and collaboration with colleagues, two assumptions were made in regard to this study. First, teachers in most school districts are typically allowed to adapt programs to best meet the needs of their students. A core reading program can serve as a foundation for reading instruction, but supplementary materials and adaptations may be needed to meet the needs of their students and their schedule (Porter, Fusarelli, & Fusarelli, 2014; Reutzel, Child, Jones, & Clark, 2014). Second, it is assumed that teachers who use Daily 5 have read *The Daily 5: Fostering Literacy Independence in the Elementary Grades* (Boushey & Moser, 2014). This assumption is based on the premise that the book by Boushey and Moser (2014) serves as a basis and starting point to implement Daily 5 and inform instruction. Perhaps teachers have received additional training or attended workshops, but they have also read the book.

Significance of the Study

It is important to understand how teachers implement Daily 5, so they can ensure the academic benefits of the program as found by Duty (2016) and Cater (2016). Both studies found that Daily 5 can help students increase reading scores on the Developmental Reading Assessment (DRA) (Beaver & Carter, 2011), which indicates increases in both comprehension and fluency scores. In contrast, some teachers have chosen to stop using Daily 5 because it focuses on activities rather than outcomes and only uses small group instruction (Kilgo, 2012; Shanahan, 2012). Further research needs to be conducted to understand the implementation of Daily 5, benefits to classroom instruction, and any adaptations that may need to be made to the framework.

Teachers are typically given a certain level of autonomy when implementing a new program (Reutzel, Child, Jones, & Clark, 2014); however, the structure of Daily 5 and its organization and routine, makes it difficult to understand why teachers may have their own methods when implementing this program. Boushey and Moser (2014) described how their classroom management has evolved over their teaching careers and how it has changed with the implementation of Daily 5. There was a major switch from explaining behaviors once or twice, to practicing behaviors until they become a habit (Boushey & Moser, 2014). Boushey and Moser discussed how they have changed Daily 5, added the CAFÉ instructional strategies for guided reading groups, and are continuing to adjust the framework (Boushey & Behne, 2017; Boushey & Moser, 2009; Boushey & Moser, 2014).

Understanding the reasoning behind the implementation, or varied methods of implementation of a new program can benefit other teachers when they implement the same program (Porter, Fusarelli, & Fusarelli, 2014; Reutzel, Child, Jones, & Clark, 2014). When teachers share what they have learned and different adaptations, others can have a broader knowledge base, learn from each other, and have more options when they may need to adapt the program (Porter, Fusarelli, & Fusarelli, 2014). Examining two grade levels of teachers and how they implemented and use Daily 5 will help teachers understand implementation processes, classroom instruction, and the level of teacher autonomy within this framework, which will ultimately lead to academic success.

The qualitative interviews from this study helped to understand how teachers are implementing Daily 5, chosen materials, the benefits, and if any adaptions are needed. Observations put the qualitative data into action and give the study a different standpoint. The lesson plans teachers write each week for Daily 5 aid in understanding the planning throughout

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the school year after all five activities are introduced. A combination of interviews,

observations, and lesson plans helped to fully comprehend the implementation and day to day

functioning of Daily 5 in early childhood classrooms.

Definition of Terms

Daily 5 - A workshop model "designed to teach children to build their stamina and

independence in each of the Daily 5 tasks so they can fully engage in meaningful, authentic

reading and writing for an extended time" (Boushey & Moser, 2014, p. 11).

Focus Lesson – A short (7-10 minute) lesson teaching a specific skill or strategy to the whole

class (Boushey & Moser, 2014).

Guided Reading – Teachers working with small groups of students using books on their current

reading level or focusing on a specific reading skill (Fountas & Pinnell, 2012).

Listen to Reading - (one of the activities in Daily 5) On a computer or tablet, students are

independently listening to e-books or audiobooks to increase their listening comprehension

(Boushey & Moser, 2014).

Phonological Awareness - "the ability to focus on and manipulate phonemes in spoken words"

(National Reading Panel, 2000a, pp. 2-10).

Read to Self – (one of the activities in Daily 5) A student reads a book to themselves while

staying in one spot, getting started right away, working quietly, reading the whole time, and

building stamina (Boushey & Moser, 2014).

Read to Someone - (one of the activities in Daily 5) When two students sit elbow to elbow and

knee to knee (EEKK) and read books of their choosing together (Bousey & Moser, 2014).

Stamina – The amount of time all students are engaged in their independent activity during

Daily 5 (Boushey & Moser, 2014).

Teacher Autonomy – "Teacher control over classroom activities" (Sparks & Malkus, 2015, p. 1).

Word Work - (one of the activities in Daily 5) Students independently work on spelling, vocabulary, and high frequency words using materials such as whiteboards, clay, magnetic letters, letter stamps, or other resources (Bousey & Moser, 2014).

Work on Writing - (one of the activities in Daily 5) Students independently write about a topic of their choosing in a writer's notebook (Boushey & Moser, 2014).

Summary

This chapter provided an overview of research behind the Daily 5 reading framework. Brain research, allowing student choice, and extended practice time create pillars to build the Daily 5 reading framework. Daily 5 is also closely related to Roger's experiential learning theory in which teachers provide a structure for students and allows choice and freedom within the structure (Rogers & Freiberg, 1994). Daily 5 is a reading framework that builds independence, so the teacher can meet with a guided reading group. Boushey and Moser (2014) explained how to implement Daily 5 into a classroom, but also stated that it can be adapted to meet students' needs. Students have diverse needs, classrooms have different dynamics, and teachers have their own teaching styles. The focus of this study will be how teachers are implementing Daily 5 into their early childhood classrooms, what materials are being used, and if any adaptations are needed. The information gained from this study can contribute to research on Daily 5 because there is a lack of information about teacher implementation and adaptation.

Chapter Two will review the literature regarding Roger and Freidberg's experiential learning and how it is closely related to the Daily 5 reading framework. The next chapter will also discuss in further detail the implementation of each Daily 5 activity. Each component (i.e.,

Read to Self, Work on Writing, Read to Someone, Listen to Reading, and Word Work) will be

linked to current research to support the activities and focus lessons during the implementation of

Daily 5. The Ten Steps to Independence will be explained and supported by Vygotsky's Zone of

Proximal Development.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter will explore the theoretical research of Roger and Freiberg's experiential learning theory and how it relates to the activities and underlying reasoning behind Daily 5. Experiential learning and Daily 5 are student-centered methods of instruction. Chapter Two will also explain each of the five components in detail and use research to support and show the benefits of each activity. Boushey and Moser's (2014) Ten Steps to Independence will be discussed to explain how Daily 5 is implemented. The Ten Steps to Independence provides scaffolding for students to work within their Zone of Proximal Development and achieve independent learning (Vygotsky, 1978).

Experiential Learning

It is no longer advisable for the teacher to stand in front of the classroom and lecture to the students all day long. Talking at students makes them "passive observers" in a teacher-centered classroom where the students do not feel welcome, complete worksheets by themselves, and do not participate (Rogers & Freiberg, 1994, p. 10). Classroom management can be placed on a continuum from teacher-centered to student-centered (Garrett, 2008; Rogers & Freiberg, 1994). In a student-centered classroom, the teacher provides resources and learning experiences tailored to each student's needs and interests and has been shown to positively affect student achievement (Cornelius-White, 2007; Miller, 2007; Rogers & Freiberg, 1994). The teacher is responsible to be sure students meet state and national standards and curriculum that must be taught; students have interests that motivate them and unique skills that should be enhanced and appreciated. It can be challenging for the teacher to find the balance, but experiential learning can help (Rogers & Freiberg, 1994).

Experiential learning can be defined as "the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 41). The learner is not reading, hearing, and writing about topics. Instead they are having experiences and learning from those actions. Experiential learning makes learning a lifelong process in which direct learning takes place. The theory is built on six propositions: learning is a process, learning helps students refine ideas, differences and disagreements aid in the learning process, learning involves "thinking, feeling, perceiving and behaving," people learn from their environment, and learning creates knowledge (Kolb & Kolb, 2005, p. 194). Experiential learning within classrooms focuses on students initiating learning, while the classroom teacher is a facilitator of the learning process (Rogers & Freiberg, 1994).

In a student-centered approach, the children should be trusted, respected, given responsibility, and choices (Rogers & Freiberg, 1994). The focus on "meaning making, inquiry and authentic activity" allows students to understand how they learn and create the desire to continue learning (Garrett, 2008, p. 34). Rogers and Freiberg (1994) stated, "Learning how to learn is the element that is always of value, now and in the future" (p. 34). Specifically, experiential learning includes: personal involvement, self-initiation, pervasiveness, and the learner's evaluation of the experience (Rogers & Freiberg, 1994). The learners choose to seek out information about a topic that has some sort of meaning to them, then evaluates to see if it is meeting their needs. When all of these aspects meld together, learning takes place (Rogers & Freiberg, 1994). Learning is more than just a cognitive event because it includes feelings and attitudes, as well as meaning making (Garrett, 2008; Rogers & Lamb, 2009). Teaching with experiential learning requires a set of values and capitalizes on the strengths of the students by allowing choice and creativity with the responsibility to learn (Rogers & Freiberg, 1994).

Rogers and Freiberg (1994) also shared that the major goal of experimental learning is to create a desire to learn for students. A strong emphasis is placed on the needs, interests, and skills of the students (Miller, 2007). Some examples of experiential learning could incorporate "reflective thinking, inquiry, exploratory discussions, role-playing, demonstrations, projects, and simulation games" (Garrett, 2008, p. 36).

The Daily 5 framework is a student-centered management approach that allows students choice and different modes of experiential learning (Boushey & Moser, 2014; Rogers & Freiberg, 1994). During Daily 5 rotations, the students are working independently on one of the five activities: Read to Self, Work on Writing, Listen to Reading, Word Work, or Read to Someone (Boushey & Moser, 2014). The students have choice in activity, the books they read, and with choosing a partner for the Read to Someone option. Daily 5 has strong connections to the elements of experiential learning. The students are personally involved with selecting materials and are able to creatively write about any topic. They can self-initiate learning by the books they choose. Pervasiveness can be seen as the students work on building reading stamina throughout the school year. The teacher serves as a resource for the students by suggesting books based on their interests, helping to create reading goals, and to stay focused on the reading task. A short meeting with each student should occur on a weekly basis to check in and assess progress (Boushey & Moser, 2014). During this conference, the student can self-evaluate his or her experiences and the teacher can serve as a resource for further exploration, book suggestions, and help to set reading goals.

Experiential learning can initiate a passion for learning by capitalizing on the interests of the students to motivate them to learn (Rogers & Freiberg, 1994). Daily 5 integrates these interests through individualized book selection (Boushey & Moser, 2014). The students

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incorporate strategies taught by the teacher during their independent learning. Teachers assess

student progress following each Daily 5 rotation and through weekly conferences.   At the end of

each Daily 5 session, students are encouraged to share what they learned and their experiences

(Boushey & Behne, 2017; Boushey & Moser, 2014).

Students' Role

Students must know their strengths, weaknesses, and skills in order to build upon them

when experiential learning takes place. Rogers and Freiberg (1994) stated, "Knowledge is

power, but knowledge about self is the greatest power" (p. 19). When students' interests and

curiosities are included in their learning, they "unleash their sense of inquiry" and create an

unforgettable experience (Rogers & Freiberg, 1994, p. 153). Freedom to choose allows for

independent study and eager learners (Rogers & Freiberg, 1994). According to Pereira and

Smith-Adcock (2011), children thrive when they are allowed choice to create personal meaning

and unique experiences. Daily 5 allows students time to creatively write, choose, and read books

based on their interests. The students are responsible for the consequences of their choices

(Rogers & Freiberg, 1994). It is their responsibility to stay on task, build stamina, and learn

something through the Daily 5 experiences (Boushey & Moser, 2014). The student is the lead

evaluator throughout the experiential learning experience of Daily 5 rotations. The teacher and

other students in the class offer feedback, but ultimately, the child is in charge of his or her own

learning.

Self-discipline is an important aspect of experiential learning and Daily 5. Rogers and

Freiberg (1994) defined self-discipline as "knowledge about oneself and the actions needed to

grow and develop as a person" (p. 221). Self-discipline includes student-selected topics, creating

goals and priorities, and remaining on task all within a positive classroom environment (Rogers

& Freiberg, 1994). Self-discipline helps students grow socially and emotionally and learn from their mistakes (Freiberg & Lamb, 2009). It begins as small steps and builds with the individual as they are given freedom and choices (Freiberg & Lamb, 2009; Rogers & Freiberg, 1994).

Self-discipline is learned through the development of reading stamina during Daily 5. Boushey and Moser (2014) defined stamina as the amount of time students are able to sustain reading activities. Stamina is tracked on a daily basis and posted in the classroom as a motivator for students. When one student is off-track (e.g., no longer reading, distracted, or talking to a friend), the stamina has been broken and Daily 5 activities are stopped. When implementing Daily 5, the focus is on expected behaviors and it can take weeks to build stamina, especially with younger students (Boushey & Moser, 2014). When introducing Daily 5, Read to Self stamina should be around 10 to 12 minutes for primary students before introducing the next Daily 5 choice (Work on Writing) (Boushey & Moser, 2014). Self-discipline needs to be established before moving on to another Daily 5 option (Boushey & Moser, 2014).

If students are having difficulty with self-discipline, it is recommended that they reflect on their behavior, consider other options, and apologize (Freiberg & Lamb, 2009). Boushey and Moser (2014) call students who have difficulty building stamina "barometer students" because they dictate the "weather" in the classroom (p. 48). Once these students are distracted, they often cause others to be off task and break stamina. In order to help these students improve their self-discipline and stamina, it is recommended that they have short sand timers (1 to 2 minutes) and some tools such as pattern blocks, Legos, or I-Spy books to help them reset their brain and refocus (Boushey & Moser, 2014). Once the sand timer is done, the students return to the Daily 5 task.

Teacher's Role

In a classroom that uses experiential learning, the teacher sets limits, but also allows children to explore, learn, choose, and practice self-discipline (Pereira & Smith-Adcock, 2011). The teacher helps children solve problems, construct their own meaning of a topic, and engage in authentic activities (Garrett, 2008). A majority of the teacher's time is spent finding resources that match students' interests, facilitating classroom management, and helping students stay on track (Freiberg, Huzinec, & Templeton, 2009; Rogers & Freiberg, 1994). Also, unleashing curiosity and nurturing creativity in students is an important role for the teacher (Rogers & Freiberg, 1994).

Daily 5 allows teachers to create limits and systems while still giving students freedom to choose and explore their interests. The teacher must know the framework of Daily 5 and introduce it systematically. Before Daily 5 can be implemented, the teacher finds books for Read to Self and Read to Someone, phonics or vocabulary activities for Word Work, audio books for Listen to Reading, and writing topics for students who need them. Then the teacher introduces each of the five activities in Daily 5 to the class and helps to keep track of stamina. During Daily 5, the teacher stays out of the way of the students (Boushey & Moser, 2014).

A student-centered classroom should have four dimensions: social-emotional, school connectedness, positive classroom climate, and students practicing self-discipline (Freiberg & Lamb, 2009). Caring behavior from both the teacher and students is vital to experiential learning (Garrett, 2008). It shows that all participants have a vested interest in learning and helping each other grow. Because there are so many topics being covered by different individuals, the teachers must know their students and show that they care (Freiberg, Huzinec, & Templeton, 2009; Rogers & Freiberg, 1994). A mutual trust between the teacher and the student allows for a

positive learning environment where the students work and learn while the teacher guides them in the right direction without forcing them to do something (Rogers & Freiberg, 1994). The teacher should understand the feelings and reactions of the learning process and truly care for the students.

Boushey and Moser (2014) stated, "Meaningful learning experiences requires respect and trust between the teacher and students" (p. 22). Teachers need to trust their students to work independently on authentic reading and writing activities. If a student breaks stamina after a short period of time, the teacher trusts in the student's ability regain focus with a little instructional support and time. Students are held accountable for picking good fit books, choosing a spot to work, and selecting a good partner for Read to Someone. Students lead the learning process during and after the five activities are introduced.

When students learn through their experiences, it is important for teachers to still have limits, systems, and consistency (Freiberg, Huzinec, & Templeton, 2009). The classroom needs routines, a schedule, organized materials, and active participation from all students. Some traditional systems, such as grading, may still apply (Logue, 2016). In a student-centered classroom, teachers encourage intrinsic motivation by allowing choice, basing topics on student interests, incorporating games, and showing how important it is to learn (Garrett, 2008). Extrinsic rewards in experiential learning can have negative effects on motivation and create a reliance on the teacher instead of self-discipline (Garrett, 2008).

Daily 5 is based on student interests, motivation, and stamina. It is built on intrinsic motivation because the students are working on building stamina and completing goals set by the teacher. Goals are not rewarded, and some students may work on the same goal all year (Boushey & Behne, 2017). Daily 5 is a complete system of routines, limits, and consistency. In

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The Daily 5: Fostering Literacy Independence in the Elementary Grades, Boushey and Moser (2014) explained each of the five components of Daily 5 as well as Ten Steps to Independence. Clear steps for implementation are outlined. The authors describe the first 15 days of implementation and sample focus lessons. Daily 5 has a robust online community of teachers who share lessons, classroom materials, and how to maintain the systems throughout the school year.

Preparing a classroom for experiential learning requires the teacher to find resources for students based on their interests. Connecting with other teachers who also use experiential learning is helpful for resources and collaboration (Logue, 2016). Teachers must believe in experiential learning for it to work – "commitment and conviction are essential" (Rogers & Freiberg, 1994, p. 81). Logue (2016) recommended communicating with other teachers, students, and parents to explain experiential learning and the benefits.

Classroom Environment

The teacher and students involved in experiential learning are important, but so is the environment in which they co-create (Garrett, 2008). In a case study of three teachers, Garrett (2008) found that a shared leadership and a balance between the teacher's needs and the students' needs helps to create a positive classroom environment (Garrett, 2008). When teachers and students create this type of environment, more learning takes place, attendance rates are higher, students show more creativity, and are better at problem solving (Pereira & Smith-Adcock, 2011; Rogers & Freiberg, 1994). A sense of trust and shared responsibility between the teacher and the students helps to create the learning environment needed for experiential learning to take place (Freiberg & Lamb, 2009). Boushey and Moser (2014) encouraged a sense of community to "empower students to hold others accountable for behaviors, learning, respect, and

kindness" (p. 24). Building a classroom community based on trust and respect for all students is at the foundation of Daily 5.

The learning environment ought to be predictable and flexible (Freiberg, Huzinec & Templeton, 2009; Freiberg & Lamb, 2009). The teacher provides the structure (systems, routines, and materials) for experiential learning and the students still have choice within the structure (Freiberg, Huzinec, & Templeton, 2009; Freiberg & Lamb, 2009; Pereira & Smith-Adcock, 2011; Rogers & Freiberg, 1994). The structural framework of experiential learning can cause fewer distractions and interruptions, allowing for more instructional time for students to flourish academically (Freiberg, Huzinec, & Templeton, 2009; Rogers & Freiberg, 1994). Daily 5 provides the structure and choice that defines experiential learning. Within the Daily 5 framework are five activities that teachers systematically introduce to the students while still allowing for choice in books, seating, and partners (Boushey & Moser, 2014).

Read to Self

The first of the five activities that are introduced to students is Read to Self. During this activity, students are reading books independently. The teacher begins Daily 5 with a foundation lesson on the three ways to read a book: read the pictures, read the words, and retell the story (Boushey & Moser, 2014). This foundation lesson teaches students there is value in both direct reading and image interpretation. The second foundation lesson before the students begin Read to Self is showing the students how to pick good-fit books. These books should be looked over inside and out and the reader should think about why they want to read it, if it interests them, if they understand what they are reading, and if they know most of the words (Boushey & Moser, 2014). Boushey and Behne (2017) recently amended the third foundation lesson on how to

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choose a successful reading spot. Boushey stated that teachers of young students should choose the spot for them when first introducing Daily 5.

Once both foundation lessons are taught and reading spots are assigned, an I-chart is completed for the students. The chart explains expectations for both the students and the teacher during Daily 5. For students, the expected behaviors may include: read the whole time, stay in one spot, read quietly, start right away, and work on stamina (Boushey & Moser, 2014). The teacher will be working with students which is listed on the other side of the I-chart. After the focus lessons and I-chart are completed, Read to Self can begin and students can work on building reading stamina. Throughout Read to Self, the teacher provides quick feedback to the readers. The teacher listens to the student read aloud and creates new reading goals. After each round of Daily 5, a few students share what they have been reading. The students will have multiple opportunities to read to themselves throughout the week, and especially at the beginning of the school year before the other activities of Daily 5 are introduced.

Allington (1977) said "to develop the ability to read fluently requires the opportunity to read – a simple rule of thumb" (p. 58). The more students read, the higher their reading achievement (National Reading Panel, 2000a; National Reading Panel, 2000b; Reutzel & Juth, 2014; Reutzel, Spichtig, & Petscher, 2012). Daily 5 provides many opportunities for students to practice and improve their reading skills and engagement. Reutzel and Juth (2014) defined highly engaged readers as those who can self-select texts, read for extended lengths of time, remember key elements from the story, self-regulate, and stay on task. The Daily 5 framework is designed to improve readers in each of these areas. Reutzel, Jones, Fawson, and Smith (2008) conducted a study with 72 third-grade students using Scaffolded Silent Reading compared to Guided Repeated Oral Reading. The results of the study stressed the importance of allowing

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time for students to choose their own books, and read silently on their own for extended periods of time because it increases reading motivation.

Read to Self is similar to the well-known Sustained Silent Reading (SSR) approach. The goal of SSR is to motivate students to want to read (Reutzel, Jones, Fawson, & Smith, 2008). SSR was not supported by the National Reading Panel (2000a) because of a lack of guidance and feedback from teachers. The research was inconclusive about the effectiveness of SSR. Instead, it was suggested that a more structured approach be implemented with students reading to themselves. Daily 5 provides a more controlled approach for students to increase their reading abilities by making sure students are choosing good fit books, sharing, and checking in with the teacher. Four components that help silent reading fluency include: time to practice, a supportive environment, engaging in reading, and scaffolded instruction by the teacher (Reutzel & Juth, 2014). Daily 5 has students working on increasing stamina which allows for additional practice time. A supportive environment is established by having students check in with the teacher, set goals, and ensure students are engaged in reading (Reutzel, Jones, Fawson, & Smith, 2008). If students are not engaged in reading, Daily 5 stamina is broken and the session stops for the day (Boushey & Moser, 2014). Reutzel, Jones, and Newman (2010) stated, "Gaining proficiency for any skill is made much easier with expert guidance" (p. 136). The Daily 5 framework implements Ten Steps to Independence to scaffold the implementation and initial learning of the framework. Checking in with the teacher and setting goals helps to provide guidance for students to increase their reading abilities once the initial implementation is completed.

Finding the right balance of helping students and giving them space can be a difficult task. Allington (1977) suggested to leave the reader alone - do not interrupt, tell them a strategy, or point out a mistake. Fountas and Pinnell (2010) stated teachers should choose texts and

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explicitly teach comprehension strategies during reading instruction. Daily 5 finds the balance and allows readers to work independently for extended periods of time, but also checks in with students periodically. The student knows ahead of time when they will meet with the teacher. During the meeting, the teacher can reinforce comprehension strategies and selects an agreed upon goal to focus on during the student's independent reading time.

Further, the silent reading skills learned during Read to Self can help prepare students for state and national assessments. On the reading portions of the tests, silent reading is often the basis for evaluating students' reading aptitude (Trainin, Hiebert, & Wilson, 2015). Test administrators are not permitted to read portions of the test aloud to students in the general education setting. Teachers can help students prepare for the test, much like conferences in Daily 5, but the actual reading assessment is done on their own. As students progress through school, independent work and silent reading become more prevalent. Into adulthood, reading is mostly done silently. Silent reading is a skill that will be used throughout a student's life and the basics of that skill can be taught and improved during Read to Self in the Daily 5 framework. Once Read to Self stamina is established, Boushey and Moser (2014) suggest Work on Writing as the next Daily 5 task to be introduced because of the importance of writing practice.

Work on Writing

Competent writers must combine many learned skills and strategies that are developed at a young age. Calkins and Ehrenworth (2016) stated writing is a learned skill. Students who are just learning to write typically choose a topic that is familiar to them (Graham & Harris, 2016). Zumbrunn and Bruning (2013) described a knowledge-telling approach where students analyze their topic and purpose for writing and try to convey meaning to the reader. Writing requires many skills and strategies: idea generation, proper use of punctuation, using letter/sound

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patterns to create words that form an understandable story, composition, conferencing, revision, and editing (Allington & Gabriel, 2012). Practice is the best method to learn these skills (Calkins & Ehrenworth, 2016; Graham & Harris, 2016; Graham, Harris, & Santangelo, 2015).

Graham and Harris (2016) suggested teachers include at least 30 minutes of writing practice per day. This writing time can include self-selected topics, narratives, persuasive, and informational text (Calkins & Ehrenworth, 2016; Graham, McKeown, Kiuhara, & Harris, 2012). Gilbert and Graham (2010) surveyed fourth through sixth grade teachers across the United States about their writing instructional practices. According to the respondents, students spend about 25 minutes per day writing at least one paragraph and teachers adapt the writing tasks to meet their students' needs. Additional writing time can increase student's writing quality and improve reading comprehension (Graham & Harris, 2016; Graham, Harris &, Santangelo, 2015).

Daily 5 provides students with additional writing time each week for students to become more proficient writers (Boushey & Moser, 2014). When launching Work on Writing, the teacher creates a sense of urgency when introducing an I-chart for this activity. The urgency can be as simple as "it will help us become better writers" and "it is fun" (Boushey & Moser, 2014, p. 108). By the time Work on Writing is introduced, students should have built stamina with Read to Self and should be able to write for a sufficient amount of time, approximately 10-12 minutes (Boushey & Moser, 2014).

While writing, it is important for students to have choice (Allington & Gabriel, 2015; Calkins & Ehrenworth, 2016). Students are likely to select a topic they find interesting. To communicate that interest, students recognize the importance of spelling and grammar; therefore, the overall quality improves (Allington & Gabriel, 2012; Calkins & Ehrenworth, 2016). In a meta-analysis by Graham, Harris, and Santangelo (2015), one of the research-based writing

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practices that is aligned with Common Core standards includes writing instruction and assignments that are modified to students' needs and interests. As suggested by Allington and Gabriel (2012), children should write something meaningful every day. The quality of writing will increase if students are allowed to choose subtopics from a broader topic provided by the teacher (Calkins & Ehrenworth, 2016).

One of the foundation lessons for Work on Writing is setting up a notebook with students. The class can brainstorm a list of topics and record this list at the beginning of their notebook (Boushey & Moser, 2014). Each topic can have subtopics with different ideas for stories about the same topic. For example, a student could write about his or her cat. Related subtopics include playing with the cat, taking the cat to the vet, and getting the cat's teeth cleaned. Students can add to their list of writing topics throughout the school year. Choice plays a significant role during Work on Writing time (Boushey & Moser, 2014). The teacher may specify a type of writing for students to follow, but it is best for students to have choice as well.

According to Graham and Harris (2016), if students are in an enjoyable writing environment, they are more motivated, and their writing abilities will improve. Teachers help the environment by having a positive mood, showing excitement to hear and see students' writing, and expressing enthusiasm for writing instruction (Graham, Harris, & Santangelo, 2015). Other attributes to a positive writing environment include: routines, high expectations, encouraging students to do their best, requiring students to share with others, and teaching that good writing is a result of effort (Graham & Harris, 2016; Graham, Harris, & Santangelo, 2015).

As teachers are creating routines and setting the tone for writing instruction, self-regulation is an important factor that can contribute to higher quality writing for students (Calkins & Ehrenworth, 2016; Graham, McKeown, Kiuhara, & Harris, 2012). Self-regulation

can include setting goals, planning using graphic organizers, researching self-selected topics, organizing, revising, self-evaluation, peer-editing, and rehearsing before sharing (Geltham & Sharen, 2015; Graham & Harris, 2000). Self-regulation behaviors can make learning more effective (Feltham & Sharen, 2015). Self-regulated learners set goals and work towards achieving them, while understanding and monitoring writing strategies. In order for a teacher to create self-regulated learners, they must encourage students to work on their own (Graham & Harris, 2016; Graham, Harris, & Santangelo, 2015).

In a study by Zumbrunn and Bruning (2013), Self-Regulated Strategy Development (SRSD) was used to teach writing instruction for six first grade students. This model of instruction teaches students strategies to plan, organize, set goals, self-regulate, and monitor during the writing process. More specifically, five stages of instruction were presented: develop background knowledge, discuss it, model it, memorize it, and support it. The authors stated that scaffolding is the "key to SRSD instructional model" (Zumbrunn & Brunning, 2013, p. 99). Graphic organizers were used to help students remember to include all elements of a story. As a result of using the SRSD model, the six students wrote longer, more complete stories that were a higher quality than their pre-test prior to instruction.

Helping students self-regulate is another foundation lesson incorporated into Daily 5 through Work on Writing. As an example of this approach, students are taught to underline a word they do not know how to spell and move on instead of pausing for teacher assistance (Boushey & Moser, 2014). The focus is on "maintaining writing flow and not losing [their] thoughts" (Boushey & Moser, 2014, p. 81). When teaching this strategy, the teacher models it and tells the students they will come back to the misspelled words later. The goal is to create a cohesive story without focusing only on spelling words correctly (Boushey & Moser, 2014).

Instead, spelling, phonics skills, and high frequency word practice are the main focus of the Word Work portion of Daily 5.

Word Work

The purpose of Word Work is for students to hone their knowledge of words and increase their writing skills (Boushy & Moser, 2014). During the Word Work portion of Daily 5, the learning emphasis changes to help students with "spelling patterns, memorize high frequency words, develop a genuine curiosity and interest in new and unique words" (Boushey & Moser, 2014, p. 117). Suggested materials that allow for direct manipulation of words include: whiteboards, magnetic letters, clay, letter stamps, shells, iPads, and colored markers (Boushey & Moser, 2014). Word lists can be generated from weekly spelling lists, vocabulary words, or high frequency words.

Similar to the other activities of the Daily 5, Word Work also has foundation lessons and an I-chart that includes a sense of urgency for the activity. Teachers show Word Work is important by linking it to being good spellers and wanting spelling to improve for others to understand their writing and it helps one to be a better reader (Boushey & Moser, 2014). The foundation lessons include: setting up and cleaning up materials, choosing materials, and choosing a successful spot. Word Work does not need to constitute an entire round of Daily 5 because students tend to lose focus and it may not be needed as much in higher grade levels (Boushey & Behne, 2017; Boushey & Moser, 2014). After ten minutes, students can switch to Work on Writing or Read to Self until the round of Daily 5 is over (Boushey & Moser, 2014).

Phonemic Awareness and Phonics

Teachers can choose a variety of activities for students to practice during Word Work that may focus on phonemic awareness skills. The National Reading Panel (2000a) defined

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phonemic awareness as "the ability to focus on and manipulate phonemes in spoken words" (p. 2-1). Lane and Pullen (2015) discussed that students need a strong knowledge of the alphabetic principle and phonemic awareness in order to become good word decoders. Phonemic awareness is related to current and later reading ability (Allington & Gabriel, 2012; Lane & Pullen, 2015; National Reading Panel, 2000a). The most effective activities focus on one or two phonemes that are manipulated (National Reading Panel, 2000a). Allor, Gansle, and Denny (2006) taught six kindergartners how to play a game that focused on sound blending and segmenting. This intervention showed students improved phoneme segmentation skills as evidenced by higher scores on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test (Good & Kaminski, 2002).

Reutzel, Child, Jones, and Clark (2014) examined core reading programs to see if they followed the National Reading Panel Report suggestions. The authors found that only 3% of instruction in the core reading programs is dedicated to phonemic awareness instruction. More specifically, the phonemic awareness instruction is taught by guided practice, direct explanation, and modeling. The reading programs stopped phonemic awareness instruction after first grade. For struggling readers beyond first grade, this phonemic awareness practice could be implemented during Word Work time since Daily 5 can be used for students up to sixth grade (Boushey & Moser, 2014).

Word Work can also help improve students' phonics skills. Phonics is defined as "letter-sound correspondences and spelling patterns, and learning how to apply this knowledge to [the student's] reading" (National Reading Panel, 2000a, p. 2-89). Allington and Gabriel (2012) suggested that decoding skills and word recognition need to be solidified so students can understand what they read. A study conducted by Beverly, Giles, and Buck (2009) compared

three intervention groups: students who received systematic phonics instruction (phonics group) were compared to students who received the same phonics instruction with decodable readers (text group), and a third group of students who listened to books being read aloud (literature group). All students made some reading gains based on the DIBELS test. The groups used in this study are similar to activities in Daily 5. The phonics group is similar to Word Work, decodable readers can be used during Read to Self, and listening to literature happens during Listen to Reading.

Spelling

Spelling can be a difficult task for some students because the English language has many irregular spelling patterns. Spelling can be problematic because "there is not a simple relationship between how words sound and how they are spelled" (Doyle, Jing Zhand, & Mattatall, 2015, p. 3). If a student understands how words are spelled, then they can become better readers and writers (Bear & Templeton, 1998). Carpenter, Gehsmann, Smith, Bear and Templeton (2009) stressed "Orthographic knowledge underlies a student's ability to learn to read and spell" (p. 6). Additionally, symbol mastery involves knowing the definition, pronunciation, and spelling of words (Carson & Sorin, 2017). In a national survey by McNeill and Kirk (2014), 70% of the teachers surveyed used a published spelling program. These teachers identified the ability to individualize instruction as the biggest strength of the program; however, finding the time to teach spelling was the most common weakness. Doyle, Jing Zhang, and Mattatall (2015) surveyed first, second, and third grade teachers in 90 schools and found on average teachers spend 46 minutes per week on spelling with 39 minutes of that time devoted to direct instruction. About half of the teachers said spelling was not adequately addressed in the

curriculum. Spelling practice can help students understand patterns when they are completing engaging and purposeful activities.

Daily 5 can help to increase time spent practicing spelling words and spelling abilities. Words practiced during the Word Work activities can come from a spelling program or high frequency words that do not follow regular spelling patterns (Boushey & Moser, 2014). Boushey and Moser (2014) explained that the materials used for Word Work can be used with any list of words. Typically, students are given new spelling words each week that could be practiced during Word Work. Depending on how Daily 5 is implemented in a classroom and how long students can maintain stamina, it could allow for at least 20 minutes of extra spelling practice per week in addition to direct instruction from the teacher and any homework that is assigned. The spelling practice from Word Work activities can increase writing and reading skills (Boushey & Moser, 2014).

A study by Jones et al. in 2016, compared retrieval practice to rainbow writing when practicing spelling words. The authors defined retrieval practice as "taking practice quizzes and then checking produced spellings against correct spellings" (p. 387). Rainbow writing is when students copy their spelling words in different colors, so it looks colorful like a rainbow. The authors found in three different experiments involving different age groups that students increase their learning using both techniques, but when asked, students preferred retrieval practice. Retrieval practice and rainbow writing could be included as Word Work activities and students can choose the one they prefer the most. The materials needed for both activities could be placed in the designated area for Word Work activities. Boushey and Moser (2014) stated that rainbow writing is often a favorite of students during Word Work.

High Frequency Words

High frequency words are difficult for students because they are not able to use familiar decoding strategies to read the words. According to Ehri (2005), there are four ways to read words: decoding, analogizing ("using words we already know to read new words") (p. 168), prediction (context clues), and memorizing words (instant recognition). The alphabetic principle and knowledge of spelling patterns are used to make connections and decode words (Ehri, 2005). Once these connections are formed, students can read words from memory, which allows them to focus on understanding rather than decoding.

One way students can remember words by sight is by the PEST strategy (Howard, DaDeppo, & De La Paz, 2008). The PEST strategy uses "words that bug you" (p. 4) to create mnemonics to remember how to read and spell tricky words. The mnemonic includes an acrostic, a picture, and a story. For example, to remember the word "because," students can write and illustrate the acrostic "Big Elephants Can Act Up So Easily." The authors compared the PEST strategy to "look, cover, write, check" with three elementary students who received special education services outside of the regular education classroom. The study found that students did not learn sight words using the "look, cover, write, check" strategy, but they did improve their spelling using the PEST strategy. This strategy could easily be completed and practiced during Daily 5 Word Work.

High frequency words can be practiced during Word Work by using a classroom word wall. Any of the Word Work materials, stamps, magnetic letters, or clay, could be used to practice making high frequency words. Being able to identify high frequency words quickly can help students be better readers and increase fluency. Word Work is a flexible Daily 5 activity that offers many choices to students in both words to practice and materials. Teachers can select

their own materials and words used for this activity. Listen to Reading is another Daily 5 component that the teacher finds the materials for the students to use.

Listen to Reading

During Daily 5, students can Listen to Reading in a variety of ways. E-books or audio books can teach listening skills, model fluent reading, improve vocabulary, and increase comprehension (Wolfson, 2008). E-books can meet the diverse needs of learners and increase emergent literacy skills (Shamir, Korat, & Fellah, 2012). More children are reading e-books including those as young as 6 years old (Larson, 2015; Scholastic, 2015). Zipke (2017) suggested e-books for young children (ages 3 to 6) should include a good story, "an engaging plot, interesting characters, along with strong writing, colorful language" (p. 1696) and interesting subject matter. Paciga (2015) recommended that preschoolers can listen to e-books for 12-20 minutes for optimal engagement. In a study by Larson (2015), students used a Kindle Fire to listen to an e-book and practiced a reading strategy taught during a mini lesson by the teacher. A majority of the students in the study preferred the e-books over print books.

E-books could be more appealing to students because it is a different, interactive reading experience than a printed book read aloud (Larson, 2015; Zipke, 2017). Some e-books have interactive hot spots that students can click to make something happen in the text. Zipke (2017) compared students who read an interactive e-book to students who listened to a similar book read aloud by the teacher. It was found that students were able to focus in both conditions, but the e-book group was able to recognize more words on a post-test. Shamir, Korat, and Fellah (2012) similarly found that students who read e-books showed greater improvements in vocabulary and phonological awareness than a control group.

As with the other activities in Daily 5, foundations lessons are taught first, then Listen to Reading is modeled and launched using the Ten Steps to Independence which are similar to each of the other activities in Daily 5. Listen to Reading has three foundation lessons (Boushey & Moser, 2014). First, set up and clean up are discussed. Students need to know where to find the e-books or access stories online. Students need to know clean up procedures so the next person using the computer can easily find it and get started. Boushey and Moser (2014) recommended having a "tech support" student who has proficient computer skills and can help others, so the teacher can focus on the guided reading group instead of being interrupted. The second foundation lesson shows students how to listen and follow along as they read the story. The last foundation lesson teaches students how to "manage fairness and equitable use with a limited number of devices" (Boushey & Moser, 2014, p. 101). If not all students have a device to use, students are taught to share.

During Listen to Reading, students are able to listen to fluent, expressive reading that provides the correct pronunciation throughout the story. E-books, audiobooks, or stories read aloud from the Internet can be used for Listen to Reading (Boushey & Moser, 2014). Boushey and Moser (2014) stated Listen to Reading is beneficial for older students who have better listening comprehension than reading comprehension. Listen to Reading is also flexible to the amount and quality of technology teachers have in their classrooms.

The benefits of e-books appear to be connected to improved reading comprehension. In a study of 612 children in grades two, four, six, and eight, Diakidoy, Stylianou, Karefillidou, and Papageorgiou (2005) found that reading comprehension is connected to listening comprehension. After second grade, listening and reading comprehension skills strengthen because students are no longer focusing on decoding. The study also found that listening comprehension tends to be

higher than reading comprehension in elementary grades. Zipke (2017) studied two groups of students listening to e-books, an unguided group where the students explored on their own, and a guided group with the author of the study sitting with the students in case they needed help. The author found that students were focused in both groups, but the students' comprehension was higher in the independent group and students preferred to explore the e-book on their own. The students wanted the author to stay near them in case they encountered a computer issue, but they preferred autonomy.

Cigerci and Gultekin (2017) studied 62 students' listening comprehension skills. An experimental group had instruction based on e-books and different themes, while the control group only listened to the e-books. Students who had instruction to accompany the e-books, scored higher on a post-test of listening comprehension. A similar study by Verdugo and Belmonte (2007) found that students who listened to e-books in addition to regular classroom instruction improved their listening comprehension skills. Students in the experimental group were able to listen to the story more than once for more exposure to fluent language. Wolfson (2008) suggested to adjust the speed of the audio to help students increase comprehension and listen to fluent reading.

The e-books, audiobooks, and websites can be tailored to fit the students' needs and amount of technology available. Boushey and Moser (2014) have found that students do not need to build stamina for Listen to Reading. Most students are able to listen for a longer period of time if the stories are engaging. Listen to Reading provides another fluent model of reading beyond the classroom teacher. Read to Someone introduces peers as an additional source of reading aloud.

Read to Someone

During Read to Someone, two students read to one another books of their choosing. Boushey and Moser (2014) stated that Read to Someone is often the favorite choice among students because they get to work with a friend (p. 114). Reading aloud to a partner helps students who are auditory learners and need to read aloud to comprehend a text (Boushey & Moser, 2014, p. 17). Some of the benefits of partner reading include increases in "quantity of reading, level of attention to reading, reading motivation, opportunity to practice skills and strategies, fluency, expression, reading rate, word-attack skills, vocabulary, and love of reading" (Boushey & Moser, 2014, p. 115).

Boushey and Moser (2014) include seven foundation lessons in their book to teach students how to Read to Someone. The first foundation lesson shows students how to check for understanding while they are reading. After reading a portion of the book, the reader stops and the partner asks the student to summarize what was read (Boushey & Moser, 2014). Then the partners switch jobs and check for understanding again. If a student does not understand what was read, they reread to their partner. The other foundation lessons include: how to sit during partner reading, reading at an appropriate voice level, using a silent signal to choose a partner, choosing which partner reads first, understanding when to help your partner when they are stuck on a word, and ways to read with a partner (e.g. taking turns, choral reading, etc.) (Boushey & Moser, 2014).

Read to Someone also has Ten Steps to Independence to keep students engaged and on task. Using the outlined Ten Steps to Independence for Read to Someone builds upon the previous routines of independence learned from the other Daily 5 activities (Boushey & Moser, 2014). The foundation lessons and Ten Steps to Independence help students listen to each other

reading, practice social skills, and know when and how to offer assistance (Boushey & Moser, 2014). Boushey and Moser stated, "Because of the lengthy list of foundation lessons for Read to Someone, it is often the very last of the Daily 5 choices we introduce" (Boushey & Moser, 2014, p. 116). Stamina must be firmly established in order for students to remain focused with a partner.

Reading aloud gives students a reason to read, develops prosody, and increases confidence in reading abilities (Hurst, Scales, Frecks, & Lewis, 2011). Reading aloud can be done with a partner, such as in Daily 5, with the teacher, or simply reading aloud independently. In a study by Hale et al., (2011), a review of previous research on oral reading compared to silent reading found a mix of results. Some studies supported reading aloud, others supported silent reading, while others found no difference between the two methods of reading. Eighty-nine students in first and second grade were assessed on comprehension after reading passages aloud and silently. The authors of the study found no significant difference between comprehension scores when reading aloud or silently. This finding suggests that comprehension can be measured using both methods of reading and stresses the importance of teaching students both skills.

Read to Someone shares many similarities to dyad reading and PALS (Peer-Assisted Literacy Strategy). In dyad reading, two students are paired together, typically one is a "lead reader" while the other student is an "assisted reader" (Almaguer, 2008). The "lead reader" is at a higher reading level than the "assisted reader." The lead reader serves as a model of fluent reading and both students are learning from one another. Almaguer (2008) explained that dyad reading can benefit students by improving decoding skills, fluency, and reading comprehension, especially for the assisted reader. Teachers noted students were excited to read in pairs, had

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interest in a variety of books, and helped students to enjoy reading. PALS was developed for students to read in pairs (McMaster, Fuchs, & Fuchs, 2007). Stronger readers are paired with a lower achieving student and assigned roles of the coach and the reader. Both students have an opportunity to act in each role (Fuchs & Fuchs, 2001; McMaster, Fuchs, & Fuchs, 2007). PALS differs from Read to Someone by including paragraph "shrinking" where the reader identifies the main idea, predicts, reads, and summarizes, then the coach decides if the predictions were accurate (McMaster, Fuchs, & Fuchs, 2007).

PALS has been differentiated between grades second through sixth, first grade, and kindergarten (Mathes, Howard, Allen, & Fuchs, 1998; McMaster, Fuchs, & Fuchs, 2007; Stein, Berends, Fuchs, McMaster, Saenz, Yen, & Compton, 2008). In second grade through sixth grade, PALS consists of reading, summarizing, and making predictions. McMaster, Fuchs, and Fuchs (2007) found that after 15 weeks, students who participated in PALS performed higher than a control group on tests of fluency and comprehension. Daily 5 allows for students to read, summarize, and make predictions during Read to Someone at any grade level. First grade PALS has been modified to include a fluency component that focuses on sounds and words along with partner reading (McMaster, Fuchs, & Fuchs, 2007). Strategies taught during the foundation lessons or in a guided reading group with the teacher can be used with a partner during Read to Someone. Mathes, Howard, Allen, and Fuchs (1998) conducted a case study of one first grade classroom and found that lower achieving students benefitted the most from PALS. Students who participated in PALS scored higher on tests of phonological awareness and alphabetic measures than a control group (McMaster, Fuchs, & Fuchs, 2007). Kindergarten PALS has phonological awareness games that practice rhyming, first sounds, ending sounds, blending, and segmenting words (McMaster, Fuchs, & Fuchs, 2007). This adaptation of PALS is similar to

Word Work in Daily 5. Stein et al. (2008) found in a large two-year study the level of teacher support and fidelity of implementation for PALS is important to ensure reading achievement.

PALS has been modified to meet the needs of certain students and to enhance the program (Mathes & Babyak, 2001; McMaster, Fuchs, Fuchs, & Compton, 2005). Mathes and Babyak (2001) added mini lessons to help struggling first grade students in the PALS program. The mini lessons focused on phonics and story sharing using children's literature. It was found that teachers enjoyed the PALS program and students reading achievement increased compared to students who did not participate in PALS. Since Daily 5 holds no academic content taught by the teacher, mini lessons are taught after each round of Daily 5. Teachers noted improved social skills among the participants in the PALS program (Mathes & Babyak, 2001). Social skills are taught during the implementation of Read to Someone foundation lessons.

PALS can also benefit gifted students. Fuchs, Fuchs, and Burish (2000) interviewed a teacher about the PALS program to further understand the benefits and modifications of the PALS program specifically in third grade. She altered the program to pair gifted students together in the reading dyads, rather than a lead reader and an assisted reader. This modification created success for the gifted students by improving their reading fluency, increasing comprehension, and developing cooperative learning abilities. Daily 5 does not dictate how students can be partnered (Boushey & Moser, 2014). Any way of pairing students will benefit their reading and social skills. Some other changes to the third grade PALS program included having one area for all PALS materials, and including a variety of reading materials, creating a routine, and encouraging praise from the pairs of students. Mathes, Howard, Allen, and Fuchs (1998) stated the routines, easy to use materials, and the engagement of the students lead to the success of PALS.

Daily 5 teaches routines during the implementation focus lessons and shows students how to use the materials. Because there are many foundation lessons involved with Read to Someone, it is often the last activity introduced (Boushey & Moser, 2014). Students need to be able to work with a partner, while not disturbing other members of the class or the teacher's guided reading group. Reviewing the Ten Steps to Independence during the implementation of this activity is important to ensure it is "engaging and productive instead of chaos" (Boushey & Moser, 2014, p. 116). The Ten Steps to Independence provide a structure and guidance to give the teacher the ability to work with a guided reading group without interruptions and the students the capability to work on their own.

Ten Steps to Independence

The Ten Steps to Independence create a framework for learner independence that is similar to established educational theory. Boushey and Moser (2014) created the Ten Steps to Independence to "improve muscle memory, build independence, and increase stamina" (p. 36). The Ten Steps to Independence creates a gradual release model to help the students practice and remember what to do during Daily 5 (Boushey & Moser, 2014; Vygotsky, 1978). Vygotsky's Zone of Proximal Development (ZPD) (1978) is a similar concept for students to reach independent learning. The ZPD can be defined as "the distance between the actual developmental level determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 131).

In relation to teaching, the ZPD is where the teacher instructs and provides assistance for a task that is slightly challenging for the students (Vygotsky, 1978; Wass & Golding, 2014; Zuckerman, 2007). Once the child is able to complete the task independently, he or she has

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matured and are able to move on to more complex tasks that are also taught within the ZPD

(Wass & Golding, 2014; Zuckerman, 2007). The skills and routines of Daily 5 are practiced,

modeled, and discussed many times so the students can become independent and build stamina.

Boushey and Moser (2014) believe that practicing a task once or twice does not commit it to

memory or form a habit. The Ten Steps to Independence are practiced repeatedly until they

become a routine habit and form a foundation for learning. Each activity within the Daily 5 has

its own Ten Steps to Independence outlined. The Ten Steps to Independence follow these

general steps:

      Step 1. Identify what is to be taught

      Step 2. Set a purpose and create a sense of urgency

      Step 3. Record desired behaviors on an I-chart

      Step 4. Model most-desirable behaviors

      Step 5. Model least-desirable behaviors

      Step 6. Place students around the room

      Step 7. Practice and build stamina

      Step 8. Stay out of the way

      Step 9. Use a quiet signal to bring students back to the gathering space

      Step 10. Conduct a group check-in; ask "how did it go?" (Boushey & Moser, 2014, p.

      36).

Vygotsky's Zone of Proximal Development and the gradual release of responsibility with the

Ten Steps to Independence guides students to complete work and activities that challenge their

abilities and helps them to eventually work and learn independently.

Scaffolding

Wood, Bruner, and Ross (1976) defined scaffolding as the "process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts" (p. 90). An adult helps the child complete a task that is just beyond their independent level (Dahl, Satlof-Bedrick, Hammond, Drummond, Waugh, & Brownell, 2017; Wood, Bruner, & Ross, 1976). The Ten Steps to Independence teaches students how to complete activities that are too difficult at first. After the Ten Steps are introduced and practiced, the students should be able to do the activities independently. Scaffolding could be in the form of "support, guidance, advice, prompts, direction, or resources" (Wass & Golding, 2014, p. 675). A scaffold links what the learner can do to a set goal (Graves, Graves, & Braaten, 1996). Within the Daily 5 framework, goals are set individually and as a class. Increasing stamina or working on a skill or strategy are examples of Daily 5 goals. Once the child is able to complete the task independently, the scaffolding and assistance are no longer needed (Wass & Golding, 2014). When stamina is built and students are able to independently focus on the Daily 5 activities, practicing the Ten Steps to Independence is no longer needed.

In a study by Wood, Bruner, and Ross (1976), 30 children were observed using wooden blocks that form a pyramid with guidance from a tutor for 20 minutes to one hour. The scaffolding in this study started by having the tutor create an interest in the blocks. Then the tutor helped the students by showing them how some of the blocks connected. The tutor provided the necessary skills for the students to figure out how to build the pyramid on their own. Wood, Bruner, and Ross (1976) described the scaffolding process using the following steps:

1. "Recruitment" – create an interest in the task.

2. "Reduction in the degrees of freedom" – making it easy for the student to find the solution.

3. "Direction maintenance" – The tutor keeps the student on track and helps where necessary.

4. "Marking critical features" – The tutor shows the student relevant information to complete the task at hand.

5. "Frustration control" – If the student becomes frustrated, the tutor assists to make the task within their ability level.

6. "Demonstration" – The tutor models a task to demonstrate how it is correctly completed. (p. 98)

The scaffolding process can allow students to learn more and at higher levels than if they completed the task on their own (Dahl, Satlof-Bedrick, Hammond, Drummond, Waugh, & Brownell, 2017; Wood, Bruner, & Ross, 1976). Many of the scaffolding steps found by Wood, Bruner, and Ross mirror some of the Ten Steps to Independence. Recruitment can be demonstrated during the creation of I-charts and establishing a sense of urgency for the activity. Direction maintenance and staying on track is how stamina is built during Daily 5. Showing students materials and how to use them is directly related to the marking critical features aspect of scaffolding. The Ten Steps to Independence demonstrates both desirable and least-desirable behaviors as part of the scaffolding. The Ten Steps to Independence developed by Boushey and Moser (2014) provide the scaffolding for students to work on their own.

Scaffolding can also be used in reading instruction (Fisher & Frey, 2014; Reutzel, Jones, Fawson, & Smith, 2008; Wutz & Wedwick, 2005). At times, students should be reading texts

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with a teacher that are above their instructional level (Fisher & Frey, 2014). The teacher can scaffold their reading instruction using text that is slightly too difficult to allow the learners to increase their reading abilities (Fisher & Frey, 2014; Reutzel, Jones, Fawson, & Smith, 2008). During Daily 5, students can choose books that are on their reading level or slightly above to use for Read to Self or Read to Someone. Fisher and Frey (2014) stated the teacher should serve as the scaffold, not the level of the text. Student conferences and check-ins can help teachers be the scaffold and make sure students are reading books on an appropriate reading level.

In a study by Wutz and Wedwick (2005), a strategy called BOOKMATCH (an acronym for Book length, Ordinary language, Organization, Knowledge prior to the book, Manageable text, Appeal to genre, Topic appropriateness, Connection, High interest) was used with a class of six to eight year-old students. The teacher used BOOKMATCH as a scaffold for students to independently choose appropriate books. The teacher modeled using posters, gave students access to the classroom library, and monitored progress during student conferences. The results of the study found that the scaffolding helped students successfully pick good fit books. Students spent more time reading, showed growth in reading abilities, increased confidence, and became independent learners. Daily 5 uses similar approaches for students to choose good fit books with I-charts, conferences, and access to a classroom library with a range of reading levels.

Scaffolded Reading Experiences (SRE) is another form of reading instruction that teaches students to be independent (Graves, Graves, & Braaten, 1996; Stinnett, 2010). Graves, Graves, and Braaten (1996) identified three factors that create the SRE - the students, the purpose for reading, and activities before, during, and after reading selected by the teacher. The activities selected should be highly engaging, and higher than the cognitive abilities of the students (Lutz,

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Guthrie, & Davis, 2006). All activities of the Daily 5 were chosen to be engaging, challenge students to work independently, and improve their reading skills (Boushey & Moser, 2014). Stinnett (2010) conducted a study to compare SRE to a response-oriented approach with 54 third grade students in two classrooms. The results of the study showed students who were in the SRE classroom, had higher comprehension on reading assessments. Both teachers preferred the SRE model because it was scaffolded and more thorough than the response-oriented approach.

The Ten Steps to Independence provides the scaffolding for the students to work independently. The ten steps can be repeated as needed for students in order for them to become a habit and students to build stamina (Boushey & Behne, 2017). Once the students have mastered the ten steps and have built stamina, the I-charts can serve as a reminder when needed throughout the school year. The teacher no longer needs the scaffolding of the ten steps because the students are in a routine of the Daily 5 (Boushey & Moser, 2014).

Summary

In this chapter, the framework and basis for Daily 5 was linked to Roger and Freiberg's experiential learning. The focus of both is providing a structure created by the teacher, but allowing students choice within the framework (Rogers & Freiberg, 1994; Boushey & Moser, 2014). Each of the Daily 5 activities is supported by research and has benefits for students to improve their reading and writing skills. The Ten Steps to Independence allows the teacher to provide scaffolding for students to complete the Daily 5 activities on their own so the teacher can conference with individual students to set goals and meet with guided reading groups.

Chapter Three will outline the current study of how elementary teachers are implementing Daily 5 within their classrooms, what materials are used, and if any adaptions are needed to meet students' needs with this framework. The design of the study will be detailed as

well as the population and participants. The procedures for collecting data through interviews,

observations, and lesson plans will be explained. Issues of trustworthiness and triangulation will

contribute to the reliability and validity of the study. Chapter Three will discuss data analysis

procedures through the use of qualitative content analysis for these three types of data.

CHAPTER THREE

METHODOLOGY

The purpose of this qualitative case study was to describe how early childhood teachers implement Daily 5, compare their methods of implementation to the recommended approach, identify materials used to support the framework, and share how the framework supports teacher instruction. *The Daily 5* (Boushey & Moser, 2014) described how teachers can implement the program, but also stated that it is not a prescriptive program. This study investigated how Daily 5 is implemented into first and second grade classrooms *(N = 8)* across two school districts in four elementary schools. Interviews, observations, and lesson plans served as data sources for the following research questions:

1. How does the teacher's implementation of the Daily 5 framework compare to the recommended method of implementation?

2. What is the rationale for teachers' selection of instructional materials used in the Daily 5 approach?

3. What aspects of Daily 5 do teachers cite as most beneficial to classroom instruction?

4. What aspects of Daily 5 do teachers cite as needing the most adaptations to classroom instruction?

A background on case studies in education is introduced in this chapter. The data collection methods for interviews, observations, and lesson plan artifacts will be defined and explained. Triangulation and researcher bracketing was used to increase the trustworthiness of the study. Details about participant selection through convenience sampling, participant information, and school settings will be described. The process of instrumentation for the

interviews will be reported. Finally, a description of the data collection procedures and method of qualitative content analysis will be provided.

Case Studies in Educational Research

Hatch (2002) defined case studies as "investigating contextualized contemporary phenomenon within specified boundaries" (p. 30). More specifically, case studies in education add to the understanding of different situations and phenomenon (Mills, Durepos, & Wiebe, 2010). Case studies are flexible and can cover a wide range of topics, and often have relatively small sample sizes. This study can be categorized as an instrumental case study, which focuses on teaching and learning perspectives, policy implementation and curriculum development (Hamilton & Corbett-Whittier, 2013). Case studies generate new knowledge and understanding, as well as create a model for teaching practices (Mills, Derepos, & Wiebe, 2010). By examining how different teachers implement Daily 5 into their first and second grade classrooms, a conventional understanding of how various teachers implement the program may be understood and inform other teachers who implement Daily 5.

Data Collection Methods

To increase the credibility of this study, triangulation was used to enhance the data sources. Triangulation is defined as examining different perspectives about a topic and relating them to theory (Flick, 2007). Triangulation produces data at different levels of knowledge which contribute to the overall quality of the research. More specifically, data triangulation combines different sources of data in order to give varying insights about the topic of study (Given, 2008). Data triangulation can include interviews, observations, documents, photographs, or public records. The data collected in this study has been triangulated using teacher interviews, classroom observations, and teacher's weekly lesson plans.

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Semi-Structured Interviews

In a semi-structured interview, the interviewer asks a set of predetermined, open-ended questions (Given, 2008). The interview guide can be a list of specific questions or general topics to be covered (Roulston, 2010). Probes to clarify or gain further information may be planned in advance in order to enhance the interview data and to create rapport with the interviewee. Semi-structured interviews are beneficial because the topics are understood by both the interviewer and the interviewee. Researchers conducting semi-structured interviews must have good listening skills to know if the topics have been addressed and when to probe for further information.

Semi-structured interviews conducted with teachers (*N = 8*) who participated in this study allowed the researcher to understand how Daily 5 was implemented in each classroom as compared to Boushey and Moser's approach. The interview protocol is provided in Appendix A. Teachers were first asked background information to know how long they have used Daily 5, why they chose to implement it, and other general information. A description of how teachers implemented Daily 5 into their classroom provided the researcher with more background knowledge about the beginning of the school year. Reasoning behind each implementation decision was discussed to better comprehend the implementation in an actual classroom, compared to how it is explained in a book. A list of foundation lessons and the Ten Steps to Independence were provided to the interviewees as a reference when answering questions about which of the foundation lessons they teach when implementing. Questions about supplies were asked to understand why teachers chose specific materials. Read to Self book selection, organization, and management systems were reviewed. Manipulatives for Word Work, journals for Work on Writing, and book selections for Listen to Reading were explained. Teachers were

also asked how Daily 5 has benefitted their students, themselves, and higher grade levels. Explanations of any adaptations needed to meet student needs or scheduling added to the overall implementation process. A comprehensive understanding of Daily 5 before, during, and after implementation was created by the interview data.

Observations

The goal of conducting observations is to see a phenomena in action (Given, 2008). Naturalistic observations take place in everyday settings where the researcher's presence may or may not be known (Salkind, 2010). More specifically, observations in classrooms help to show what is important in teaching (Stodolsky, 1990). Actually seeing behaviors and actions contribute to understanding. To conduct an observation, the first step is to identify behaviors to be detected (Salkind, 2010). Closed observation systems specify certain aspects of teaching or behaviors as a focus (Stodolsky, 1990). The physical setting, interactions between participants, and actions are noted (Given, 2008). Field notes are often taken to provide a rich description of the observation (Salkind, 2010).

The purpose of observations in this study was to see how Daily 5 is implemented into elementary classrooms. The researcher observed teachers and students during Daily 5 time using an adapted checklist as a guide (see Appendix B). One observation per classroom was video-recorded while the researcher took field notes. A checklist was used to identify if the teacher implementation matched the recommended implementation by Boushey and Moser (2014). The checklist was created by Boushey and Behne (2017) to identify the essential elements of Daily 5 and was adapted for use of this study. It was adapted to include only the elements that would be seen in an observation later in the school year, rather than at the beginning of teacher implementation. Each observation lasted between 25 to 40 minutes and included two rounds of

Daily 5 activities. Check-in systems were noted, as well as how the students switched activities and knew where to go next.

Lesson Plans

Documents in qualitative research could be pre-existing or written as part of the research process (Salkind, 2010). The purpose of documents in qualitative research is to understand people's lives and how organizations work (Gibson & Brown, 2009). Documents are created by the researcher or a participant and can be organized, coded, and analyzed for the study (Gibson & Brown, 2009; Given, 2008). Lesson plans are documents that can be used in qualitative research and are considered routine documents because they are written on a weekly basis to ensure regular functioning of classroom instruction (Gibson & Brown, 2009).

Lesson plans were the documents examined for the purpose of this study. They served as concrete evidence to support the teacher's implementation and maintenance of the routines of Daily 5. Lesson plans were coded to check for focus lessons during implementation, including the Ten Steps to Independence, allowing student choice, following the recommended order of activity introduction, brain breaks, and sharing time. The researcher mainly focused on the implementation, but all lesson plans for the 2017-18 school year were requested in order to fully understand how Daily 5 was implemented and functioned in each classroom throughout the school year. Teachers had the option to share either their entire lesson plans, or just the Daily 5 portion. The level of detail and the structure of the lesson plans varied greatly between participants.

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Trustworthiness

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In qualitative research, trustworthiness enhances a study's transferability, credibility, and confirmability (Given, 2008). Transferability allows the findings of a qualitative study to be

applied to other contexts. A qualitative study is considered credible if the topic discussed is

thoroughly described and sufficiently explained the data. Qualitative studies have confirmability

when the findings correspond to the data and there are no biases. One way to enhance these

qualities of qualitative data is to triangulate the sources.

Triangulation

Multiple data sources were used in order to increase the trustworthiness and reliability of

the study. One data source cannot provide enough information to completely understand the

implementation, choice of materials, adaptations, and benefits of Daily 5 (Flick, 2007; Given,

2008). Interviews provided the majority of information for this study, but it was important to see

the processes and routines of Daily 5 with students. Observations alone cannot help the

researcher to understand Daily 5 implementation (Given, 2008). Feelings, adaptations, and

reasons for material choices would not be seen during observations. However, watching the

teacher's Daily 5 routines and systems and complete Daily 5 tasks provided a different insight

than an interview alone. Observations and interviews do not show how the teacher planned,

assessed, modified Daily 5, or the length of time it took for the teachers to implement all five

activities. Lesson plans added to the depth of data to thoroughly understand Daily 5 in

elementary classrooms. All three data sources are paramount to comprehensively understand

how Daily 5 is implemented and maintained throughout the school year (Arksey & Knight,

1999).

Bracketing

Bracketing is a process in which the researcher excludes any biases, assumptions, and

previous experiences so he/she can focus on a phenomenon to better understand it (Given, 2008).

Preconceptions are isolated and put aside during bracketing (Denzin, 2001). There are four steps

to bracketing according to Denzin (2001): identify personal experiences related to the phenomenon, interpret meaning of the experiences, inspect meanings and reoccurring features of the phenomenon, and write a statement related to the reoccurring features of the phenomenon. The purpose of bracketing is to eliminate presuppositions and avoid judgments (Hatch, 2002).

Bracketing occurred prior to the research phase of this study. The researcher has knowledge about Daily 5, read the book by Boushey and Moser, three years of experience implementing it, and attended a two-day conference about Daily 5 before conducting this study. Any biases were removed before the researcher spoke to the participants or collected any data. The bracketing for this study can be seen in Appendix C.

Protecting Human Subjects

This study was approved by the Institutional Review Board for the Protection of Human Subjects. Pseudonyms were used for the school districts and the teachers who were participating. Permission to complete the study was first granted by school district superintendents and principals, and then teachers implementing Daily 5 into their classrooms were contacted to participate. Participation in this study was voluntary and all participants were informed that they were able to withdraw from the study at any time. If a participant wanted to withdraw, he/she could send an email to the researcher and his or her information would be omitted from the study. Parents were also notified that the study would be taking place in their child's classroom. They were given the opportunity to write a letter to have their child excluded from the study.

During classroom observations, the researcher did not have knowledge of any student names. The focus of the observations was on the systems, routines, and materials of Daily 5, not how the students were participating. Permission was granted from the school district to video

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record Daily 5 time. Both school districts had policies set in place for students to be allowed to be videotaped. Transcripts from the interviews, field notes from observations, interview and observation recordings (audio and video), and lesson plan documents were stored on a flash drive in a locked cabinet in the researcher's office. These sources of data will be destroyed after three years according to federal research requirements. Pseudonyms for both school districts were selected to ensure the privacy of the district and participants.

Participant Selection

The population of teachers using Daily 5 in the United States is unknown. Some of the teachers may have initiated the implementation on their own and others may have started as part of a district mandate. The participants for this study were selected using the convenience sampling method. This method is appropriate when the population of a study is difficult to define, such as in the case of teachers who use Daily 5 (Lewis-Beck, Bryman, & Futing Liao, 2004). Teachers in grades one and two were contacted via email in six school districts located close to the researcher. Eight teachers in two school districts volunteered to participate in the study.

Some of the teachers that were contacted to participate in the study did not use Daily 5 in their classrooms. If no one in a district volunteered to participate, other nearby districts were contacted until eight participants were found. There are two elementary schools in the researcher's school district. She reached out to the school in which she does not teach in Central School District to find initial participants. Four teachers volunteered for the study. Next, site permission was granted for Golden Oak School District and building principals were contacted to explain the study and recruit participants. The researcher emailed participants at four of the five elementary schools in Golden Oak School District to find volunteers for the study. Teachers

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at one elementary school were not contacted because no response from the principal was received to grant permission. Thirty-one teachers were contacted via email and four volunteered to participate. Out of the eight participants, five are first grade teachers and three are second grade teachers.

Participants and Settings

The participants selected for the study are Pennsylvania certified teachers. They have been teaching for at least nine years and used Daily 5 for at least two years. Only first and second grade teachers were selected for this study because those are the years in which students are working on building stamina and are introduced to Daily 5 with the least amount of modifications. Both school districts require elementary teachers to implement Daily 5 into their reading curriculum. Although both school districts are geographically near each other, they do not collaborate.

Central School District

Central School District is a pre-K to third grade, Title I school, with an average student-teacher ratio of 19:1, and 47% of the students receive free or reduced lunches. The researcher works in this district, but not at the school in which the study took place. There are five first grade classrooms and six second grade classrooms. Two participants from Central teach first grade and the two teach second grade. Three teachers implemented Daily 5 prior to a district curriculum update that mandated teachers use Daily 5. One of the teachers served on the language arts committee who chose to have the district mandate of implementing Daily 5 as part of a curriculum update. Another teacher used Daily 5 in a different district before moving to her current placement. She also took an online class specifically about Daily 5. The final participant from Central School District implemented it as part of a district mandate.

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Golden Oak School District

Students in grades kindergarten through fifth grade attend Golden Oak School District elementary schools. There are 19.5 % of students who receive free or reduced lunches and there is an average student-teacher ratio of 15:1. There are five elementary schools in Golden Oak School District and the four participants teach at three different elementary schools. The participants have implemented Daily 5 for five years. It was a district mandate with trainings provided for the teachers to help them implement it in their classrooms; however, they were able to adapt it somewhat to meet their specific classroom needs. One of the participants was going to implement it independently, but the district decided to adopt Daily 5; therefore, she piloted the program.

Data Collection Procedures

The intent of this section is to detail this study's data collection procedures. First, the development of the interview protocol and its adaptation will be explained. Two pilot interviews took place in order to adjust the final protocol and ensure all research questions were addressed. Next, an outline of how the interviews with teachers were requested and completed will be discussed. Teachers were also asked to share their lesson plans with the researcher as documentation of Daily 5 through the school year. Last, the protocol for observations will be detailed and include information on routines and implementation elements as part of a checklist the researcher used during the observations.

Instrumentation

Prior to interviewing participants for the study, the interview protocol was written and piloted with two other teachers not involved in the study. Piloting the interviews prior to collecting data for the study can lead to a stronger interview that is more directly related to the

research questions (Agee, 2009; Holstein & Gubrium, 2003). Both participants agreed to the Pilot Interview Consent Agreement. The pilot interviews were completed with a teacher who has taught Daily 5 for two years as part of a district mandate and another teacher who has chosen to use Daily 5 for the past four years. Both interviewees attended a two-day Daily 5 conference to increase their knowledge on the topic. Prior to the interviews, both participants received the interview protocol, which included a list of the foundation lessons and Ten Steps to Independence as a reference if needed. The interviews were audio recorded using two devices. During the pilot interviews, memos were taken to note questions that needed to be clarified, additional probes required, and any supplementary questions to clarify the implementation, materials, benefits, and adaptations of Daily 5. After the interviews, the protocol was revised as a result of the pilot-interviews. The final interview protocol can be viewed in Appendix A.

Interviews

Qualitative interviews are a conversation between the researcher and participant to create interpretations of a certain topic (Gubrium & Holstein, 2001). The researcher primarily listens to the participant and then creates descriptions based on the interview responses. First and second grade teachers ($N = 8$) volunteered for this study. All participants were informed there were no known harmful risks when participating in this study. The interviews took place in the month of March when all five activities were implemented into each classroom involved in this study and after the lesson plans were sent to the researcher. The interviews took place at a date and time convenient for the participants. Interviews were scheduled via email, but the interviews took place in person or on the phone. March was selected because all Daily 5 activities should be introduced by this time of the school year, making it easier for teachers to talk about their implementation.

The interview protocol followed five basic sections: background information, implementation, materials, benefits, and adaptations. During the interviews, the participants had a copy of the interview protocol so they could to refer back to each question if needed. They were also given a list of foundation lessons and Ten Steps to Independence to use as a reference for specific questions. Each interview lasted between 15 to 30 minutes and were audio recorded using a laptop and a handheld recording device as back up. In one case, the interviewee had to end the interview early, so the final three questions were emailed to the participant to receive his responses. During the interviews, the researcher took memos on the responses and some questions were omitted if they were previously answered. The interviews were transcribed by a third party and sent to the researcher.

Observations

The observations were included in this study to see Daily 5 in action with students. The teachers created a rich description of how they implemented Daily 5, but it is important to directly see the application, routines, and systems. The observations for this study were formal and a checklist was used to identify the key elements of Daily 5 (Boushey & Behne, 2017; Stodolsky, 1990) (See Appendix B). Field notes were taken during the observations to record any pertinent information, implementation adaptations, material usage, and systems in place for checking-in and switching Daily 5 activities. A video camera recorded the Daily 5 sessions with the students while the researcher tried to remain unobtrusive in the classroom to create a more naturalistic environment (Salkind, 2010). Each observation lasted between 20 to 40 minutes and included two rounds of Daily 5. The observations took place in April when students were accustomed to the routines of Daily 5.

Lesson Plans

Lesson plans served as the first data source for this study. On a weekly basis, the participants of this study wrote lesson plans to detail what they planned to teach. Lesson plans served as retroactive, written documentation of how teachers implemented Daily 5 into their classrooms (Mathison, 2005). Lesson plans from the beginning of the school year until February were requested for each participant and were emailed to the researcher in March prior to the interviews. The lesson plans allowed the researcher to understand how Daily 5 was implemented into each classroom. The researcher examined the lesson plans for Daily 5 foundation lessons. A comparison of the list of foundation lessons from the Daily 5 book to the teachers' lesson plans showed the researcher how closely teachers followed the recommended implementation. The lesson plans were also examined to determine how long it took for each of the five activities to be implemented and the order in which they were implemented. The total length of time for all five activities to be introduced was compared to the Daily 5 book as well as the other teachers within the same grade level and school district. Finally, the lesson plans were reviewed to examine how routines were established using the Ten Steps to Independence.

Only the Daily 5 portions of the lesson plans were used for this study. If the researcher had additional questions about certain lesson plans, they were added to the protocol to clarify the lesson plan data. All participants shared lesson plans with the researcher via email or a shared Google Drive, which were the most convenient methods for the participants. The format of the lesson plans was vastly different for each participant. One participant had two different versions of Daily 5 lesson plans – a short form (the basics of what she planned for the day) and a long form (a lengthy outline which included a script that described the exact implementation each day until all five activities were introduced). Other participants provided generic outlines or stated

that they followed the recommendations outlined in *The Daily 5: Fostering Literacy*

Independence in the Primary Grades (Boushey & Moser, 2014).

Data Analysis Procedures

The data were analyzed using qualitative content analysis methods and procedures.

Qualitative content analysis is highly systematic and focuses on reducing the amount of data to

specific categories related to the research questions (Schreier, 2013). Patterns, themes, and

relationships are identified through the categories (Given, 2008). The first step in qualitative

content analysis is building a coding frame with main categories which each have subcategories.

Main categories are related to the research questions, and subcategories are derived from the data

to support the main categories. For this study, four main categories were chosen in connection to

the research questions: following recommended implementation, chosen materials, benefits of

Daily 5, and teacher adaptations. Definitions of the categories are provided in Table 1.

Table 1

Definitions of Categories Used Through Qualitative Content Analysis

Categories	Definitions
Following Recommended Implementation	This category, Following Recommended Implementation, matches the teacher implementation to the recommended implementation outlined in the Daily 5 book. It applies when a teacher used a foundation lesson in their lesson plans, spoke about foundation lessons during the interview, or recommended implementing techniques were seen during observations. It is not relevant when a teacher changed how he or she implemented the program.
Chosen Materials	The Chosen Materials category applies when the teacher mentions materials for Word Work, book boxes, writing journals, or Listen to Reading book selections. Selected words for Word Work will also apply. It is not relevant when a teacher shows or uses materials that are not used only for Daily 5.

Benefits of Daily 5	Benefits of Daily 5 is a category which is defined by teachers discussing how Daily 5 has helped their students academically or socially, as well as classroom management strategies. It is not relevant when teachers attribute student success to other reading and writing programs implemented in the classroom.
Teacher Adaptations	Teacher Adaptations of Daily 5 is defined by how teachers have changed the recommended implementation to meet the needs of their students or scheduling conflicts. It is not relevant when teachers have followed the recommended implementation.

The lesson plans demonstrated whether teachers followed the foundation lessons of the recommended implementation. The posted I-charts created during the foundation lessons showed how many of the five activities the participants had during their Daily 5 rotations. Some lesson plans included materials to support the instruction. During the observations, the researcher watched the students use the teacher-selected materials to support Daily 5. It was also evident if the teacher followed the recommended implementation or if adaptations were needed. Adaptations were written as field notes during the observations. Interview questions clarified teacher adaptations and classroom systems/routines. The interviews provided data to support the benefits of Daily 5 according to each participant.

The next step in qualitative content analysis is segmenting to ensure all pertinent data can be coded into a subcategory of each main category (Schreier, 2013). The data from all three sources were imported into NVivo and was categorized and subcategorized. A pilot phase requires the researcher to do trial coding on a portion of the data, evaluate, and change the coding as needed. Interviews, observations, and lesson plans from two randomly chosen participants were used for the pilot coding phase. A week after the initial coding, a second stage

of coding was conducted using the same two participants' data to finalize the coding frame. After the final coding was chosen, data from all eight participants were coded (Schreier, 2013). These steps help to ensure the validity and reliability of the study due to the interpretive nature of qualitative data (Schreier, 2012). The final coding frame for this research study is shown in Figure 1. All relevant material from the interviews, observations, and lesson plans were included in a subcategory. The results of the study were categorized using NVivo and presented with supporting evidence, quotes, and any missing aspects of Daily 5 from the teacher implementation.
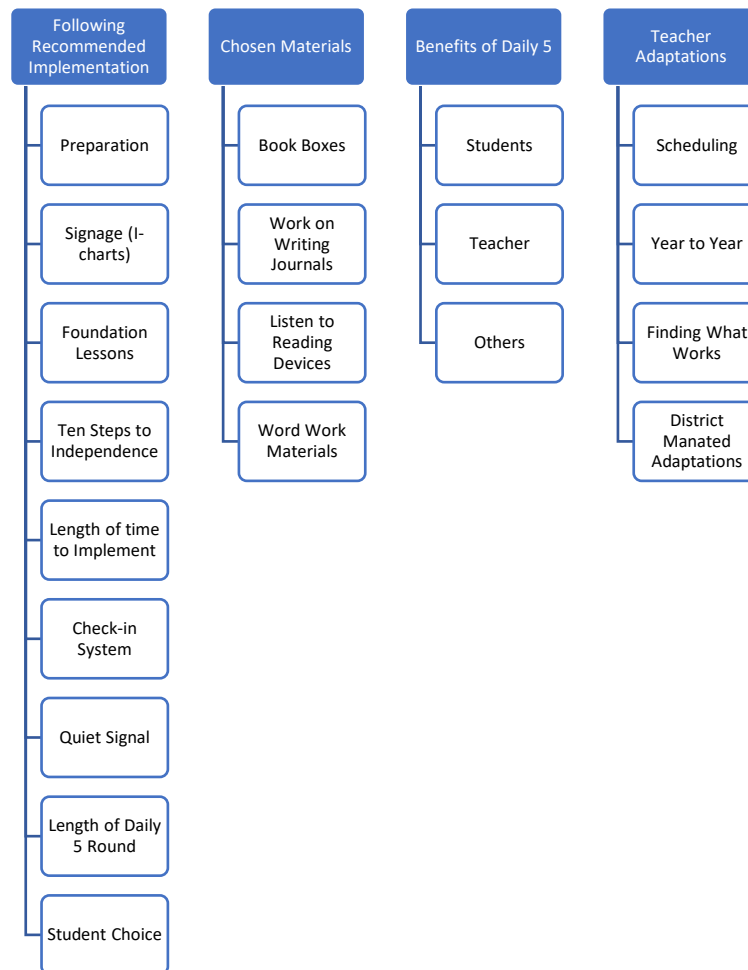
Figure 1. Final coding for qualitative content analysis. The coding was created by using the interview, observation, and lesson plan data of eight teachers implementing Daily 5 into their classrooms.

Summary

Chapter Three described the methodology used in this qualitative research study. It also explained how the triangulation of interviews, observations, and lesson plans provided rich data to explain the implementation, materials, benefits, and adaptations of the Daily 5 framework. Researcher bracketing was conducted to reduce bias and increase the trustworthiness of the study. Convenience sampling was used for this study to find eight participants who use Daily 5 in their first or second grade classrooms. Data collection procedures for the lesson plans, observations, and interviews were outlined. Qualitative content analysis served as the basis for how the data were analyzed into categories and subcategories, resulting in an understanding of how Daily 5 was implemented into eight elementary classrooms across two different school districts and four elementary schools.

Chapter Four will describe each participant's background, implementation, materials, benefits, and adaptations in relation to the research questions. Further information about the subcategories from the qualitative content analysis will be explained with supporting interview quotes, field note observations, and a detailed description of how Daily 5 functions in each of the classrooms will be created. How teachers handle barometer students will be summarized as well as some disadvantages to the systems of Daily 5.

CHAPTER FOUR

RESULTS

This study sought to examine elementary teachers' ($N = 8$) implementation of the Daily 5 reading framework. Lesson plans, interviews, and classroom observations were used as data sources to have a general understanding of the implementation, materials, benefits, and adaptations needed to apply Daily 5 in each classroom. First ($n = 5$) and second-grade ($n = 3$) teachers were selected because these are the years in which reading stamina is developed and a groundwork for fully developed literacy is created. Four research questions guided the interviews and created an insight into how Daily 5 was used in the eight, first- and second-grade classrooms.

1. How does the teachers' implementation of the Daily 5 framework compare to the recommended method of implementation?

2. What is the rationale for teachers' selection of instructional materials used in the Daily 5 approach?

3. What aspects of Daily 5 do teachers cite as most beneficial to classroom instruction?

4. What aspects of Daily 5 do teachers cite as needing the most adaptations to classroom instruction?

Chapter Four will elaborate on each teacher's education background, classroom implementation, chosen materials, benefits, and adaptations as seen through lesson plan analysis, interview responses, and classroom observations. Lesson plans were analyzed according to length of time to implement all five activities, the inclusion of the Ten Steps to Independence, and by determining if their foundation lessons matched those written in *The Daily 5: Fostering Literacy Independence in the Elementary Grades* (Boushey & Moser, 2014). Additionally, how

the teachers handled barometer students (i.e., difficult students who affect the stamina of the class) will be discussed. The results of this study also found some aspects teachers disliked about Daily 5, which will be explained. Pseudonyms for both the participants and the school districts have been used to maintain confidentiality.

Participant Background

Eight classroom teachers volunteered to participate in this study from two school districts. Five first grade teachers and three second grade teachers participated. Interview questions were asked about their backgrounds and experience using Daily 5. Table 2 summarizes the participant backgrounds.

Table 2

Participant Background Information

District	Name	Current Grade	Years of Teaching Experience	Years Using Daily 5	Reason for Implementation	Felt Prepared to Implement
Central	Greg	1	11	4	Chosen	Yes
Central	Jodi	1	22	6	Chosen	Yes
Central	Janice	2	31	1	District Mandate	No
Central	Alyssa	2	11	5	Chosen	Yes
Golden Oak	Carol	1	17	5	District Mandate	Yes
Golden Oak	Michelle	1	9	5	District Mandate	No
Golden Oak	Leah	1	13	4	District Mandate	Yes
Golden Oak	Grace	2	15	5	District Mandate	Yes

The teachers at Central School District vary in the number of years implementing Daily 5. Three of them chose to implement it prior to a district mandate in the 2016-17 school year. Training was provided by fellow school district employees. Members of a language arts committee, including Jodi from this study, attended a conference presented by Boushey and Moser. After the committee's return, a full day training was provided by the members of the language arts committee to all elementary teachers, as well as additional trainings organized by grade level. One of the participants from this study, Greg, attended a two-day conference in the summer of 2017 which was presented by Gail Boushey. Participants from Central School District were given the freedom to implement Daily 5 into their classrooms in a way that worked best for them. The Daily 5 rounds lasted between 20 to 35 minutes in each classroom. The reading series Benchmark (Benchmark Education Company, 2018) was used in conjunction with Daily 5 and guided reading groups.

Daily 5 implementation was mandated by the administrators of Golden Oak School District. They started by having book study groups for the elementary faculty. Additional trainings by district employees were provided. Grace, a participant in this study, served on the curriculum committee and piloted the program before other teachers implemented it into their classrooms. Teachers at Golden Oak were given a curriculum and were required to follow it. The reading curriculum, Reading Streets (Afflerbach et al., 2013) provided the main reading instruction with Daily 5 and guided reading also used for reading instruction. The participants from this study were from three different elementary schools and they were all reading the same story from the reading anthology when the observations took place. All participants at Golden Oak used a 15-minute timer for each round of Daily 5. Administration required this length of time for the guided reading groups while the other students completed Daily 5 rotations. The

length of implementation was similar for each of the teachers from Golden Oak as well because administration told them it should take one month to implement.

Daily 5 in Classroom Settings

It is important to envision how Daily 5 functions in each classroom because it can be adapted to meet the teacher's and students' needs. Responses from interview questions and details recorded during observations were used to elaborate each participant used Daily 5 within his or her classroom. All quotes from participants are from the interviews and are cited "personal communication," with two exceptions of email communications used to clarify lesson plan data and in one case, to answer the final three interview questions. Since this study occurred during March, data from lesson plans and interview responses are included to explain how Daily 5 was implemented at the beginning of the school year. Rich descriptions about the implementation, materials chosen, perceived benefits, and classroom specific adaptations create a clear picture of how Daily 5 is used in the eight elementary classrooms.

Implementation of Daily 5

For the purposes of this study, teachers were asked how they prepared to first implement Daily 5 into their classroom. Their methods of implementation were compared to the recommended practices in order to understand how closely it was followed. There are many aspects involved in the implementation of Daily 5 including: teacher preparations, displaying I-charts in the classroom, foundation lessons, the Ten Steps to Independence, length of time to implement all five activities, check-in systems, quiet signals to switch rotations, length of time for a Daily 5 activity, and allowing for student choice.

Interview questions about the Daily 5 book, trainings, and any physical classroom preparations were asked to determine what the subjects believed was required prior to

introducing the framework to the students. I-charts are an important part of introducing Daily 5 to the students, so interview questions were asked about the charts, and I-charts were included in the observation checklist used for this study. A check for foundation lessons and any mention of the Ten Steps to Independence in the lesson plans offered insight into how closely the recommended implementation was followed at the beginning of the school year. The lesson plans and interview questions served as a guide to measure how long it took the teacher to have all five activities introduced to the students. An interview question allowed the teachers to provide an average amount of time devoted to implement based on previous years. The lesson plans showed how long it took during the 2017-18 school year. Each teacher had a different check-in system with the students, which was noted during the observations. Six teachers had some sort of signal to let the students know it was time to switch Daily 5 activities, as suggested in the recommended implementation. During the observations, the length of the Daily 5 round was noted to see if it coincided with the brain research behind building stamina. Finally, interview questions helped the researcher to understand how students were given choice in activity and within each activity. Each teacher had his or her own way of implementing Daily 5 into their classroom that worked for their specific classroom needs.

It is important to note that the four teachers from Golden Oak School District were mandated to teach Daily 5. They all had a 15-minute timer for each round of Daily 5 while they met with a guided reading group. All three first grade teacher participants were instructing students using the same story in their anthology during the week observations took place. Students were observed to be engaged in the computer program Lexia as part of Listen to Reading or as a separate center included in the Daily 5 classroom rotation. Lexia is a type of assessment and personalized instruction students can use independently on a computer. The

district principals required all teachers to implement Daily 5 within 30 school days, prior to beginning instruction of the reading series, Reading Streets (Afflerbach et al., 2013). The principals examined teacher lesson plans to ensure Daily 5 was implemented within the first month of school. There was some freedom within their Daily 5 framework; however, not as much freedom as Central School District was given. Regardless of the mandates and additional requirements, each teacher had his or her own way of implementing Daily 5 into their classrooms compared to the recommended implementation.

Greg

Greg has taught first grade for 11 years in Central School District, and used Daily 5 with his students for four years. He decided to implement Daily 5 in his classroom because of a colleague's recommendation. He bought the Daily 5 book (Boushey & Moser, 2014) and after reading, he realized "how beneficial it would be" (personal communication, March 22, 2018). He elaborated:

> It made sense, I was never really a fan of centers because it took almost a whole week for the students to get used to being independent in those centers. I thought that when I was doing guided reading with my students I was interrupted very frequently and I just didn't feel I was giving them quality instruction. Daily 5 really helped teach students independence and that the five tasks that they're doing stay the same all year, so I never have to reteach them. (personal communication, March 22, 2018)

To increase his knowledge and learn how Daily 5 worked, he attended a two-day conference presented by one of the book's authors, Gail Boushey. He felt the conference:

> Really gave a lot of insight into the brain development and research behind the Daily 5 and also talked a lot about CAFÉ and the mini lessons that they teach to help students

with their comprehension strategies and decoding strategies, with fluency, accuracy,

vocabulary etcetera. I was really interested in that component of it. (personal

communication, March 22, 2018)

After reading the Daily 5 book, Greg prepared his classroom for Daily 5, starting with

reorganizing his classroom library.

I started brainstorming how I would change my classroom library so that it would be

more accessible to students and I would say that that was probably the most expensive

and most time-consuming aspect of it. I bought 60 Sterilite bins that would house each of

the genres or topics of my books. I started using [Scholastic] Book Wizard to kind of

catalog all of my classroom books and then when I got back to sorting the books into

piles, putting them in the bins, making labels, so students would know where to find the

books. I numbered every single book and also the labels on the bins so that if a student

chooses a book from bin 17 they know that when they're done reading that book, the

book has to go back in that bin so the book's labeled also. (personal communication,

March 22, 2018)

Greg introduced Daily 5 by making I-charts with his students on large paper. The next

day, he showed the students a pre-made I-chart from a previous year that his students made. It

had mostly the same information on it as the I-chart they made together, but on a smaller scale.

During the observation, six I-charts were on a bulletin board in the back of the classroom. There

was an additional I-chart for iReady Reading, which is an individualized computer program that

assesses students and provides lessons on topics the students need to practice. Each I-chart had

more student responsibilities listed than was recommended by the Daily 5 book. They included a

sense of urgency at the top and teacher responsibilities, as well. After introducing the I-charts, Greg followed all of the foundation lessons.

In Greg's lesson plans, he included the foundation lessons: Three Ways to Read a Book, Underline Words you Don't Know and Move on, Set up a Notebook, and Choose What to Write About. He launched Read to Self during the first week of school. By the second week, the students shopped for books and began the school day with doing Read to Self. He introduced all three Work on Writing foundation lessons in one day during the second week of school. During the third week of school, he introduced Listen to Reading. In the lesson plans, he started to have two rounds of Daily 5 during the fourth week of school. Guided reading groups began during the seventh week of school. In response to an interview question asked to elicit more about his implementation, Greg stated:

> I pretty much go by the book still. I experimented the second or third year by getting [the foundation lessons] out of order or skipping over a few but I kind of got back to basics this year and I realized it really makes sense and it really works to do it the way the sisters organized it. I kind of used the emphasis in the back of the Daily 5 book when they, kind of spell out with the first couple weeks of school look like, day 1, day 2, etcetera. I try to keep it as close to that. Obviously, every teacher's daily schedule is different, so I just had things in at different times or kind of extend things a little bit longer. But yeah I do pretty much stick to the book. (personal communication, March 22, 2018)

Not all foundation lessons were evident in his lesson plans; however, the Ten Steps to Independence were listed more than once. Greg used the Ten Steps to Independence in other aspects of classroom management, as well:

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That's like the Holy Grail I think. To teach them any of the tasks or anything else like

lining up, or walking in the hallway, or how to have manners in the cafeteria, things like

that. We use the ten steps in all different things in the classroom. (personal

communication, March 22, 2018)

Greg stated it takes about 30 school days for all five Daily 5 activities to start operating

smoothly. He introduced activities in the following order: Read to Self, Work on Writing,

Listen to Reading, Word Work, and Read to Someone. Greg placed an emphasis on classroom

dynamics when deciding when it was time to introduce a new activity:

One thing that I learned from Daily 5 is trust, just being vulnerable and willing to trust

my students that they can do it. I think that's a big thing for a lot of teachers who have

more experience than me. Just how to release that [trust], like relinquish the freedom for

the kids to do it. (personal communication, March 22, 2018)

At the beginning of Greg's observation, the students were already engaged in Read to

Self. It was part of their morning routine that included tasks such as choosing a lunch, checking

folders, turning in homework, book shopping for new Read to Self books, and then beginning

Read to Self. He rang chimes when he was ready to start the second round of Daily 5 and to

meet with the first guided reading group. The students sat in the front of the room and one

student pulled a popsicle stick with a random child's name on it. The name of that child was

announced and they got to pick their activity choice first. Next, Greg announced students'

names from a check-in chart that was projected onto the interactive whiteboard. Greg adapted

the check-in chart example from the recommended implementation (Boushy & Moser, 2014, p.

112). His chart listed each day of the week and three rounds of Daily 5. All students had Read

to Self listed first. An example of Greg's check-in chart is seen in Figure 2.

Name	Monday			Tuesday			Wednesday			Thursday			Friday		
Round	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Student 1	RS			RS			RS			RS			RS		
Student 2	RS			RS			RS			RS			RS		
Student 3	RS			RS			RS			RS			RS		

Figure 2. Example of Greg's check-in chart. Greg recorded the students' choices on his check-in chart by abbreviating each Daily 5 activity (participant observation, April 11, 2018).

The students stated their choice of activity when he said their names, and they got their materials. Greg recorded their choice on the chart. At one point, Greg announced that Read to Someone was full, so a student had to pick another option. No students chose Word Work during the observation. The students who were meeting with Greg for a guided reading group also made a Daily 5 choice. The entire check-in process took less than one minute.

The Daily 5 round lasted 25 minutes during the observation. Greg switched guided reading groups, while the students completed their first Daily 5 activity. He whispered new students' names, they cleaned up their Daily 5 materials, and joined him at a table. One student who was called over was doing Read to Someone. The partner that was not participating in the guided reading group switched to Read to Self with her book box she already had out. Once Greg completed his guided reading group, those students quietly got their Daily 5 materials and started their first choice.

Greg used a system for student choices when they selected Daily 5 activities. All students were required to complete Read to Self when they arrived in the morning. There were two more rounds of Daily 5 built into his schedule. One of the rounds must be Work on Writing. The other three activities had to be completed at least once a week, depending on their choices. Students were allowed to choose any book from his classroom library to add to their book boxes

when they were shopping for books in the morning. They could change the books as often as they wish. Students had free choice about writing topics for Work on Writing. For example, one student was seen during the observation writing about her friend. Students also had structured free choice during Word Work. They were required to use a spelling list for the words, but they were able to use many different materials to practice their words. They were allowed to switch materials during Word Work. All of the materials were located in one spot in the classroom. Greg stated if one of the choices was not working:

> I'll kind of suspend it for a week or two and then other times if I feel like they're doing
>
> really good with their independence and putting things away I'll introduce some fun new
>
> material they can use for word work that they get excited about. Of course, all 21 of
>
> them want to use that. (personal communication, March 22, 2018)

Greg provided many materials from which students may choose for Listen to Reading. He noticed that fewer students select Listen to Reading. He thought it was because the school librarian introduced TumbleBooks where students could choose a book to have read to them. He noted, "Kids just aren't really using the cassette tapes and CDs as much as they used to because they like that visual component of TumbleBooks" (personal communication, March 22, 2018). Greg allowed students to pick their Read to Someone partner. He allowed four students to choose this activity. The students used their book boxes and also their Work on Writing journal to read to each other. The students were allowed to sit anywhere around the classroom for their Daily 5 activities.

Jodi

At the time of this study, Jodi had been teaching for 22 years and taught first grade at Central School District. In another school district, she taught second grade and a combined

second and third grade classroom. She has used Daily 5 in her first grade classroom for six years. Five years ago, she went to a conference presented by The Two Sisters and realized, "Just how great it was. It was less work for me" (personal communication, March 22, 2018). Prior to using Daily 5, she created centers every week and the planning and creation of materials was time consuming. After implementing Daily 5 for three years, she went to a second conference presented by The Two Sisters. In order to prepare to implement Daily 5 into her classroom, she first organized her classroom library. She organized it by reading level prior to implementing Daily 5, and she had to reorganize all of her books into themes because that is what is in the recommended implementation. It took her a long time, and then she slowly introduced Daily 5 to her students. Jodi was also part of a pilot program in her school district. She provided trainings for other teachers after she attended her second Daily 5 conference.

Throughout Jodi's classroom, I-charts were located near the materials for the Daily 5 activity. She made the I-charts with her students when she introduced Daily 5, and also included posters she found online. She stated the I-charts she made with the students were too large to display in her classroom. She guided the students so the I-charts she made with them say the same things as the printed copies on display in her classroom. She also had a poster for sitting EEKK (Elbow to Elbow, Knee to Knee) with her Read to Someone I-chart.

Jodi taught most of the foundation lessons. In her lesson plans, she began Daily 5 on the second week of school. She first introduced Read to Self and read a variation of Goldilocks and the Three Bears to show students how to pick good fit books. She also introduced good fit books by associating different kinds of shoes and finding the right fit, as is recommended in the Daily 5 book. During Jodi's first week of introducing Daily 5, the students practiced Read to Self and worked on building stamina. Jodi stated in her interview she did the Ten Steps to Independence

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every day when first introducing it to her students. It was written in her first week of lesson plans. To launch a new activity, Jodi introduced and reviewed procedures with her class. Then, she launched the activity on the fourth or fifth day of the week.

Jodi introduced Work on Writing during the second week of school. In the morning, she reviewed Read to Self and at a later point in the day, she introduced Work on Writing. All three Work on Writing foundation lessons (Underline Words you do Not Know and Move on, Set up a Notebook, and Choose What to Write About) were in her lesson plans. The students practiced Read to Self at two different times during the second week of Daily 5. She does not allow her students to choose their own activity until the fourth week of school.

Word Work was introduced the first day of the fourth week of school, which was the third week of Daily 5 practice. Set up and Clean up Materials and Choose Materials were foundation lessons written in Jodi's lesson plans. She did not have the foundation lesson Choose a Successful Spot as part of Word Work foundation lessons. On Wednesday of the same week of school, Jodi introduced Listen to Reading. She included foundation lessons for Setting up and Cleaning up Technology, and Listen and Follow Along. There was no evidence of the foundation lesson Managing Fairness with a Limited Number of Devices in her lesson plans. During this same week of school, the students practiced Read to Self and Work on Writing in the morning, and were introduced to Word Work and Listen to Reading in the afternoon. She also began giving choice in activity during this week because half of the students completed Word Work and the others completed Listen to Reading.

During the fifth week of school, Jodi introduced Daily 5 folders. In each folder, the students kept a checklist to record their completed activities. Students were required to complete all five activities before starting a new rotation. The students were in charge of managing their

folders and making good choices. During this week of school, the students completed three rounds of Daily 5 a day, and four of the activities were launched. This system continued until after Christmas break. Jodi introduced Read to Someone later in the school year because she, "[Doesn't] feel like my kids are really ready for that until then" (personal communication, March 22, 2018).

Jodi's students had their own system for keeping track of what activities they completed in their Daily 5 folders. This chart listed the five activities on the top and had a blank column under each activity. The check-in chart lasted for one month. When a student chose an activity, they colored in the square under the activity they picked and completed. This system showed the students what activities they still needed to complete before selecting from all five activity choices again.

During the observation, Jodi began Daily 5 by saying "Who needs to do Read to Self?" (observation, April 11, 2018). The students raised their hands and she told them to start. She then announced each of the other Daily 5 activities and told students to "color and go" so they knew they completed that task. She wanted to make sure students visited all five activities before starting a new rotation, so they colored in their choice for the day. Jodi explained:

Because I want to make sure that they're going to them and I know that they only have to do one reading and one writing but I don't want to keep track with a chart. I don't want to take time doing that. It's so quick for me to do this, so that's what I do. (personal communication, March 22, 2018)

During Read to Someone, Jodi selected the pairs. When students picked Word Work, she reminded them there was a "must do" first, then they were allowed free choice of activities. The Daily 5 round lasted for 20 minutes. She rang a chime to signal for the students to put away their

materials and meet together. Jodi conducted a final check-in with the students and asked them to

measure three factors with a thumbs up, sideways thumb, or a thumbs down: stayed in one spot,

worked quietly, and worked the whole time. She reminded the students if they did not sit the

correct way, they would lose their spot.

Jodi included student choice throughout her implementation of Daily 5. She let the

students chose their own spot. She had flexible seating in her classroom which allowed the

students to sit at a table with chairs, rocking chairs, bean bags, some desks, balls as seats, or lawn

chairs spread throughout her classroom. This freedom could be revoked if students misbehaved.

For example, during the observation, one student was bouncing on the ball chair, and Jodi asked

her to find somewhere else to sit. Students were allowed to choose their own books for their

book bags. There were different writing prompts and one activity the students must do for Work

on Writing. After they completed that prompt, they were allowed to free write. Students were

observed using a variety of Word Work materials and were allowed to switch materials

throughout the Daily 5 round. Students were allowed to select Read to Someone, but Jodi chose

the partners.

Janice

Janice has taught second grade for the last 31 years in Central School District. Her first

year of using Daily 5 in her classroom coincided with this study. Janice implemented Daily 5 as

part of a district mandate. She participated in training provided by the district and read the book;

however, she did not feel prepared to implement Daily 5 into her classroom.

> I think I would have felt better to have actually gone into [my colleagues'] rooms and
>
> seen it because, you know, I'm just putting it in my head and just trying to figure out
>
> what in the world does this look like? You can watch the video or whatever, but I just

wish I would have seen it on a second-grade level and seen it for an hour. (personal

communication, March 20, 2018)

Janice depended on her colleagues to help her implement Daily 5. She still does not believe that

the way she implemented Daily 5 was the correct way to do it. She mentioned, "I'm not sure and

when I go past other rooms, I go 'it doesn't look like it's supposed to look'" (personal

communication, March 20, 2018). She felt that Daily 5 did not match her personal style.

I'm really a person who has to lay everything out and know exactly what I'm teaching

and I just felt there was no plan. I would wake up at 3 o'clock in the morning and go, 'I

don't even know what I'm doing today.' That part of it makes me crazy. I'm the kind of

person who has to lay everything out and know okay first thing, and I write it on the

board; I write it on a piece of paper. I have to have my day organized like that and this

just threw me for a loop because…I just felt I was pulling these things out of the air.

(personal communication, March 20, 2018)

She added that it was a huge change for her after 30 years to switch from teaching with

anthologies and basal readers to teaching small groups.

Janice made I-charts with the students at the beginning of the school year. She posted

them initially but has since removed them from display. She did not teach all of the foundation

lessons because she found many unnecessary. Janice explained that she did not have to build

stamina because her students were already reading for 10 to 15 minutes at the beginning of the

school year. The only two foundation lessons included in her lesson plans were Choosing a

Good Fit Book, and the Three Ways to Read a Book. During the fourth week of school, the

students did Read to Self for 20 minutes. The following week of school, the students were

introduced to Work on Writing. In the fourteenth week of school, the students started Listen to

Reading, by using the iReady computer program reading lessons. However, the students did not listen to stories because iReady uses reading lessons rather than reading to students. She stated in her interview that she did review some of the Ten Steps to Independence with the students. This decision was made because she had "an unusual classroom because this is a learning support classroom where I have three students who leave, then that only left me with 14 [students] and they were really independent readers" (personal communication, March 20, 2018). Although her lesson plans show it took her until the fourteenth week of school to introduce all of the activities, she stated in her interview it took a few days to introduce everything.

To begin Daily 5, Janice told the students where to go. She was flexible and tried to place students into activities where they needed extra practice.

> If I think they need to Work on Writing, I'll put that group in writing. I think I just, I
> don't really have a plan. Whenever they come in I know which guided reading group I'm
> going to work with, but I don't really have a chart that they get to do all of these things,
> I'll just say you're going on iReady reading and then you're going to Read to Self or
> whatever. (personal commination, March 20, 2018)

During her observation, there was an orange paper on the board that provided students with information regarding their assigned activities. The guided reading group met with Janice for 30 minutes. The other students worked independently on their assigned tasks.

Janice allowed for some student choice within her Daily 5 rotations. She let students select seven books for their book boxes. She explained that the students could independently shop for books. The students had writing prompts each month for Work on Writing that Janice received from a colleague. They also had blank paper to free write. Janice said in her interview that the students were able to explore Epic (an e-book website) and listen to books, or she

assigned books for them. During the observation, all students who worked on the computers completed lessons on the iReady program. No students were observed listening to stories. The students were allowed to choose where to sit in the room. Janice provided pillows, rocking chairs, and some students chose to stay at their desks.

Janice did not do Read to Someone or Word Work in her classroom. She elaborated about Read to Someone:

I have so many problems with my girls in here that I have not dabbled in [Read to Someone] which is such a shame. I will pair them up [at other times] and let them read to a partner and usually it's someone who's a low ability reader, so they hear someone reading fluently. (personal communication, March 20, 2018)

In regard to Word Work, Janice said:

I haven't done a good job with Word Work, but I didn't think my kids really, they're all average and top kids once my learning support [students] leave, other than my Title I, but my Title I, I usually do my Word Work with them individually because they leave for so long of a time. (personal communication, March 20, 2018)

Janice added later in the interview that she conducted some Word Work, or spelling instruction as a whole group activity. Her students spelled all words correct on their spelling tests and demonstrated a knowledge of vowel sounds, compound words, and contractions, so she did not deem Word Work necessary as a Daily 5 rotation.

Alyssa

Alyssa, who taught at Central School District, had been teaching for 11 years at the time of this study. She has taught kindergarten for seven years, first grade for three years, and this year was her first teaching second grade. She has used Daily 5 in her classroom for seven years

– three years in kindergarten, three years in first grade, and the current school year in second grade. She chose to implement Daily 5 after being introduced to it during her Master's program. She thought it "worked well with the way that I like to teach in terms of management so it seemed like a good fit" (personal communication, March 20, 2018). About a year after she implemented it, her school district provided trainings. She felt her coursework prepared her more than the district trainings. She also read the Daily 5 book. Because she implemented it seven years ago, she would have read the first edition in order to implement Daily 5 into her classroom. There are some differences between the first edition and the second edition. At the time of the study, she used the second edition to help her implement Daily 5 in her second-grade classroom.

Alyssa had I-charts on display in her classroom. She made them with the students every year. She did not teach all of the foundation lessons. Her training did not focus on the foundation lessons, but during her first year in second grade, she has taught more of the foundation lessons than in previous years in fact, she taught all of the Read to Self foundation lessons. She did not do all of the Work on Writing foundation lessons, such as Underline a Word you do Not Know and Move on. Because she was not aware of all the foundation lessons, she explained that she did not intentionally skip them. She also believed that the Ten Steps to Independence were "more implied in her teaching" and did not explicitly teach them (personal communication, March 20, 2018). In her interview, she said that the Ten Steps to Independence were practiced much more when she taught kindergarten than when she introduced Daily 5 in second grade.

It took Alyssa about two months to introduce all five activities and feel confident that the students were independent before she met with a guided reading group. She introduced Read to

Someone but used it with her students as an extra incentive. Alyssa had a check-in system she

called a learning ticket. The learning tickets were used for one week and had some activities

listed in bold to show students to complete that activity first. An example learning ticket can be

seen in Figure 3. To begin Daily 5, she asked the students to put their finger on their first

activity choice. She walked around the room and announced where each student was pointing.

During the observation, some students had to make a different choice. Alyssa displayed the

learning ticket on the interactive whiteboard during the entire Daily 5 round. The students were

responsible for tracking their activities for the week.

Daily 5	Center Details	Date
Work on Writing	• **Create a Post Card** • Free Choice	
Word Work	• **Choose** • Choose • Choose	
Listen to Reading	• **Scholastic News** • iReady • iReady	
Read to Self	• **Enjoy reading** • Enjoy reading	

Figure 3. Example of Alyssa's check-in system. Students made a Daily 5 choice each day and wrote the date in the last column. Students must complete the bolded activities before completing the other choices.

To signal that Daily 5 was nearly completed for the day, Alyssa announced when there

was two or three minutes left in the session. Since she finished with her guided reading group,

Alyssa listened to a student read their postcard from Work on Writing, and checked in with other students. Her Daily 5 session lasted 25 minutes.

Alyssa allowed for student choice in her classroom. The students were able to select their own books for their Read to Self. She monitored what was in their boxes and made sure they were picking good fit books. Alyssa explained, "A lot of times if they're interested, I'll let them go. It's a short enough period of time that I want them to be interested and engaged in what they're reading" (personal communication, March 20, 2018). She also allowed the students to put books from her guided reading lessons in their book boxes. The students were able to choose their Word Work materials but did not switch materials throughout the Daily 5 round. Students were not allowed to choose their materials for Listen to Reading. They all had to listen to Scholastic News and complete worksheets printed from the website. Scholastic News is a weekly newspaper for students about different seasonal topics. Students had occasional writing prompt, or types of writing, but mostly were able to choose their writing topic for Work on Writing. After the students completed all of the bolded activities on their learning tickets, they were able to make any remaining choices. The students typically sat at their desks to complete their activities. All of the students who chose Listen to Reading sat at a table on some flexible seating stools. No students were on the floor. Alyssa asked one student to sit near her during the observation because that student was off task.

Carol

Carol has been teaching for a total of 17 years at Golden Oak School District. After a ten year leave, she returned to teaching nine years ago. She has used Daily 5 in her classroom for five years. To prepare to implement Daily 5, she participated in a summer reading club with the Daily 5 book and observed in a classroom. After these two events, she felt prepared to

implement Daily 5 in her classroom the following school year. She explained that she relied on the Daily 5 book for most of her implementation, but, "a lot of it was just trial and error, just getting to know what works with your students and your room" (personal communication, March 30, 2018).

Carol posted I-charts in her classroom. They were printed instead of handmade. In the interview, she stated that she made them with the students at the beginning of the school year, but they were too big to display in her classroom. Therefore, she printed them in smaller versions. A stamina chart was also visible during the observation, but it was not in use. At the time of the observation during the 27th week of Daily 5, students were expected to have 15 minutes of stamina, and it was no longer tracked.

Carol's lesson plans did not include any of the foundation lessons or Ten Steps to Independence. She stated she introduced it in a very similar fashion to what is in the appendix of the Daily 5 book. She introduced the activities in the following order: Read to Self, Listen to Reading, Work on Writing, Word Work, and Read to Someone (email communication, April 6, 2018). It took her until October to introduce all activities except Read to Someone. She saved that activity for later in the school year. In her interview, she said she introduced Listen to Reading second because, "I read to them every day so that one kind of just comes naturally. Now I have them on a computer doing Epic" (personal communication, March 30, 2018). Epic is a website where students can log in and listen to e-books. There is yellow highlighting to follow along with the words. A large amount of fiction and non-fiction books are available to the students, and the teacher can assign specific books from Epic.

To begin Daily 5, the students sat together in the front of the room. Carol announced the names of the students who were assigned to read with her, then called students' names to let

them choose where they wanted to go and she recorded each choice on a check-in sheet. If enough students choose the same activity, she said the activity was full and the remaining students needed to make a different choice. A station was considered full when five students were there or if there were not enough materials (e.g. computers available for Listen to Reading). Carol used a 15-minute timer for each Daily 5 round and played music for the students so they knew when to clean up and meet back in the front of the classroom. Before moving to the next activity choice, she picked one or two students to share what they accomplished. During the classroom observation, one student read a narrative he wrote during Work on Writing. She praised the student and gave some suggestions and reminders for the parts of a narrative writing.

Students choose their activity and where to sit in the classroom. During Read to Self, students selected eight to 15 books for their book boxes. Students were permitted to have books that were below their reading level, and books they brought in from home, but she discouraged chapter books for underprepared students. During Work on Writing, Carol gave options for the types of writing, such as post cards, narratives, and letters; however, the students could choose their writing topics.

> Right now, their choices are writing a narrative story, write a journal entry. I have
> postcards, letters, and lists. I'll throw out roll a story and sticker stories eventually. But,
> yeah, they have choices. They have four or five choices for Work on Writing. (personal
> communication, March 30, 2018)

Word Work provided students with five activities to practice their weekly spelling words, high frequency words, or word wall words. Students were able to listen to any story on Epic for Listen to Reading. Carol did not do Read to Someone on a regular basis. She randomly allowed students to read together, "I'll say hey, you two choose Read to Self, why don't you go read to

each other and they love it. I'm still kind of gradually doing that" (personal communication, March 30, 2018). Overall, students had a great deal of choice within Carol's Daily 5 framework when compared to the other participants.

Michelle

Michelle taught for nine years and used Daily 5 for five years as a first-grade teacher at Golden Oak School District. Before implementing Daily 5 into her classroom, she was given the Daily 5 book by her school district administrators and received training from other district employees. When asked if she felt prepared, Michelle responded:

> Yes and no I guess. I think the basic premises of it are pretty straight forward and I think that a lot of it are things that you already do as best practice in your classroom anyways, so it's just getting down the terminology and the procedural aspect of it. (personal communication, March 27, 2018)

She believed that kindergarten prepared the students to have a basic understanding of Daily 5; therefore when they moved to first grade, the students were familiar with the procedures and basic terminology. She stated she showed the students "Read to Someone else, Read to Self, what that looks like, what that sounds like, things like that…I wouldn't say we go through the procedural lessons based on what the sisters have outlined" (personal communication, March 27, 2018). When asked about the foundation lessons, she responded, "I think sometimes those are things that you do like inherently just in what you do every single day in your basic classroom management so that's not something that I specifically talked about using their terminology" (personal communication, March 27, 2018). No foundation lessons were written in her lesson plans. In regard to the Ten Steps of Independence, Michelle said:

I can say some of the things and they do know what I'm talking about and I guess maybe if I'm saying and I wasn't seeing them respond to it, then I would maybe go back and teach more of the procedures if I felt like I needed to. (personal communication, March 27, 2018)

Even though she did not follow the foundation lessons exactly, I-charts were visible in the classroom. She made them with the students the first year she implemented Daily 5 and reused them each year.

Michelle's check-in system was not visible in the classroom. During the observation, when the timer went off to signal the current activity was over, students stopped, Michelle told them where to go, they put away materials and moved on to the next rotation. The same groups of students stayed together and they switched activities. Each round of Daily 5 was 15 minutes and a timer signaled for the students to switch. In previous years, Michelle used an interactive whiteboard for students to check in and check out.

Every station, the child would come up and pick what station they would want to go to and then as they rotate through the five stations, other than guided reading which obviously I pick when they go to my teacher station, but then they have their choice as [to] how they work through the other stations. (personal communication, March 27, 2018)

Michelle did not use this system of checking in during her observation because she had 26 students in her classroom. She explained that calling names and telling them where to go worked better this school year.

Students were provided with few choices during Daily 5. For example, they selected books for their book boxes used during Read to Self. Michelle added:

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We discuss that with them in our guided reading station so they know what they're

reading and that way they're comfortable with picking books that are like a good fit -

challenging but also not too hard and will keep them moving along and making progress.

(personal communication, March 27, 2018)

Students were not given a choice for Word Work, which Michelle called "Think Tank." During

the observation, students were sorting nouns, verbs, and adjectives with a teacher aide at a table.

Students were not given a choice for Work on Writing either. When they completed Work on

Writing, it was with the teacher aide and they followed a writing prompt for the writing process.

Michelle interjected Listen to Reading throughout other classroom activities:

I would say they listen to the weekly story. They listen to the guided reading station, the

friends that read. They listen to me read when we come back from lunch. I'm always

reading them a chapter book. We read a chapter a day. I feel like it gets interjected

throughout the day without saying Listening to Reading. (personal communication,

March 27, 2018)

Leah

Leah has been teaching at Golden Oak School District for 13 years and used Daily 5 for

four years. She implemented it as part of a district mandate. Reading the Daily 5 book and an

additional book about guided reading, attending in-service day trainings, and observing in other

classrooms helped her feel prepared to implement Daily 5 into her first-grade classroom. During

an observation in her classroom, I-charts that follow the foundation lessons were not visible. It

was unable to be determined if she followed the foundation lessons in the book because Leah

filled in a pre-printed lesson plan template each week. She did not write lesson plans specifically

to implement Daily 5 into her classroom. During an interview question, she stated that she did

include all of the foundation lessons, but did not model the Ten Steps to Independence as is described in the recommended implementation. It took her approximately two weeks to introduce all activities to the students. She had a weekly routine with Daily 5. On Mondays, she began with full group instruction. On Tuesdays, Wednesdays, and Thursdays, she did Daily 5 and guided reading with her students. On Fridays, the students took a test. Leah stated in her interview that she only switched the Word Work skills for each week, but not the materials or procedures.

Leah's check-in system was observed during a visit to her classroom. There was a pocket chart in the front of the room which directed students to their first activity. To start Daily 5 rotations in her classroom, she first told students what to do at each station. She then announced where they should begin. The students stayed in the same groups (3 to 4 students each) and switched activities. A 15-minute timer signaled each transition. When the timer rang, the students put away their materials and moved in a counter-clockwise motion throughout the room to the next activity.

Students had little choice within Leah's Daily 5 rotations. They were allowed to choose four books for their book bags. The students were allowed to change the books once a week. When students finished an activity, they would read a book from their book bags. Students did not have a choice for Read to Someone, which they completed only on Mondays. They were required to read a decodable book as part of their reading series. They similarly did not have choice for Listen to Reading. They listened to the story from the reading anthology and completed a complementary writing activity that assessed comprehension. During Work on Writing, students were given a prompt and a graphic organizer. They followed certain types of writing. At the time of the observation, students were working on narratives and the prompt was

"One time I got to stay up late…" Students were not given much choice of where to sit during their Daily 5 activity. The materials were placed in certain places throughout the classroom and the students sat near the materials.

Grace

Grace has been teaching for 15 years and using Daily 5 for five years at Golden Oak School District. Prior to her district mandating Daily 5, Grace started to learn information about the Daily 5 framework on her own. She planned to implement it before the district mandate. She was part of a language arts committee who volunteered to pilot Daily 5. She also received additional trainings from her district. In addition, she explained that she:

> Did a lot of blog popping, a lot of Pintresting, mostly just as much information as I could read and then I had dabbled with it the year before just trying different things saying 'oh how does this work? What does this look like?' It was more of like center activities that were hands-on…I've always wanted to have hands-on activities more than paper and pencil for my kids. (personal communication, March 26, 2018)

Because of this extensive preparation, she felt ready to implement Daily 5 in her second-grade classroom.

Grace visibly posted I-charts in her classroom. She made them with the students each year, and resized them to fit the available space. Grace stated that she taught all of the foundation lessons, which was evident in her lesson plans as well. There were some that she focused on more than others. She explained she did not teach the kids to Underline the Words and Move on during Work on Writing, but students did it because they learned it in previous grade levels. In order to make sure she introduced all of the foundation lessons, Grace said:

I had very long-form lesson plans that I did the very first year that I don't date or do

anything and I use Post-It notes. I know it sounds ridiculous, but each year I pull all the

old Post-It notes out and all the notes that I had or I use a new color for the new set of

students and I basically follow that like a manual to make sure I do it every year.

(personal communication, March 27, 2018)

Her long-form lesson plans were very similar to Appendix I in the Daily 5 book which explains

how to introduce Daily 5 during the first 15 days of school (Boushey & Moser, 2014). In

Grace's long-form lesson plans, there was a table format that included the following sections:

objectives, targets (goals), materials, prep, lesson/procedures, lesson/procedures side notes (notes

to herself), and teacher notes/reflection. She also included example I-charts from the Daily 5

book as part of her long-form lesson plans to ensure all of the important aspects of the

recommended Daily 5 were included.

When introducing each activity, Grace made sure to complete the Ten Steps to

Independence with the students every day. When asked what Daily 5 looked like at the

beginning of the school year, she responded, "Repetition. Repetition. Repetition. Over and over

again. You'll see by my lesson plans that it is just complete practice and repetition like

everything else, just like your expectations and rules and routines" (personal communication,

March 27, 2018).

Grace's long-form lesson plans showed that it took two weeks to introduce Read to Self.

She began to introduce Daily 5 on the sixth day of the school year. The first week included the

I-chart, procedures, and foundation lessons. The second week included practice of those skills

and building stamina. Next, she introduced Read to Someone. In her lesson plans, it was

introduced on the eleventh day of the school year and it took five days to implement. She

included videos from the Daily Café website, created by the Two Sisters, to show students the correct way to sit and how to check for understanding. Listen to Reading was introduced on the fifteenth day of school and it included a one day implementation that focused on using the technology and creating an I-chart. On the sixteenth day of the school year, Grace introduced Word Work using a one day implementation process. Her procedures included making an I-chart, showing students materials, and how to use those materials. The final activity, Work on Writing, was introduced on the eighteenth day of school. Her long-form lesson plans included how to introduce it in one day with an I-chart and stated to introduce one to two types of writing each day. In total, it took her 18 days to implement Daily 5 into her classroom. She also stated that if needed, throughout the school year or after a long break, "I'll take one day to say 'okay let's review what we're doing and go over all of the expectations.'" (personal communication, March 27, 2018)

Grace also mentioned she practiced every day and, "not until I feel comfortable, but until the district says it's time to start small groups, whether you're ready or not" (personal communication, March 27, 2018). When prodded for more information, she responded:

Once we get our universal screenings done and they benchmark all of our children and do all the screening process. The reading teachers have two days and it's Title I pull out and push in and were told it's time to start. Usually, I try and take another week or two if I can, it all depends on the principal. My principal right now is very kosher, he's like 'whatever you need to do, you do.' Other principals are not as receptive and will come in and make sure you're doing small groups. (personal communication, March 27, 2018)

Since Grace has done Daily 5 for five years, she stated on average it takes her four to six weeks until it is fully implemented in her classroom. Typically, by the sixth week of school, students have built enough stamina to begin guided reading groups.

Grace's system for checking in was displayed on a smart board. There were pictures of each of the Daily 5 activities and a group of four students assigned to each activity. Also included were a 15-minute timer and Daily 5 reminders, such as "Get started, work quietly, and build stamina" (personal communication, April 3, 2018). After the timer rang to signify students needed to change groups, a student used the computer to switch the groups and reset the timer. An additional system Grace had in place was a bathroom sign out. One boy and one girl were permitted to go to the bathroom at a time. They signed their names on the whiteboard, and erased it when they returned. Grace's guided reading group was not interrupted at all. The length of time she met with her groups did not align with the 15 minute Daily 5 activities. She met with her guided reading groups for ten minutes to introduce a story. The students went to their seats to read the story silently to themselves. After they were done reading, the students quietly returned to their assigned Daily 5 group.

Students were not given choice of activity, but they were given choice within each activity. Students could choose their own books for Read to Self and could change them as often as they desired. Work on Writing provided a variety of materials and prompt options. During the observation, students completed different Word Work activities from a set of plastic drawers that included many different materials. Students were able to use Google Classroom or TumbleBooks during Listen to Reading. Grace stated she does not do Read to Someone very often "because it gets out of control" (personal communication, March 27, 2018). She typically did it when the computers were not working.

All of the participants had their own way of preparing and implementing Daily 5 in their classrooms. Only one participant did not feel prepared to implement Daily 5 into her classroom based on the district provided resources and the Daily 5 book. All participants made I-charts with their students to introduce each activity. Five of the participants had evidence of teaching foundation lessons from the recommended implementation in their lesson plans. On average, it took about a month to implement Daily 5 in to each of the participants' classrooms. Each teacher had his or her own way of telling or letting students choose their Daily 5 activity. The amount of choice the teacher gave the students was vastly different among the participants. Some students were told where to go, while other teachers allowed their students to track their own activities. Within the activities, some participants allowed for freedom of choice with Daily 5 materials prepared by the teachers prior to implementation.

Materials Chosen for Daily 5 Activities

Teachers were asked what materials they chose for their classroom and the reasoning behind their choices. The authors of the Daily 5 book suggested some materials for each of the Daily 5 activities; however, teachers are encouraged to find their own materials. A large classroom library is necessary for students to select books for Read to Self and Read to Someone. Students need some sort of vessel to hold books for Read to Self and Read to Someone, a Work on Writing journal, and electronic devices with headphones for Listen to Reading. More specifically, the authors suggest materials such as whiteboards, beans, stamps, and magnetic letters for Word Work (Boushey & Moser, 2014). These materials are a starting point for teachers, and can be added to, based on students' needs and what the teacher already has in the classroom. Each participant selected different materials to build upon the list from the recommended implementation.

Greg

Greg's classroom library was organized by theme in his classroom. During the observation, it was noted that 50 book bins were visible in the classroom. They were labeled by themes, book characters (e.g. Arthur, Beatrix Potter, and Junie B. Jones), and six of the bins were labeled "Fiction." Each student had a colored plastic bin to store their books. It was estimated that each student had eight to ten books in their book boxes. The students also stored their Work on Writing journal, a stapled packet of about 30 pages, inside their book boxes. The top of the journal paper had a place for a picture, and the bottom had ruled lines. Greg stated in his interview the back was full of lines for additional writing. He had jars of writing prompts in his room if the students needed ideas for writing.

> I have these little jars of prompts that I put out and laminated. I usually give them two or three prompt jars per month, or per season if the holiday is coming up. I think I have 18 of those jars total if they are running out of ideas. (personal communication, March 22, 2018)

While these prompts were available, most students did not use them and had free choice of writing topics. Some handwriting sheets were also seen in the Work on Writing journal.

Students had three choices for Listen to Reading. There were cassette tapes and CDs with accompanying books. Greg stated it takes a while for the students to learn how to use these materials. There was a listening center where several students could listen to the same story with different headphones. The books on tape/CD were used for Listen to Reading too. Students were allowed to visit the website TumbleBooks and listen to stories online. There were eight laptops available for Listen to Reading and Greg's additional choice of iReady reading practice.

During the observation, no student chose Word Work. Greg mentioned during his interview he provided Wikki Sticks, Play-Doh, dry erase boards, pencils and paper, chalkboards with chalk, and magnetic letters as materials from which students could select. The students used their spelling lists as the words to practice for Word Work.

Jodi

Jodi's students stored books for Read to Self and Read to Someone in gallon-size plastic bags. They were also observed reading big books during both of these activities. The students were allowed to change books every three days and have five books in their bags. She had four bins of additional books in her room and she used a whiteboard to list which group of students could switch books that day. Students had separate Work on Writing journals. Jodi stated:

> I have to admit I make them do one type of writing - the whole class. It's a "must do" or a "do first." And then they have a choice of seven or eight, or whatever's back there. Anything they want to work on or make, I let them do that. I try to make them do all one piece so I can compare it to each other. (personal communication, March 22, 2018)

There was a bulletin board in the back of the classroom that had four types of writing paper, and ideas in pocket charts. There were page protectors stapled to the bulletin board to hold some of the Work on Writing journal pages.

Jodi also had a "must do" for Word Work each week. Each student must read a phonics decodable book that paired with the weekly spelling pattern. A task sheet recorded the words that followed the weekly spelling pattern. After students completed this sheet, they were allowed to complete other Word Work activities. Some of the materials included: sand, a whiteboard-like device, stencils, a keyboard, balls they roll back and forth to spell words, and Play-Doh. The

students used these materials to practice their spelling words. There was also a bag of sight words from which students pulled a word out and read it to a partner.

The students who chose Listen to Reading used books on tape while they followed along in a physical book. Jodi changed the books on tape each month to go with the season or theme. Students were permitted to use one of the eight classroom laptops for Listen to Reading, too. They could go to Tumblebooks and choose any book be read aloud to them. The students used headphones during Listen to Reading.

Janice

Students in Janice's class had cardboard magazine boxes to hold their Read to Self books. The books in their book boxes had a sticker with the reading level on the cover. Her classroom library was organized by theme. The students had a separate Work on Writing folder. It had clasps in the middle with lined paper. Janice explained in an interview that the folders also included writing prompts and an alphabet where students can write words that are difficult for them. Students were allowed access to individual copies of a book called "World of Words." It included a list of words for every letter of the alphabet, much like a word wall. In her lesson plans, Janice introduced this resource to the students during the fifth week of school. For Listen to Reading, she only had four laptops. However, she believed that having fewer computers was acceptable because she utilizes small groups of 3 or 4 students, and her classroom can easily access more computers in the nearby library. For Listen to Reading, students were assigned books on an e-book website, Epic, or completed lessons on the iReady reading program. Janice did not include Word Work as an activity for Daily 5.

Alyssa

Students in Alyssa's classroom had book boxes that students could fill with any book from the classroom library. Every time they completed Read to Self, they had the opportunity to choose new books. They were also allowed to put books in their book boxes from guided reading lessons. Alyssa stated she allowed this practice because, "I do see that they really like to reread the books that we've already done because they feel confident, especially with buddy reading. They enjoy doing that" (personal communication, March 20, 2018).

Students stored Work on Writing journals in their desks. The journal had lined pages and a reserved space for a picture or drawing on each page. Alyssa provided additional paper if the type of writing needed it. There was paper that looked like a postcard during the observed Daily 5 session the students used. She had occasional prompts for the students when there was a special event. During Word Work, the students had a notebook in their desks. Most of the students were observed sorting words and practicing their spelling patterns for the week. She used a program called Words Their Way to select the words for Word Work (Bear, Invernizzi, Templeton, & Johnston, 2011). Alyssa had eight laptops for her Listen to Reading activity. Students logged in to the Scholastic News website to listen to the newspaper. When the students were finished, they were required to complete an accompanying two-page activity packet. Often, the topics are seasonal, and there are four newspapers for each month.

Carol

Carol allowed her students to have eight to 15 books in their plastic book boxes. She had multiple classroom libraries. Some were organized by theme and others by reading level. Her Work on Writing area had a set of plastic drawers with many kinds of paper inside. The drawers were labeled: Paper with picture, no picture, letter, word lists, journal paper, and post card.

Students could choose any of these papers for Work on Writing. The students also had specific

Work on Writing journals. Carol stated,

> This year I actually bought journals like bound journals. I'm not sure I like it. I think I
>
> might change it next year because they'll turn into the middle of the book and start
>
> writing and they can't find where they wrote. Previous years, they just took a piece of
>
> paper and then they turned it in and then at the end of the year, I put it all in
>
> chronological order in a binder for them. (personal communication, March 30, 2018)

A nearby bin was used for turning in completed writing activities.

The materials for Word Work included: purple sand in a container with popsicle sticks to write words, smelly markers, chalkboards, and string-a-word with letter beads and pipe cleaners. Students used their spelling list for the week and chose an activity. Carol mentioned she changed the Word Work materials when she found new suggestions. Listen to Reading was limited to four computers designated for Epic e-books, and the other five computers were used for Lexia reading lessons, which is an additional activity choice for students.

Michelle

Students in Michelle's classroom kept three books in their plastic book boxes. They were able to change the books whenever they wished. Her classroom library was also organized by theme. Michelle stated during her interview that the students had a separate Work on Writing journal, but did not use them every day. She incorporated writing into her guided reading station which followed a routine:

> What I do is read with them on the first day of the book. The second day, we read and I
>
> do a writing record. Then the third or fourth day we do a guided writing question or
>
> comprehension question based on their story. (personal communication, March 27, 2018)

Grammar was included during Work on Writing, as well as working through the writing process with a teacher aide. During Word Work, which she called "Think Tank", students completed compound word activities and played a Battleship game with words from the anthology story. Six laptops were used for students to work on Lexia reading lessons. Additionally, Michelle stated she has two tablet computers and a CD player that could be used for Daily 5 activities. However, these were not used during the observation.

Leah

Unlike the other participants, Leah had colored bags in the students' cubbies to hold their Read to Self books. The bags held four books in it and the books were changed weekly. The classroom library was organized by theme with most books close to being on the students' reading levels. Leah stated:

My [book] tubs are actually classified according to not levels, but themes. So it's whatever they want to read about, not on their level per se. It's near their level but it's, you know, animals or science or Valentine's Day books. So they're grouped according to themes, their interests because interest promotes the best reading actually. (personal communication, March 26, 2018)

During the observation, students did not use their book bags. Instead, they chose one book from the library and read it if they finished their Daily 5 activity early.

Students had a separate Work on Writing binder. They were given a prompt to respond to each time they completed this activity. They used a graphic organizer to help them begin their writing. An aide sat at this station to help students if needed. During Listen to Reading, students listened to one CD player with multiple sets of headphones attached. The CD player had several technological issues. An additional computer station, Lexia, was included in Leah's Daily 5

rotations. With Lexia, the students worked independently through grammar and phonics

activities independently. Students were also observed completing compound word worksheets

and rolling dice to practice writing spelling words at Word Work. Some materials at Word Work

included dice, markers, and other worksheets. Leah stated she changed the materials each week

to match the skills they were learning during the reading series instruction.

Grace

Grace's classroom library was primarily organized by levels, but she has other books

arranged by seasonal themes. The students had individual shelves on a large slotted cabinet and

can store as many books as can fit. They were permitted to change the books as often as they

choose. At the Work on Writing area in Grace's classroom, students had their own writing

binders with monthly prompts. There were also words to make silly sentences, a list of topics to

write about on a metal ring, and a list of vocabulary words in a nearby pocket chart. Students

were seen using the monthly writing prompts in individual binders.

Some of the materials used for Word Work included: cookie trays, whiteboards, rainbow

roll and write with dice, paper, markers, Scrabble tiles, stencils, stamps, and alphabet beads with

pipe cleaners. Grace selected these materials because:

It seems to be what the grades previously used so it's easier. They're used to them. They

understand their expectations. It doesn't take as long for them to use and through time

those are the ones they seem to use the most. (personal communication, March 26, 2018)

The words used for Word Work were on display in a pocket chart. The students worked on

spelling words, both a regular list and a challenge list. Grace also stated that if students needed

practice with Dolch words or other high frequency words, she included those in the materials, as

well.

Grace's classroom had eight laptops that were available for Listen to Reading. Each student had his or her own pair of headphones, but she had some extras. She had eight plug-in mice to help students who were not adept with the mousepad on the laptops. Students were seen scanning QR codes during Listen to Reading that directed them to specific e-books.

All of the participants had eight computers for Listen to Reading. They also had their classroom libraries organized by theme, rather than reading level. However, the Work on Writing journals were different for all of the participants based on their preference. Some teachers used a notebook, while others had paper in a folder, or used a stapled packet of papers. The participants varied on the amount of writing prompts and free choice that was allowed during Work on Writing. Similarly, the materials used for Word Work were different among the participants and went beyond what was mentioned in the recommended implementation. The range of activities within Daily 5 and the chosen materials lead to many benefits for students both academically and as a classroom community.

Benefits of Daily 5

The participants in this study were asked about how they perceived benefits of the Daily 5 reading framework. Some of the benefits of Daily 5 were discussed in the book; however, the authors were trying to convince the reader to implement Daily 5 in their classrooms. Two studies were conducted to discover the academic benefits of Daily 5 (Cater, 2016; Duty, 2016). It was important for this study to further understand what teachers perceived as the benefits to Daily 5 for themselves, their students, higher grade levels, and parents.

Greg

Greg mentioned many benefits to using Daily 5 during his interview. He explained that the framework allowed him to meet with a guided reading group for an uninterrupted 20 to 25

minutes. He stated because of this time, 20 out of 21 students were reading on grade level or above this school year. He attributed the reading success to Daily 5. It has also brought his classroom community together:

> My students this year are really just, a really great team. We're kind of like a little family unit and the dynamics are just the best that I've ever had. They love listening to each other. They're encouraging and supportive. They cheer each other on. They help each other out when they need the help. I feel like that's kind of making our class become closer. (personal communication, March 22, 2018)

His students had opportunities to work together during Read to Someone and share what they did after a round of Daily 5 was completed. These opportunities have helped his students become supportive of each other. He also discussed how Daily 5 gave students more choice and benefited his students academically.

> I just think they have more ownership now on what they want to do, what they want to read, what they want to write about and I feel like it's more engaging for them. So, they're obviously able to do it for longer. And the more they read, the more they write, the better they're going to be at it. (personal communication, March 22, 2018)

He believed the students enjoyed Daily 5 activities, as well. He stated that if he omitted a Daily 5 rotation from his schedule, it would upset the students. He felt that the students enjoyed the daily routines. Due to time restrictions, the final three questions were conducted via email. Greg was able to ask his students what aspects of Daily 5 they enjoyed and they responded: "We get to be independent; reading with buddies; I like when it's quiet and I can concentrate; I like to read and write about whatever I want; it's fun" (personal email communication, March 22, 2018).

With four years of Daily 5 experience, Greg has heard about Daily 5's positive effects from higher grade levels. The second and third grade teachers commented on how quickly the students built up to 15 minutes of stamina at the beginning of the school year, as early as the third day of school. Greg stated he heard other comments from teachers such as:

> Thank you for training them so well and showing what high expectations are and holding accountable and stuff, so that's always good to hear. And then you know we always hear things like, 'oh they're such good writers' or 'so and so is really interested in historical fiction.' It's just kind of already things that you already knew about them as students that you had the chance to get to know them so well because of individual conferences and guided reading lessons. (personal communication, March 22, 2018)

The students' parents have expressed their satisfaction, as well. They have told Greg their child preferred to read at home instead of watching television or playing a video game. Greg attributed this enjoyment of reading to Daily 5 practices and instilling a love of reading during guided reading time.

> I think that's kind of the whole purpose is to make lifelong learners and instill a love of reading and learning with our kids so they know that they're doing that at home and to hear that from parents is really a beautiful thing to hear. (personal communication, March 22, 2018)

Jodi

Jodi first chose to implement Daily 5 because it benefitted her as a teacher. It saved her time because the students were doing the same activities throughout the school year. Previously, Jodi was doing centers, which she had to plan and create each week. The activities were

different, so it took a large amount of time to prepare for the centers and teach them to the students. Now that Jodi switched to Daily 5, she found that:

> It allows me to really focus on the guided reading group that I'm working with. It keeps them, I don't want to say busy, but they're doing quality work. It's not just like a craft that I have set up somewhere. They're actually practicing what they need to be practicing every day. (personal communication, March 22, 2018)

She stated her students enjoy Daily 5 and are upset when there is a schedule change, and they miss a round of Daily 5. She said it helped her students to be more independent, "I mean, you think like a 6 and 7 year old can't do that. They can. They're totally independent and the more you model, the more you practice, the better you are at it" (personal communication, March 22, 2018).

She stated the students are talking about Daily 5 at home with their parents, but parents do not fully understand Daily 5 routines and systems. Jodi also noted she is able to tell if students were in a kindergarten classroom that used Daily 5. She stated, "It doesn't take me quite as long to launch it. I think those are the benefits we are going to see if we keep doing that" (personal communication, March 22, 2018).

Janice

Janice listed two benefits regarding Daily 5. First, she believed the students enjoyed the independence. She said, "It makes me provide time for them specifically to just read every day and just read and enjoy themselves" (personal communication, March 20, 2018). She thought the students loved finding a cozy spot in the room and reading. The second benefit was being able to meet with her guided reading group. It provided a structure so the students were not completing seatwork at their desks while the teacher met with a group of students. Since this is

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her first year implementing Daily 5, she has not heard any positive effects from higher grade levels. She felt that parents were more concerned about the new reading series that was adopted by her school district than Daily 5. She also said she did not explain it to parents at the beginning of the school year because she was still trying to understand it herself and it made her feel uncomfortable.

Alyssa

Alyssa believed her students enjoyed Daily 5. Because of the manner in which Daily 5 is set up, she believed all students were able to be successful:

> I just think that everyone finds a spot where they feel comfortable. There's no defining
> what they have to do and when they have to do it, but it's on their level. It's nice to see
> them all feel successful. And there are readers, and there are writers, and there are
> spellers, so it just works for everyone's individuality. (personal communication, March
> 20, 2018)

According to Alyssa, the structure of Daily 5 helped her students academically, both when Alyssa was in the classroom and when she had a substitute. Her students were able to complete Daily 5 without much guidance. Alyssa heard from parents, that because of Daily 5, their children enjoy reading and want to read more. Teachers in higher grade levels also commented on how quickly students understood and were able to build stamina more efficiently when the student completed Daily 5 in earlier years. Alyssa loved showing students that they can read any book:

> I love the beginning when you teach them that they can read books anyways. Even in
> second grade I think it blows their mind. When you're like 'reading the pictures can
> count,' just to see the kids where they go to the place where they never called themselves

a reader, or they said they can't read. I enjoy the beginning stuff, the process with them

and seeing if they can sit for 20 minutes and read and how amazed they are at themselves.

(personal communication, March 20, 2018)

Carol

Carol believed that Daily 5 helped her students to be independent. She particularly

enjoyed hearing what the students achieved during the sharing portion between activities. She

stated it helps to encourage and motivate other students to do the same and share their creativity.

When asked about how it helped her students, Carol replied:

I hope the most important thing is it teaches them the love of reading and love of just

literacy and how they can work independently to make progress in that area. I think it's a

great thing for children to work independently without someone standing over them all

the time, to be self-motivated, to write a story without having to write a story. I think it

just teaches them the love of literacy. They enjoy doing it. They enjoy talking about it.

Sharing what they did. (personal communication, March 30, 2018)

Teachers in higher grade levels noticed the students are familiar with the routines. Carol was

asked if parents had any feedback about Daily 5 and her response was, "I think it's just lumped

in with guided reading. It's just something that they do during guided reading and I don't think

it's treated as something on its own" (personal communication, March 30, 2018). While parents

are ambivalent, Carol believed the students enjoyed Daily 5 time in her classroom. As an

example, when students had to clean up their Daily 5 activity to get ready for lunch, and one

student exclaimed, "Aw dang it!" because Daily 5 was over.

Michelle

Michelle believed the structure of Daily 5 helped her students stay on task. It helped her as the teacher because Daily supported "best practices and things we want to be modeling for them" (personal communication, March 27, 2018). However, unlike Carol, she did not think the students enjoyed Daily 5.

> I think [the] Daily 5 [stations are] probably their least favorite stations to go to and the only reason I think that they find it enjoyable is because they don't really always read, so it's more of like a social thing. Whenever they do [Daily 5], they're not always reading which is why we don't really do a lot of it. This is definitely the worst class I've had with it as far as not having the stamina and being able to read and I just haven't figured out yet this year - trying to reflect on it if it's just the number of kids, like class size is a factor, or if it's the students themselves, a shift in attitude. I really haven't figured out why this year, it just doesn't work for them. (personal communication, March 27, 2018)

She believed the theory behind Daily 5 was strong; however, she had some frustrations with how something was described in book versus actual classroom implementation.

> I think it's easier to read a book and say 'let's implement this' and 'this is so great, look at these great ideas,' but I think until you've actually taught 26 first graders, and not that they haven't, I'm not trying to discredit the science behind it I guess, but I just think education is evolving so much. I've seen it really evolve in just the short amount of time that I've been in the first-grade classroom and I just think the students are a different caliber of students than they used to be. This sounds great, but in practice, I think it's kind of a whole different ball game. (personal communication, March 27, 2018)

Michelle also stated, "There's definitely a disconnect in what you read in the book and how you implement it and I guess what product you get out of it" (personal communication, March 27, 2018). Additionally, she felt "a high demand with not maybe the most reward. You're just giving the kids an overwhelming amount of options and then they're not really mastering anything" (personal communication, March 27, 2018). Michelle continued to implement Daily 5 because it was mandated in her district. She mentioned she was open to seeing how other people implement Daily 5 into their classrooms, so she might increase the benefits for her own students.

Leah

Leah believed that her students enjoyed Daily 5. She specifically enjoyed her opportunities for small group instruction:

> My favorite part is small group, working with the small group. My Master's is in reading. I do enjoy that part. I wish I could do that with especially the writing station and be there with them. I think I would have much better writers. But that's my favorite part, actually working with the four children and they like that because we build words and we do fun things. (personal communication, March 27, 2018)

Beyond this, Leah held a negative view of Daily 5. She felt that her class was not "getting sufficient exposure to what they need to get with 20 minutes of small group instruction" (personal communication, March 26, 2018). Leah has not heard any positive effects from parents or higher grade levels. Overall, Leah does not have a positive outlook on Daily 5, which was evident when she said, "I'm going to be quite honest with you, I don't like it," and "I don't feel like it's doing a whole lot of good" (personal communication, March 26, 2018). Leah has adapted to program to make it work for her classroom and meet the needs of her district mandates.

Grace

Grace felt that Daily 5 helped the students and her as the teacher. She stated, "I think it teaches [the students] independence and self-choice, self-selecting" (personal communication, March 26, 2018). However, Grace believed that students enjoyed Daily 5 only to a point. They get bored, she explains, if their stamina is not built up yet, or if they have cognitive issues. It benefited her as the teacher because she was able to meet with her guided reading groups without interruptions for an hour. She liked the organizational aspects of Daily 5. She added, "It sets up routines, it makes it much easier for planning to have the same thing, the same activities, the same expectations, and the kids know what to do" (personal communication, March 26, 2018). Grace did not mention any positive effects from higher grade levels or parents, but said that the district employees and administration have not talked about Daily 5 since its implementation five years ago.

The main benefit of Daily 5 according to the participants, is the ability to work with a guided reading group without interruptions. The teachers were able to meet with guided reading groups and get to know their students well. It helped students to enjoy reading and have ownership of their learning. The organization of Daily 5 created less preparations because the students knew their expectations at each of the activities based on the foundation lessons and how the teachers introduced each activity. Each teacher had his or her own way of introducing the activities and adapted Daily 5 to meet their needs as well as their students' needs.

Classroom Specific Adaptations of Daily 5

Teachers have the freedom to adapt Daily 5 to suit their specific needs and this study sought to address which aspects teachers felt needed the most adaptations for instruction. Although the implementation was explained in the book, the authors stated teachers do not have

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to rigidly follow their instructions. The routines, systems, check-in charts, and materials may be changed to fit each classroom's needs. The findings of this study suggest that teachers adapted Daily 5 in a myriad of ways.

Greg

Greg has changed his Daily 5 routines each year to find what worked best for him and his students. In his first year of implementation he followed the book closely. In some other years, he adapted it to try new systems. This year, he followed the book more closely in addition to adding CAFÉ reading strategies. Although Greg followed the book closely, he still made some adaptations to implementation. Greg incorporated Read to Self and book shopping as part of his morning routine, which was not mentioned in the recommended implementation. He has an extensive collection of books categorized by theme for the students to choose. He does this morning routine in order to have the students make sure they are doing one round of Read to Self each day as in the recommended implementation. Greg included the Work on Writing journal in his book boxes for Read to Self and Read to Someone. By keeping these two materials together, it allowed students to read their journal to a partner if they choose Read to Someone. A sixth choice, iReady reading lesson on the computer, was given to the students and an I-chart was on display so students knew the expectations for this sixth activity. Greg used a weekly check-in chart and he had a system to choose which student picks their activity first. He recorded the students' choices, so they knew what they picked throughout the week to make sure they do Work on Writing each day and an additional activity. His check-in chart differed from the example chart in the Daily 5 book and from the other participants. In the past, he tried different check-in systems such as one on the Daily 5 website, but it was too slow. He also tried a pocket

chart system, but the students were not being honest. Greg mostly adheres to Daily 5's recommendations and has made few adaptations.

Jodi

Jodi had a few adaptations that stray away from the recommended implementation. Her Word Work and Work on Writing included "must do" activities. Her rationale behind the changes was so she could make it, "fit for me and my style and my classroom, but I'm still staying true to the program" (personal communication, March 22, 2018). She has slightly changed the program from each year based on her students' needs. For example, she would remove a Word Work choice if students were not handling or using the materials properly. Her check-in system was adapted to have the students in charge of making and tracking their choices. She developed systems for selecting new books and Listen to Reading materials. She did not place all of the I-charts together in her classroom; instead, they were posted alongside the materials for the various activities throughout the classroom. She followed a majority of the recommended Daily 5 implementation which was confirmed in her lesson plans, during the observation, and throughout her interview responses.

Janice

Janice adapted Daily 5 to include only three activities, Read to Self, Work on Writing, and Listen to Reading. She eliminated Read to Someone and Word Work. She had to change Daily 5 significantly because of her schedule. Three students left the classroom daily to receive learning support services and four students left the classroom for 30 minutes each day for Title I reading support. During half of the Daily 5 time, there were only ten students in Janice's classroom. She said:

Those last ten are very similar in levels, so sometimes I feel like it would be so much

easier if I just put all ten of them together. I do for reader's theatre. Sometimes I'll just

do reader's theatre and just have ten of them. Otherwise they've got three parts. It

doesn't make sense, but…I feel myself going back to doing a large group instruction and

I really need to back off of that. (personal communication, March 20, 2018)

She did not give as much choice as was recommended in the Daily 5 book. She did not display

I-charts throughout the entire school year. During the observation, students switched to a new

activity upon completion of one. For example, two students finished Work on Writing, so they

both read books. Janice elaborated on her adaptations during her interview:

You know what your class needs, adapt it. I think I was just trying to make it look like

what I thought everybody else's looked like and I needed to adapt it to meet my needs and

my kids' needs, with learning support, and them almost all on the same level, and I

needed to do that. (personal communication, March 20, 2018)

Janice believed she will continue to adapt Daily 5 next year. "At least I have 60 percent in my

head of what it should look like, that other 40 percent I really have to work on. Word Work and

I really need to Work on Writing" (personal communication, March 20, 2018).

Alyssa

Alyssa made some adaptations to Daily 5 in her second-grade classroom. She did not

complete Read to Someone on a regular basis with her students. Alyssa mentioned in her

interview that she wanted to implement Read to Someone more often next year, so that she

would then include all five activities. Students were not allowed to sit around the classroom and

they mostly remained at their desks. Alyssa's Work on Writing had some writing prompts

instead of always having free writing time. The students used the Words Their Way approach

for their Word Work words instead of using spelling words as was recommended by the Daily 5 book and followed by the other participants (Bear, Invernizzi, Templeton, & Johnston, 2011). She assigned Scholastic News for Listen to Reading, foregoing the suggestion of student choice. Scholastic News is always non-fiction, which may provide students with opportunities to learn new content each week. Alyssa managed the student's activity choices with a learning ticket check-in system. The students kept track of completed activities and selected from the remaining activities when they began Daily 5 each day. Alyssa's check-in system differed greatly from the example in the Daily 5 book.

Alyssa did not agree with the brain research from the Daily 5 book. Research suggested that students should be able to focus on an activity for as many minutes as years in their life (Wesson, 2011). For example, eight year olds may be expected to remain focused on one activity for eight minutes. This research was cited in the book outlining the procedures for the Daily 5 routines (Boushey & Moser, 2014). Alyssa believed students can do much more:

> I think I can stretch them a little bit further because I know that brain research says we cannot and that they are not available for it, but it does depend on your group. I've had classes that certainly seven minutes is their max and I know that, but I have a really strong group this year. I think they can go for more and I think they're with me. (personal communication, March 20, 2018)

Alyssa also adapted her implementation to skip some of the foundation lessons.

Carol

Carol changed many aspects of her Daily 5 routine during her five years of implementation. She tried different check-in systems with her students. In previous years, she did not allow for much student choice. She stated once she gave them choices, she could never

go back to telling them where to go. She used the freedom of choice as a consequence if students were off task. Students were unable to choose their activity at the beginning of Daily 5 or they had to complete their activity near the teacher rather than choosing their own spot throughout the classroom. Carol believed this consequence was effective.

Carol changed the writing journals she chose for Work on Writing every year because she could not find a satisfactory system. Carol also made many changes to the materials and systems for Word Work.

> I'll change different Word Work activities all the time. I'll find new suggestions. I changed how many I offered. Like I said, I used to find seven different ones for every different story. That was way too much work. So, I tried to just do five for the whole month. Also, with Word Work I gave them a menu and they had to pick from the menu of what they were going to do and they would cross it off their menu if they did it and I don't do that anymore. (personal communication, March 30, 2018)

Additionally, Read to Someone was rarely a choice in Carol's classroom; however, it was allowed on occasion. In her version, she selected two students who chose Read to Self and allowed them to read together instead of independently. She mentioned her students enjoyed the opportunity to engage in partner reading.

Carol also tried not to have a "paper trail" for each student. She completed her Daily 5 and guided reading groups for about two and a half hours in the morning. Occasionally she continued with one more round of Daily 5 after lunch. When Carol was asked about how much she adapts Daily 5, she responded, "I'm constantly tweaking it to fit the needs of whatever group I have, or if I find something new that I see works" (personal communication, March 30, 2018).

Michelle

Michelle adapted each of the Daily 5 activities in her classroom. For example, the Read to Self book boxes contained three books instead of the recommended "eight to ten for beginning readers" (Boushey & Moser, 2014, p. 57). Her Work on Writing was not an independent activity nor were the students working on writing when the observation took place, instead they were sorting nouns, verbs, and adjectives. She did not mention any free writing choice for the students. She stated that if students worked on the writing process, it followed a prompt. She called Word Work "Think Tank" and did not use all of the terminology from the recommended implementation. None of the Word Work materials that were listed as suggestions in the Daily 5 book were seen in her classroom. Instead, she created menus for Word Work/Think Tank activities with different activity options.

Michelle supplemented Listen to Reading throughout her school day during guided reading groups and a class read aloud after lunch rather than having students listen to e-books on a computer. Students completed an additional activity, Lexia, on the computers to work on phonics skills. Michelle stated because of her large class size this year (26 students), she did not do Read to Someone because it was too loud. During the observation of Michelle's instruction, Daily 5 was not a quiet time. Students talked with the teacher aide, and few students used headphones when they completed activities on the computers. The students worked independently, except when the teacher aide helped with Work on Writing. Students were able to use flexible seating options, but each activity was stationary and the students moved to them. A 15-minute timer was used as the quiet signal, similar to other participants from Golden Oak School District. It did not matter if the reading group was finished, or if students were done with

their activity, they had to switch when the timer rang. Students must have 15 minutes of stamina, regardless if they could have had more.

Michelle stated that her reading curriculum was very demanding and could be part of the problem, because they do not coordinate well with each other. She said, "You're almost handing me two different curriculums and asking me to fold it together" (personal communication, March 27, 2018). Her adaptations have been to meet the high demands of the district curriculum mandates. Throughout her five years of using Daily 5, Michelle has

> tried to take as much as I could out of it from the book and implement as much of that as
> I could in my classroom. I've used what worked and what didn't work and tried to kind
> of tweak it. (personal communication, March 27, 2018)

Leah

Leah is part of Golden Oak School District, which had their own set of district mandates for Daily 5 implementation that were adapted from the recommended implementation. Leah further adapted the Daily 5 schedule by using Daily 5 only three days a week. On Monday, she taught whole group instruction to introduce the new story for the week from the core reading program and a phonics skill. For the next three days, the students participated in Daily 5.   Her groups for Daily 5 and guided reading were based on reading level. She did not allow her students to make a choice in activity. Instead, the groups, based on their reading levels, stayed together and rotate through the Daily 5 activities in an assigned order.

Leah took much less time to implement Daily 5 than was recommended and did not keep track of stamina. She taught some of the foundation lessons when she was introducing the activities, but did not complete the Ten Steps to Independence. Leah explained that she eliminated much of the student choice for Daily 5. Students were told what to listen to for Listen

to Reading. During Work on Writing, students were given a writing prompt rather than a choice of topics.   When the students participate in Read to Someone as a whole group, they must read a decodable book from their reading series. Leah also told the students what activity and materials they would be using for Word Work each week. There were no brain breaks or mini lessons taught between the Daily 5 rotations. Finally, Leah explained that she has not adapted the program each year because she feels that her system is meeting her students' needs.

Grace

Grace adapted Daily 5 the least when compared to the other three participants from Golden Oak School District. She completed all of the focus lessons and followed the recommended implementation. Most of her materials matched those listed in the Daily 5 book. While she has additional materials and writing prompts, she still followed the original recommendation. She did not allow for the freedom of activity choice, instead she allowed freedom within the activities.

The most notable change was the absence of Read to Someone. Grace did introduce it at the beginning of the school year, but only used Read to Someone when technology did not work. In her interview, she also mentioned that after a long break from school, she would take a day to review the procedures. She stated she has not changed her program from year to year. There was a scheduling issue where she was not able to complete all rounds of Daily 5 in one morning or afternoon, so her principal adjusted her schedule to allow her to have a solid hour of guided reading groups and Daily 5 time.

The participants introduced between three to five of the Daily 5 activities, with one participant introducing a sixth activity on the computer. The most frequently eliminated activity was Read to Someone because of the noise level. All of the participants had different check-in

systems so students knew which activity to go to first. The level of choice in activity, materials, and choosing a spot in the room varied between participants, as well. Golden Oak School District had its own set of additional mandated adaptations based on requirements from administration. Each of the participants changed Daily 5 in some manner within their own classrooms.

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Additional Findings

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Two additional findings resulted from the data collection of this study. A question about barometer students was asked during the interview to further understand how the participants handled students who were unable to build stamina. This finding builds on the recommended strategy which was to give students sand timers and tool kits with manipulatives to allow barometer students to take a break and then refocus on their Daily 5 activity (Boushy & Moser, 2014). Additionally, an unanticipated finding was that three of the participants disliked Daily 5. Their viewpoints and reasons behind their feelings will be further explained in this section.

Barometer Students

Participants were asked about how they handled barometer students, i.e. those who have difficulty focusing and break stamina. The Daily 5 book offered some suggestions about how to handle these students, such as giving them a toolkit with different activities for a "brain break" (Boushey & Moser, 2014). For example, students may set a sand timer for one to two minutes, and spend this time reading I Spy books, play with Legos, or use pattern blocks.

Three participants sought to first identify the main issue when a student was unable to focus. Grace, for example, said:

Usually, I try and look at what's going on in the classroom, what kind of day has it been.

I reflect and review with them and myself, look at my groupings. Is there something in

the group dynamics, is there drama? (personal communication, March 26, 2018)

Carol often checked the students' book boxes to determine whether the materials were too difficult. Greg conferred with the barometer student to discuss what the child thought might help him or her refocus. He provided the students with a toolkit as mentioned in the recommended implementation. The child was permitted to keep it in his/her book box. He also explained to the students why that child had different materials:

We have the conversation like when you go to a doctor with a sore throat and a high

temperature. He's not going to put a BAND-AID on your knee. They kind of laugh at

that and I said 'well some students in the classroom need different things to help them

with their learning, so we make sure that we're meeting everyone's needs.' And the kids

even at six and seven years old, they understand it. They're very accepting of the fact

that some kids need a little bit more than others. (personal communication, March 22,

2018)

Greg added that, he did not have to use the toolkit often. Jodi also mentioned she made a toolkit, but she has never used it with a child.

If the barometer child was breaking stamina because of where they chose to sit, three participants offered their solutions. Alyssa had the students change spots. Her students were allowed to change spots if they need to in the middle of a Daily 5 round. She also had some flexible seating options in her classroom that helped students better focus. Jodi let her students sit in laundry baskets if they could not remain in one spot. She stated, "The laundry basket works great and those kids love the laundry baskets" (personal communication, March 22, 2018).

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Carol had her students sit near her if they were having difficulty remaining focused. If it

continued to be an issue:

> They lose their power of choice and their power of choice of where they sit so I'll say,
>
> 'you're doing work right now. You're doing it at the table right in front of me,' and they
>
> hate that. They like that choice. (personal communication, March 30, 2018)
>
> Two participants mentioned students who receive learning support services when asked

about barometer students. Grace stated, "I have two learning support students who are at a

kindergarten level, both emotionally, academic, and behaviorally. They do not have the same

sort of expectations as my other children do" (personal communication, March 26, 2018). These

students have a set rotation of the same two activities each day. They do Listen to Reading and

Work on Writing. If they finish their activity, they are allowed to do Read to Self. Janice

mentioned that two students return from receiving pull-out learning support services in the

middle of her Daily 5 rotation. She stated the transition is difficult for them. She also gave them

two choices: iReady lessons on the computers or Read to Self.

Perceived Disadvantages to Daily 5

Three participants expressed some displeasure with the routines and systems of Daily 5.

Janice has been teaching for 31 years and had a difficult time transitioning to the small group

instruction. In her interview she elaborated, "This has been a huge change for me after 30 years

of anthologies, basal readers, all these things. I just felt like I didn't have enough to fill the day"

(personal communication, March 20, 2018). Since Daily 5 contains no academic content, she

struggled with that as well "I'm most worried about vocabulary and the sequence of what I'm

doing with them" (personal communication, March 20, 2018). She also had difficulty making

the implementation take as long as it is recommended.

I think those first 30 days, I'm like, 'Oh my goodness, give me something to teach, I

cannot do this.' I think that part made me crazy and turned me off from it at first. I'm

like, 'you have to give it a chance,' but I think, 'oh I cannot do this every day. I've got to

move this thing on.' I think that first 30 days was my toughest period of time. (personal

communication, March 20, 2018)

Leah also expressed concern with the systems and functioning of Daily 5. She said, "I

don't feel that my class is getting sufficient exposure to what they need to get with 20 minutes of

small group instruction." She summated her opinions by exclaiming, "I'm going to be quite

honest with you, I don't like it" (personal communication, March 26, 2018). Leah did not like

the independence aspect of Daily 5 as evidenced when she said, "I wish I could cut myself into

fourths and help them with writing especially. I wish I had someone there for writing to help

them with the writing process but, yeah, I don't like it too much. I don't feel like it's doing a

whole lot of good" (personal communication, March 26, 2018).

Michelle also did not believe Daily 5 helped her students learn to read and write. "I think

[the] Daily 5 [stations are] probably their least favorite stations to go to and the only reason I

think that they find it enjoyable is because they don't really always read so it's more of like a

social thing" (personal communication, March 27, 2018). She expressed frustrations with the

theory behind Daily 5:

I think, in theory, it's all really great ideas from a book, but I think in practice and I think

what you were asking the students to do sometimes is not really on the same page I guess.

(personal communication, March 27, 2018)

She added, "I think there's definitely a disconnect in what you read in the book and how you

implement it and I guess what product you get out of it" (personal communication, March 27,

2018). She also believed Daily 5 is, "high demand with not maybe the most reward or you're just giving the kids an overwhelming amount of options and then they're not really mastering anything" (personal communication, March 27, 2018). A final concern of Leah's was that she felt the systems of Daily 5 did not function well with her district mandated reading curriculum.

> I have more things that are almost direct instruction of what I need to do every single day. Day one through five from the curriculum, and then I'm trying to do Daily 5, and to me it's like, you're almost handing me two different curriculums and asking me to like fold it together. (personal communication, March 27, 2018)

Summary

Chapter Four provided rich descriptions of how eight teachers implemented Daily 5 into their first or second grade classrooms. The implementation of each teacher was explained with details about preparation before introducing Daily 5 to the students, I-charts in the classroom, teaching foundation lessons and using the Ten Steps to Independence, the length of time it took each teacher to implement all five activities, check-in systems, quiet signals, the length of a Daily 5 round, and allowing for student choice. It was found that teachers implemented three to six activities rather than the recommended five activities. Materials were listed for Read to Self and Read to Someone book boxes, Work on Writing journals, Listen to Reading devices and what the students listened to, Word Work materials and word lists, and an explanation of any additional Daily 5 activities that some teachers had in their rotations. The participants followed the suggested materials and added resources as needed. The perceived benefits to themselves, their students, parents, and higher grade levels were outlined. Most teachers had a positive perception of Daily 5, believing that the approach benefitted themselves and their students. Finally, the major adaptations of Daily 5 from each participant were summarized and compared

to the recommended implementation. The participants varied greatly in the amount of adaptations they deemed necessary to meet their students' needs.

Chapter 5 will answer the four research questions for this study. A discussion about each of the Daily 5 activities and comparisons of different teachers' implementation and adaptations will be explained and connected to existing research. Recommendations for teachers, administrators, and future research will be detailed. Finally, an overall conclusion will be drawn from the research and information gained from completing this study.

CHAPTER FIVE

SUMMARY AND DISCUSSION

Chapter Five summarizes and discusses research findings from this descriptive, qualitative study. First and second grade teachers ($N = 8$) participated in a study about the Daily 5 reading framework. The purpose of this study was to understand how different teachers implemented Daily 5 into their classrooms, the materials they chose, their perceived benefits of Daily 5, and their specific classroom adaptations. Lesson plans, interviews, and observations served as the data sources to create extensive descriptions of how Daily 5 has been implemented into first and second grade classrooms at Golden Oak School District and Central School District.

Lesson plans for the beginning of the 2017-18 school year were requested and analyzed to see if the participants ($N = 8$) followed the recommended implementation as described in the book, *The Daily 5: Fostering Literacy Independence in the Elementary Grades* (Boushey & Moser, 2014). Each participant was interviewed with in-depth questions about their educational background, preparedness, how they implemented Daily 5, chosen materials, benefits, and any additional classroom adaptations. The interviews were transcribed by a third party and then analyzed by the researcher to find common themes among the participants' implementation. Each participant was observed in his or her classroom to understand the systems and the materials being used for Daily 5 rotations. A checklist was used to see if the materials and routines matched the recommended implementation and how teachers adapted their framework. These three data sources helped the researcher to better understand how Daily 5 was being used in first and second grade classrooms across two school districts.

Data were collected in order to answer the following research questions:

1. How does the teacher's implementation of the Daily 5 framework compare to the recommended method of implementation?

2. What is the rationale for teachers' selection of instructional materials used in the Daily 5 approach?

3. What aspects of Daily 5 do teachers cite as most beneficial to classroom instruction?

4. What aspects of Daily 5 do teachers cite as needing the most adaptations to classroom instruction?

Chapter Five will answer the research questions by summarizing the findings presented in Chapter Four. The research findings will be discussed in relation to each Daily 5 activity and connected to current literature and the theoretical framework presented in Chapter Two. Recommendations for administrators, teachers, and future research are also offered. Chapter Five concludes with the researcher's reflections regarding the results of the study.

Summary of the Findings

The findings of this research study are organized by research question. The implementation of Daily 5 was understood by examining teachers' lesson plans, observations, and asking questions pertaining to the beginning of the school year when Daily 5 was first introduced to the students. Interview questions also served as the data source to understand the materials that were chosen for the five activities. These materials were seen being used by the students during the observations and noted in the observation checklist. Interview questions asked the participants how they thought Daily 5 benefitted themselves, their students, and students in higher grade levels that previously participated in Daily 5. Questions about

adaptations were asked during the interviews and these adaptations were observed and noted during the classroom observations.

Research Question 1

How does the teacher's implementation of the Daily 5 framework compare to the recommended method of implementation?

The recommended implementation procedures are explained in the book, *Daily 5: Fostering Literacy Independence in the Elementary Grades* (Boushey & Moser, 2014). The authors explained how to prepare and introduce the five activities to students while building reading stamina and working towards independence. Each participant followed the implementation guidelines but made several adaptations. This study revealed that some teachers did not introduce all five activities to students. Some teachers introduced less and some teachers integrated additional computer activities included as an option during Daily 5 time.

Janice, who had been teaching for 31 years at Central School District with one year of experience using Daily 5, introduced just three of the activities to her students: Read to Self, Work on Writing, and Listen to Reading. Her Listen to Reading rotation was not always listening to reading. Students were observed doing lessons on a computer program, iReady reading; however, during her interview, she stated students were also allowed to listen to e-books on a website called Epic. Michelle, from Golden Oak School District, had two of the five activities during the Daily 5 time block: Read to Self and Word Work. She included an additional rotation of a computer program called Lexia on the computers and a group of students worked with a teacher aide on sorting words. Leah and Grace from Golden Oak School District, and Alyssa from Central School District, implemented four of the five activities, with Read to Someone being omitted. Carol sporadically included Read to Someone. She told students they

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were permitted to read together, rather than having the choice of Read to Someone. Greg and Jodi were the only two participants who implemented all five activities into their classrooms. Greg had a sixth activity of iReady reading lessons on the computers.

The format of the reading block, according to the recommended implementation, should include a round of Daily 5, followed by a reading mini lesson, then another round of Daily 5, and another reading mini lesson. This pattern may continue for as long as the schedule allows or as long as students remain on task. Each time the students completed a Daily 5 activity, the teacher met with a guided reading group. All eight participants were seen meeting with a guided reading group. No participants taught mini lessons between Daily 5 rounds. The teachers at Golden Oak School District set a 15 minute timer for each round and rotated groups. The students went to all activities the teacher introduced. The teachers at Central School District could have completed mini lessons between Daily 5 rounds, but it was difficult to tell from their lesson plans or during the classroom observations. After the five activities were introduced, Daily 5 was a general statement in their lesson plans. Some teachers had to do nonconsecutive rounds of Daily 5 because of lunch or special subjects (e.g. gym, art, music, or library). Jodi used an interactive read aloud after her round of Daily 5 was completed. From her lesson plans, it was noted she completed three rounds of Daily 5 in one day. Two of them were back to back, and the third round was completed later in the day after lunch.

The order in which the Daily 5 activities were introduced was relatively consistent to the recommended implementation. It was unable to be determined what order Leah or Michelle implemented the activities from their lesson plans because they had basic template where they filled in the weekly story, and did not make Daily 5 specific plans. Grace introduced the activities slightly different than the recommended order. Read to Someone was introduced

second, whereas the recommendation suggested it be placed last because of the amount of foundation lessons it requires. Jodi and Carol both stated they wait until later in the school year, typically after Christmas break, to introduce Read to Someone. Both participants mentioned their students are not able to be quiet and maintain stamina before that point in the school year.

Daily 5 does not require specific lesson plans. Instead, a recommended implementation and scripted first 15 days are included to help the teacher plan for implementation. The lesson plan data for this study were inconsistent. The participants submitted very different styles of plans and it was difficult to compare. Greg, Jodi, Janice, and Grace all had foundation lessons listed in their lesson plans, as recommended by Boushey and Moser (2014). Alyssa described some of the activities planned for instruction, but not the suggested foundation lessons. Carol stated she did not write formal lesson plans for Daily 5 but followed the book's appendix when she introduced the framework at the beginning of the school year. Leah submitted a lesson plan template where she filled in the story of the week and general topics to be addressed; therefore, evidence of Daily 5 activities was lacking in her plans. Michelle also did not write formal lesson plans for Daily 5 but had a rotation of students listed as part of her lesson plans.

Foundation lessons for Read to Self were followed by all participants. Read to Self is recommended to be the first activity introduced to the students. Grace included all the foundation lessons in her long-form lesson plans, which included a script that she wrote. During some occasions, multiple foundation lessons were taught in a day. Grace taught second grade, and at her school, the students should have two years' experience with Daily 5 prior to second grade. She was the only participant that taught second grade at Golden Oak School District, which had implemented Daily 5 for five years at the time of the study. Jodi did not include every foundation lesson in her lesson plans but stated in her interview she does all of them. Greg

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taught all of the foundation lessons and said he followed the book. Janice had some of the

foundation lessons included in her lesson plans, mostly for Read to Self. When asked if they

teach all of the foundation lessons, Michelle, Alyssa, Carol, and Leah responded they did not.

Their reasoning was partially due to the core aspects of the foundation lessons being already

included in their teaching during other subject areas, and they did not feel their students needed

that much guidance with Daily 5 activities.

The Ten Steps to Independence are outlined in the recommended implementation to

model appropriate behavior to students and help introduce each of the five activities. Grace,

Greg, Alyssa, and Jodi all said they use the Ten Steps to Independence. Janice responded she did

some of them, while Carol, Michelle, and Leah did not. Leah stated she did not know what they

were. Michelle responded that it was just part of her classroom management and she did not feel

it was necessary. One of the Ten Steps to Independence is creating I-charts for expected

behaviors. All teachers had I-charts in their classroom. Janice said she made them with the

students, but has since taken them down. Another one of the Ten Steps to Independence is

building and tracking stamina. None of the participants tracked stamina when this study took

place around the 28th week of school. All students had at least 15 minutes of stamina in both

first and second grade. The ninth step towards independence in the recommended

implementation is using a quiet signal to indicate to students it is time to clean up. The four

participants from Golden Oak School District all used timers as their signal. At Central School

District, three of the teachers used chimes, and the fourth teacher verbally announced to the class

Daily 5 was over. The last of the ten steps is to have a group check-in. Jodi and Carol were the

only two teachers observed checking in with students. Jodi asked her students to give a thumbs

up, sideways, or down ranking themselves on their expected behaviors. Carol had a student read something he wrote during Work on Writing.

Student choice is one of the core beliefs behind the structure of Daily 5. The recommended implementation suggested allowing students to choose their activity for each rotation. Four participants allowed their students to choose their activity. Greg required students to do Read to Self each day, which is in the recommended implementation. In the other two rounds of Daily 5, the students were given choices. The other four participants told the students the order of their stations. Three participants had students stay in the same groups and move rotations. Within each Daily 5 activity, students should also be allowed choice according to the recommended implementation. All participants allowed students to choose books for their book boxes used for Read to Self and/or Read to Someone. Three participants allowed for choice of topic during Work on Writing, while three had writing prompts for the students. Janice had writing prompts too, but it was not a requirement. Two participants had paper for certain types of writing (e.g., letters or post cards). Michelle did not have her students complete Work on Writing. Students in five of the classrooms have choice in materials during Word Work. Two participants told the students what materials to use. One participant does not do Word Work with her students as part of Daily 5. Five participants had choices of websites for Listen to Reading. Leah had her students listen to the story from the anthology, and Alyssa had her students listen to Scholastic News. Michelle did not do Listen to Reading. Out of the two participants who do Read to Someone, they allowed their students to choose partners. Both participants limited the number of students allowed to choose Read to Someone to four children.

Overall, the participants each implemented Daily 5 differently, including those who followed the book closely. Only one teacher included all five of the framework activities in their

instructional routines.   The other participants implemented either three, four, or six activities.

While some of the teachers stated in their interviews they followed the foundation lessons and

Ten Steps to Independence, only one of them had evidence of both in her lesson plans. Greg was

the only participant who allowed for the amount of recommended student choice. The other

participants had managed choice within their Daily 5 structure. These eight participants have

adapted Daily 5 to suit their personal styles and students' needs.

Research Question 2

What is the rationale for teachers' selection of instructional materials used in the Daily 5

approach?

All of the participants had some sort of vessel to hold Read to Self/Read to Someone

books. The amount of books varied depending on the participant and ranged from 3 to 15 books

for each child. All classroom libraries were sorted by theme. Carol had two different libraries

sorted by theme and level. The Work on Writing journals varied greatly between the

participants. The recommended approach was to have a notebook; however, Greg was the only

participant who incorporated a notebook. Five participants provided prompts or specific paper

for their students each day. Janice provided a folder with notebook paper in the middle.

Michelle did not consistently conduct Work on Writing with her students; instead, she

incorporated it into other subjects, or students worked with a teacher aide through the writing

process.

The Listen to Reading activity had the most consistent materials used with students.

Students were allowed to listen to e-books on the TumbleBooks or Epic websites in four

classrooms. iReady and Lexia computer programs were also used for Listen to Reading in five

classes. Only one participant allowed students to listen to Scholastic News. Leah required her

students to listen to the story from the core reading program anthology. Each participant stated they had eight computers for the students to use for Listen to Reading. Most students had headphones, so it was quiet in the classroom when the teacher met with his or her guided reading group.

A list of recommended materials for Daily 5 were mentioned in the book and included things such as beads, stamps, magnetic letters, and whiteboards. During the observations, Word Work had the most variation in materials. Alyssa planned structured word sorts for the students to complete using the Words Their Way approach (Bear, Invernizzi, Templeton, & Johnston, 2011). The materials observed in other classrooms included: a game of Battleship with words; sorting nouns, verbs, and adjectives; compound word activities; dice and markers for rainbow writing; colored sand; smelly markers; chalkboards; letter beads strung on pipe cleaners; Play-Doh; a bag of high frequency words game; stencils; WikkiStix; dry erase boards; Scrabble tiles; and magnetic letters. When asked why those materials were chosen, participants responded that students in lower grade levels used the same materials so it was easier to continue to use the same materials. Most of the materials could be used to practice any words, with the exception of the Battleship game, word sorts, and compound word activities. The teachers did not have to change the materials each week, instead they were introduced during the foundation lessons and remained the same throughout the school year. Only the words changed each week, so they matched the weekly spelling list.

Three participants mentioned additional factors regarding their Word Work materials. Greg stated he would remove a material if students were not using it properly and then reintroduce it after a few weeks. Three participants mentioned introducing new materials throughout the school year if they got new ideas or felt students needed something fresh and

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different. Janice did not do Word Work with her students because she did not feel that they

needed the practice.

Research Question 3

What aspects of Daily 5 do teachers cite as most beneficial to classroom instruction?

The structure of Daily 5 was the most commonly cited benefit. It allowed students to

work independently and gain ownership of their learning. The structure allowed for easier

planning by the teacher. The materials did not have to be changed each week and the students

knew how to use those materials. After building stamina, the students knew the routines of Daily

5 and could make it run smoothly even when there was a substitute teacher. Four participants

mentioned that the structure of Daily 5 allowed them to meet with a guided reading group

without interruptions as the most beneficial part of Daily 5. Seven of the eight participants stated

that their students enjoyed Daily 5. Carol mentioned that she hoped Daily 5 taught her students a

love of reading. Two of the participants, Alyssa and Greg, stated that the love of reading that

began during Daily 5 carried over to students wanting to read at home for pleasure.

Research Question 4

What aspects of Daily 5 do teachers cite as needing the most adaptations to classroom

instruction?

Read to Someone was the most adapted activity in this study about Daily 5

implementation. Only one participant, Greg, followed the recommended implementation. Jodi

followed the recommended implementation, but it was later in the school year when she had all

five activities introduced. She did not feel her students were able to quietly Read to Someone at

the beginning of the school year; therefore, she waited until after Christmas break to introduce it

to the students. She mentioned there were some years where she did not introduce it at all

because the class dynamics were not conducive to this activity. Carol also introduced Read to Someone later in the school year, but students participated on an inconsistent basis. Alyssa, Michelle, Janice, and Grace did not introduce Read to Someone to their students at all. Their reasons related to students' inability to focus and large class sizes deterred them from introducing it to their students. Leah completed it as a full class with the weekly story from the published core reading curriculum anthology. For the two participants that implemented Read to Someone, it was limited to four students at a time to ensure students were on task and able to focus.

Another frequently adapted activity in the participants' classrooms was the Word Work activity. The recommended implementation suggested that students engage in Word Work for ten minutes, then switch activities to Read to Self. None of the participants followed this suggestion. Rather, all of them conducted Word Work as a full round of 15 minutes or more. The students were able to switch materials in order to maintain stamina.

The check-in systems for each participant were varied to suit their personal styles and classroom needs. Jodi and Alyssa allowed their students to track their progress in a Daily 5 folder. Michelle, Leah, Grace, and Janice told the students which activity to complete, so tracking what activities the students completed was not necessary. Carol allowed the students to have free choice in activity. Greg created a separate system where all students completed Read to Self as morning work, then were able to choose their next two activities, one of which had to be Work on Writing. He recorded where the students chose to go each day. Greg and Carol both stated they experimented with different check-in systems in previous years. Some of the methods that did not work included: using a program on the Daily 5 website, creating a document on a computer, and a pocket chart system.

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The teachers at Golden Oak School District included additional adaptations required by administrators. For example, the use of a 15 minute timer indicated to the students when to switch activities. These participants were also required to implement Daily 5 and start meeting with guided reading groups after the first month of school. Two of the participants from this district stated they disliked Daily 5 and only included three of the activities in their classroom rotations. One of these two participants stated her students disliked Daily 5. Students in this school district were not given a choice in activity, with the exception of Carol's classroom.

Discussion

Boushey and Moser (2014) outlined recommended implementation procedures for the Daily 5 reading framework but also explained that the procedures do not need to be followed exactly. Teachers can adapt the framework to meet their own teaching styles and students' needs. The basis of Daily 5 follows an experiential learning approach where the teachers provided the structure and the students have freedom of choice within the structure (Rogers & Freiberg, 1994). Both the teachers and the students have freedom to choose and adapt what works best for them.

Throughout this study, it was revealed that teachers used their freedom and adapted the structure of Daily 5, the amount of activities, and the materials to best meet the needs of their students. The teachers also adapted systems within Daily 5 such as checking in before and after the Daily 5 round is completed. The recommended implementation served as a starting point for teachers, but it was found that all participants implemented, adapted, and chose materials differently in their classrooms. The following section will connect the implementation process and the five activities described in this study to current research and theoretical framework.

Implementing Curriculum

Teachers may choose to implement a new curriculum or program into their classroom, while other times the curriculum is mandated by the school district administrators. The level of teacher autonomy can be different for each program (Boser & Hanna, 2014). The Daily 5 book recommended that teachers be provided substantial teacher autonomy. Participants in this study adapted Daily 5 in many ways to help meet their needs, their students' needs, and requirements from their school district. Pearson and Moonmaw (2005) found that teachers with more autonomy had increased satisfaction with their jobs and were less stressed. This study builds upon their finding due to the fact that two of the teachers who were mandated to implement Daily 5 with time restrictions, disliked it the most. One participant went as far to say, "I haven't heard much positive about it period" (personal communication, March 26, 2018). Another teacher who was mandated to do Daily 5 struggled to adjust her teaching style to meet with small groups rather than whole-group direct instruction.

Porter, Fusarelli, and Fusarelli (2014) found it takes a great deal of time, training, and collaborative work to begin a new program and the current study's finding is consistent with that result. The participants attended book groups, participated in trainings and workshops, reorganized classroom libraries, and purchased materials to be used when first implementing Daily 5 into their classrooms. Materials had to be gathered prior to introducing the activities to the students. The teachers had to create new systems to make the implementation and transition between activities smooth. One interview question was asked to determine if the participants felt prepared to implement Daily 5 based on their trainings, and only one participant stated she did not feel confident when she first introduced Daily 5. She explained that she wanted to see someone else do it in his or her classroom as an example. The other participants spent time and

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money preparing to implement Daily 5 into their classrooms. One participant created a lengthy, structured, scripted adaptation of the suggested implementation in the appendix of the Daily 5 book.

An important part of implementing Daily 5 is allowing for student choice. Murray (2014) defined learner autonomy as the child being in charge of their own learning. The framework of Daily 5 is designed to allow students to be independently working on reading and writing activities. The students should have a high level of autonomy and be responsible to learn something or build skills during their Daily 5 rotations. This study found that teachers allowed the students to have managed choice. Four participants allowed for student choice in activity. Of those four participants, students also had choice in materials for most of the activities as well. In the other classrooms which did not allow students to choose their activity, there was some freedom with choice in materials, but it varied depending on the activity. Work on Writing, Word Work, and Listen to Reading, had a wide-ranging level of student autonomy with materials. The four participants who did not allow for activity choice, stated reasons such as large class sizes and classroom management reasons. All participants allowed their students to choose their own books for Read to Self.

Experiential Learning

Rogers and Freiberg (1994) stated that experiential learning provides freedom of choice for students within a structure developed by the teacher, which coincides with the Daily 5 framework. The teachers created the structure of Daily 5 when teaching the foundation lessons. Those teachers who did not complete all foundation lessons, still created the structure in a different way when first introducing Daily 5 to their students. Within each classroom, there was some level of student choice. In some participants' classrooms, the students were allowed to

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choose their activity. In other classrooms, students were permitted to choose materials for

certain activities. During the interviews for this study, it was evident that the teachers prepared

the resources and materials prior to implementation, which is consistent with experiential

learning. The students worked independently in all eight participants' classrooms and were in

charge of their own learning as experiential learning took place for each of the Daily 5 activities.

Read to Self

Reading to Self provides students the opportunity to read self-selected books to improve

their reading abilities. Highly engaged readers are defined as students who choose their own

books, can read for extended periods of time, self-regulate, and remain focused (Reutzel & Juth,

2014). The core aspects of Read to Self were evident in all participants' classrooms. Students

were able to choose their own books that were held in some sort of vessel. The amount of books

they were allowed to choose was different in each classroom; however, the important factor was

that students were choosing books on their own.

Reutzel, Jones, Fawson, and Smith (2008) added when students choose their own books

during silent reading, it increases motivation. Participants from this study stated reading

motivation is the reason why they let their students choose their own books. Two participants

stated that the love of reading from Daily 5 has extended into students wanting to read at home.

Sustained Silent Reading (SSR) is a similar approach to Read to Self, and the main goal of SSR

is to motivate students to read (Reutzel, Jones, Fawson, & Smith, 2008). Read to Self can also

motivate students to read and improve their reading skills since it is similar in format to SSR.

Seven of the participants required their students complete Read to Self on a daily basis.

Student reading achievement is directly linked to the amount of time students spend reading

(Allington, 1977; National Reading Panel, 2000a; Reutzel & Juth, 2014). The children in the

classrooms that did Read to Self on a daily basis, were given at least 15 minutes to enjoy reading self-selected books. The amount of books students were able to read varied from three to 15. Time to practice, a supportive environment, engaging in reading, and scaffolded instruction by the teacher are four components that will lead to successful silent reading (Reutzel & Juth, 2014). The foundation lessons for Read to Self provided the scaffolding for students to be successful and enjoy reading. A majority of the participants included all of the Read to Self foundation lessons from the recommended implementation. This factor is important because Read to Self is the first activity introduced to the students. It sets the foundation for the other Daily 5 activities, begins routines, and introduces the systems. After Read to Self becomes an independent activity with a steady amount of stamina, other activities can be presented.

Work on Writing

Work on Writing provides additional time for students to hone their writing abilities. Graham and Harris (2016) recommended that at least 30 minutes of writing practice be included each day. If the recommended implementation of Daily 5 is followed, students would not have the full 30 minutes of writing practice; however, they would be able to get close to the suggested amount. In order to increase writing time, teachers could have additional, more structured writing practice with their students beyond what is included with Daily 5. Work on Writing can serve as independent writing to practice the skills taught by the teacher during regular writing instruction. Any additional writing time, such as what is completed during Work on Writing, can increase writing quality (Graham & Harris, 2016; Graham, Harris, & Santangelo, 2015).

Choice in writing topic is an important factor for improving writing skills and increasing student motivation (Allington & Gabriel, 2015; Calkins & Ehrenworth, 2016). Three of the participants from this study allowed for freedom of choice in writing topic. Two of the

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participants allowed freedom of choice for the topic, but suggested a type of writing, such as a narrative or a post card. Three of the participants gave their students writing prompts. One participant did not do Work on Writing as an independent activity. The way in which most of the participants implemented Work on Writing did not follow the recommended implementation with the amount of freedom that was suggested and supported by additional research. Students should have the freedom of topic choice during Daily 5 and have more structured writing practice with the teacher during other times in the school day to create a balance between instructional goals while still keeping writing enjoyable and motivating for students.

Word Work

Word Work can provide extra practice for spelling words, which is difficult for students to master. The way words sound and how they are spelled do not always make sense to the learner (Doyle, Jing Zhang, & Mattatall, 2015). McNeill and Kirk (2014) found in a national survey that teachers cited finding the time to teach spelling was a common weakness in using spelling programs. Doyle, Jing Zhang, and Mattatall (2015) also found that teachers did not devote enough time to spelling instruction. Word Work can help students have additional practice with their spelling words. Of the seven participants who had Word Work as part of their Daily 5, five of them used the weekly spelling list as the words for students to practice.

Word Work had the most amount of materials needed for implementation. While the words change each week, the materials remained the same. The teacher does most of the preparation prior to introducing Word Work to their students. During the school year, the participants did not change the materials for Word Work unless they found a new idea. Word Work allowed for the most amount of freedom of choice for the students, as far as the materials being used.

Listen to Reading

E-books are appealing and offer a different kind of interactive reading experience than a teacher or peer reading a book (Larson, 2015; Zipke, 2017). Listening to e-books can improve reading and listening comprehension (Cigerci & Gultekin, 2017; Diakidoy, Stylianou, Karefillidou, & Papageorgiou, 2015; Zipke, 2017). Pacigia (2015) found the optimum amount of time for students to listen to e-books is 12 to 20 minutes, which coincided with the amount of time students were spending at Listen to Reading during this study. Students listened to e-books on the websites Tumblebooks and Epic. Students could choose from hundreds of books available from both websites. In some cases, Lexia and iReady Reading programs were also an option during Listen to Reading. Two of the participants did not seem to understand that Listen to Reading was to be done on the computer during Daily 5, because they mentioned they incorporated it into other parts of their day when they were reading aloud.

One of the issues with Listen to Reading seen during the observations was being able to manage computer problems independently. First and second grade students have difficulty with this task. During one observation, students struggled to get a tape player to work properly. These students interrupted the teacher during her guided reading group. The recommended implementation included a foundation lesson on a "tech support" student who can help, but most students went directly to the teacher. In all classrooms, there were not enough computers for all students to do Listen to Reading at the same time, but it did not seem to be an issue. In the classes that offered choice of activity, the students selected from all five choices leaving a few students at each activity. There were no issues with lack of devices.

In one of the classroom observations, students had to complete a comprehension worksheet after listening to the story. Listening to e-books can increase students' listening

comprehension skills (Cigerci & Gultekin, 2017; Verdugo & Belmonte, 2007). A quick writing or oral comprehension check during the sharing portion of Daily 5 could ensure students were on task and help the teacher know the students are improving their listening comprehension skills during Listen to Reading.

Read to Someone

Read to Someone was eliminated most frequently by participants in this study. Two participants implemented Read to Someone using the recommended approach, one of which did so later in the school year. Two other participants either completed it as a whole class, or randomly as a surprise for students. Boushey and Moser (2014) stated that Read to Someone is often the students' favorite activity; however, from the results of this study, the teachers dislike it the most. Some of the factors teachers stated as reasons for eliminating Read to Someone was because of the noise or classroom dynamics. There are more foundation lessons for introducing Read to Someone to help students remain on task. It was unable to be determined by the lesson plan data if the participants followed all the foundation lessons for Read to Someone. Most participants stated in their interviews that they taught the foundation lessons.

Although teachers in this study did not often do Read to Someone, there are benefits to reading with a partner. Partner reading can give students practice with fluency, decoding, and checking for comprehension (Almaguer, 2008; McMaster, Fuchs, & Fuchs, 2007). The Peer Assisted Learning Strategy (PALS) has been adapted to have different types of partners (high readers with low readers, and academically similar partners) and it was found that any type of partner pairing is beneficial (Fuchs & Fuchs, 2000; Fuchs, Fuchs, & Burish, 2000; McMaster, Fuchs, & Fuchs, 2007). Even though it may be difficult for students to remain focused with a

partner, there are great academic benefits to Read to Someone. It is the only Daily 5 component that can help students with oral reading fluency.

Recommendations

Case studies in education are completed to understand a phenomenon, teaching perspectives, and inform curriculum development (Mills, Deurepos, & Wiebe, 2010). Gibson and Brown (2009) stated that qualitative data should produce something interesting or important about a topic. Although the generalizability is low for this study, as it is for most qualitative research, the focus was to create new knowledge and a better understanding of how Daily 5 is used in actual elementary classrooms beyond what was written in *Daily 5: Fostering Literacy Independence in the Elementary Grades* (Boushey & Moser, 2014). The interviews, observations, and lesson plans were used to create rich descriptions of how Daily 5 functioned in eight classrooms for this study. Based on the results, the following recommendations are suggested for school administrators, classroom teachers, and future studies.

Recommendations for Administrators

Both school districts in which this study took place mandated the use of Daily 5. Four of the participants chose to implement it prior to the district mandate. The two participating school districts had different ways of mandating Daily 5. The teachers at Central School District were simply told they must implement Daily 5 and provided some in-service training completed by colleagues who attended a Daily 5 conference. The teachers also received a copy of the Daily 5 book. They had the freedom to implement it and adapt it to meet their needs as well as their students' needs. The teachers at Golden Oak School District had strict time guidelines to follow when implementing Daily 5. A 15-minute timer was required for each round of Daily 5 and

guided reading, and teachers were expected to have Daily 5 fully functioning by the end of the first month of school.

Setting a timer can be limiting for Daily 5 and guided reading. Some guided reading groups may take a longer amount of time if they are reading a more difficult book, while other groups may take less time if they are reading a lower level book. The students may need more time to complete Daily 5 activities and they may be capable to focus for more than 15 minutes. Furthermore, building stamina at the beginning of the year is crucial to making sure students are able to focus on their activity. If the students are not ready in one month to be independent, it could affect their learning, ability to complete activities, and disrupt the guided reading group with the teacher. The recommended implementation has teachers gauge when students are ready to be introduced to the next Daily 5 activity and keep track of stamina building.

Daily 5 offers teachers the freedom to make it successful in their classrooms. When administrators are requiring additional mandates and time limits, it inhibits the functioning of the framework, and makes teachers adapt the systems of Daily 5 more often than when there are not mandates. This study found that of the four teachers who implemented Daily 5 based on the mandates, three of them disliked Daily 5 or struggled to understand how it could benefit students. These same four participants adapted Daily 5 the most and each did three of the five activities. It is recommended when mandating Daily 5, teachers should be allowed to adapt it to suit their needs, rather than giving strict time constraints. Doing so will allow the teachers a more flexible schedule with their guided reading groups.

Administrators should consider providing professional development to help teachers and other administrators understand a new program. Administrators must understand the program in order to provide materials, aid in understanding, and provide instruction on how to implement a

new program as well as integrate it into curriculum that was previously mandated. The professional development should help teachers understand the importance of the program, why it was selected, and the research that supports the program. Teachers should be willing to try new programs and have the opportunity to adapt it to meet their teaching styles and student needs.

Recommendations for Teachers

Teachers implementing Daily 5 can benefit from this study by understanding eight different perspectives of classroom implementation. These eight viewpoints offer new insights and ideas for each of the Daily 5 activities. For example, different suggestions for vessels for book boxes, Work on Writing prompts and journal types, and Listen to Reading websites from eight different sets of materials can help teachers improve upon what they have in place and add more materials for students to choose. Each participant had a different check-in routine that worked for them. These systems could be used or adapted by any other teacher. Some of the participants stated they tried different check-in systems to see what worked best for them. It is always interesting to take a peek into other teachers' classrooms, and this study gives an overview of eight teacher's versions Daily 5 and some fresh ideas that can be used. It is recommended to try new systems and materials for Daily 5 to find what works best for the teacher and the students.

Only two of the participants had Read to Someone as one of the five activities. Read to Someone provides the students the opportunity to practice oral reading. There are great academic benefits to reading aloud to a partner. The recommended implementation provided many foundation lessons so students knew the expectations and appropriate noise level for Read to Someone. The two teachers who followed the recommended implementation had no issues

when students completed this activity. It is suggested for teachers to keep Read to Someone as part of their Daily 5 so students can practice and increase their oral reading fluency.

The two participants who had the most positive things to say about Daily 5 were those who followed the recommended implementation the closest. It is recommended when first implementing Daily 5 into a classroom, to follow the book closely. The purpose of the book is to show teachers how to implement Daily 5 into their classrooms. The authors of the book stated Daily 5 is not a prescription, but it is recommended to follow the book the first year, then adapt the prescription the second year and beyond to accommodate the students' and teacher's needs. The foundation lessons should be followed to help the implementing teachers ensure the students know their expectations and the foundation of Daily 5 is in place.

A final suggestion for teachers is to allow for student choice. Choice allows students to feel independent and in charge of their own learning. The purpose of the Daily 5 framework is for students to be working independently. Daily 5 allows for managed choice, and it is up to the teacher to create the management systems. Students should have choice in activity, choice of materials within that activity, and the ability to choose where they sit. Daily 5 should be a break from typical instruction. It is a time for students to work on authentic reading and writing activities while building independence.

Recommendations for Future Research

The results of this study were insightful and can greatly benefit classroom teachers; however, the limited scope of the study could be improved and built upon. The lesson plans as a data source were inconsistent. Some participants had much more detailed plans than others. Therefore, a longer study with observations taking place at the beginning of the school year and later in the school year could shed light on how Daily 5 is implemented without the use of lesson

plans as a data source. This study could also be completed on a broader scale to understand

perspectives of teachers beyond Pennsylvania.

Another recommendation is to include a student perspective of Daily 5. The Daily 5

book stated that Read to Someone is often the students' favorite activity (Boushey & Moser,

2014); however, this activity was eliminated in six of the eight classrooms from this study. This

study included an interview question about how Daily 5 benefits students, but it would be

interesting to know how the students feel about it. Some of the participants stated that if they did

not do Daily 5 because of an assembly or schedule change, their students were disappointed.

Other participants stated they did not believe their students enjoyed Daily 5. The students are the

ones completing the activities, so it should be something that is enjoyable for them.

A third suggestion for future research is to understand more about the adaptations for

Daily 5. Two of the participating teachers had large class sizes of 26 students. The

recommended implementation does not discuss class size and how to manage so many students

with a limited about of materials and resources. On the other hand, another classroom had ten

students during Daily 5 time because of pull-out services. Methods for adapting Daily 5 to meet

class sizes, both large and small, could help teachers create a more efficient and functional

framework.

Further information about how Daily 5 can fit into different curriculum and program

types could help teachers to understand how it can be implemented. The recommended

implementation suggested a round of Daily 5 followed by a 7 to 10 minute mini lesson, possibly

from a reading curriculum. Some reading curriculums, especially those with anthologies, are not

conducive to such short lessons. How teachers adapt their Daily 5 to meet with guided reading

groups and teach a standard, direct instruction core reading programs may help more teachers

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implement Daily 5 into their classrooms. Participants from Golden Oak School District had a direct instruction reading series and it was difficult to meet the demands of that program while still trying to maintain Daily 5 and guided reading groups. Central School District had a reading series that included mini lessons which were more conducive to the Daily 5 format. Regardless of the core reading program that was used, none of the participants completed mini lessons between rounds of Daily 5. Understanding how Daily 5 fits into a daily routine with other reading programs would provide a better understanding of the necessary adaptations to satisfy administrators.

A final suggestion for future research is to link Daily 5 to assessment results to understand if the activities the students are completing are academically beneficial. A common assessment such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test or the Developmental Reading Assessment could be used to show reading growth attained by Daily 5 activities. Tracking the academic reading progress of students throughout grade levels would add to the research if Daily 5 was implemented as a district mandate.

Conclusion

Hearing, seeing, and understanding eight teachers' implementation of the Daily 5 reading framework has shown that teachers are changing the "prescription" in a multitude of ways. The perceptions of the teachers who disliked Daily 5 yielded an unanticipated finding, which added an interesting viewpoint to the overall study. It was found that teachers who had the fewest adaptations tended to have more positive remarks about Daily 5 than those who adapted it more. District mandates may have something to do with attitudes and amount of adaptations with Daily 5. Two of the participants who expressed dislikes about Daily 5 were mandated to implement it and had strict time guidelines from administration.

The participants in this study tried to find a balance between district mandates, the recommended implementation, personal styles, and the best ways to meet the needs of their students. Each participant had a unique way to implement, maintain, and manage the systems for Daily 5. Most participants enjoyed having the freedom of meeting with their guided reading group without interruptions and the routines and consistent materials took less time to plan and explain to the students than a weekly centers rotation.

For the researcher, going into eight classrooms was an enlightening experience that provided many great ideas to be shared with others using Daily 5. Learning the ways in which the teachers adapted Daily 5 and created routines can benefit other teachers. The choice in materials provided a wide-range of options that may benefit others implementing Daily 5 and give fresh ideas for other teachers. Speaking with others about Daily 5 and observing in their classrooms created a special understanding of how teachers made a framework into a foundation for learning.

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Appendix A

Final Interview Protocol

Background:
1. How long have you been teaching and what grade levels?
2. How long have you been using Daily 5 in your classroom and at what grade level(s)?
3. What made you decide to use Daily 5?
    a. Chose on own – what drew you towards Daily 5?
    b. District Mandated – Did you have training? Did you feel prepared to implement it? Even if you've done it before the district told you to do it.
    c. Did you attend the Daily 5 conference that was in Pittsburgh last summer (2017)? If yes, how did it help you?
4. How did you prepare to implement it in your classroom? (read the book, trainings, web searches, talking to colleagues, etc.)
5. Do you have signage for Daily 5 in your classroom? (I-charts)
    a. Did you make them with the kids or find them already made?

Implementation:

1. Describe what Daily 5 looks like during the first month of school while you're still building stamina.
2. Are you teaching all of the foundation lessons? *See list on last page
    a. If no, which ones do you skip?
    b. If yes, how do you ensure you're doing all of them? (reference the book, previous year's lesson plans)
3. Do you do the Ten steps to Independence for each of the Daily 5 activities? *See last page
    a. How often do you do them when you are first introducing?
4. How long does it take you to introduce all five activities? (on average if you've done it many years)
5. Describe what it looks like now that all five activities are up and running.
    a. Do you still keep track of stamina?
6. How do you allow for student choice for each activity?
    a. Read to Self
    b. Work on Writing
    c. Word Work
    d. Read to Someone
    e. Listen to Reading
7. How do you handle barometer children?
8. Once all five activities are up and running, what is your system for check-in or starting Daily 5 each day? Basically, how do kids know where to go?
9. Do you do Word Work for 10 minutes, or as a full round?

Materials:

1. What do you use for book boxes? (Read to Self/Someone)
2. How do students select books and how many? (Read to Self/Someone)
3. How frequently do you change books? (Read to Self/Someone)
4. What materials do you use for Word Work?
    a. Why did you choose those materials? (Word Work)
5. What words do students work on? (Word Work)
6. What do students listen to during Listen to Reading?
    a. How many devices do you have? Computers, headphones, CD players, iPads, etc.
7. What do the student journals look like for Work on Writing?
8. Do you have writing prompts for Work on Writing?
9. What do you use as a quiet signal?

Benefits:

1. What are the benefits of using Daily 5?
    a. How does it help your students?
    b. How does it help you as the teacher?
    c. Have you heard any positive effects from higher grade levels?
    d. Have you heard any positive feedback from parents?
    e. Have you heard any positive feedback from students? Do they enjoy it?
2. What is your favorite part of Daily 5?

Adaptations:

1. Have you changed the program at all from what was written in the book? (Other than what was already said)
2. Have you changed the program from year to year?
3. Have you had to change the program because of your schedule? (not on a daily basis because of assemblies/interruptions, but because of pull-out services or lack of time)
4. Are there any other changes? Anything else you'd like to share?

Foundation Lessons

Read to Self

- Three ways to read a book

Work on Writing

- Underline words you don't know and move on
- Set up a notebook
- Choose what to write about

Read to Someone

- EEKK
- Voice level
- Check for understanding
- How partners read
- How to get started
- Coaching or time?
- How to choose a partner

Listen to Reading

- Set up and clean up the technology
- Listen and follow along
- Manage fairness and equitable use with a limited number of devices

Word Work

- Set up and clean up materials
- Choose materials and words to use
- Choose a successful spot

10 Steps to Independence

1. Identify what is to be taught
2. Set a purpose and a sense of urgency
3. Record desirable behaviors on an I-chart
4. Model most desirable behaviors
5. Model least desirable behaviors
6. Place students around the room
7. Practice and build stamina
8. Stay out of the way
9. Use a quiet signal to bring students back to the gathering place
10. Conduct a group check in; ask, "How did it go?"

Appendix B

Observation Checklist

Time of Observation:

	Brain Breaks
	Sharing
	One to three sessions per day (specify how many)
	Choice is given (books selection, spot to sit, what to write about, Word Work materials, partners for Read to Someone)
	I-charts are visible in the classroom
	Quiet Signal
	Classroom library organized by theme (good-fit books)
	Students have something to hold their Read to Self and Read to Someone books
	Students have a separate Work on Writing journal
	There are a variety of Word Work materials List materials:
	Number of devices for Listen to Reading
	System for checking-in/keeping track of student activity choice
	Tracking stamina (visible in the classroom)
	Students are independent
	Teacher works with a guided reading group

Additional Notes:

Appendix C

Researcher Bracketing

Bracketing is defined as suspending bias, assumptions, or previous experiences about a specific phenomenon or topic (Given, 2008). The purpose of bracketing is for the researcher to begin a study with a fresh perspective and not allow any preconceived notions or experiences effect the research (Hatch, 2002). It is important for me to do this exercise because I am first grade teacher like many of my participants. I also implement Daily 5 into my own classroom. I am going to outline my experiences following Denzin's four steps of researcher bracketing (2001) so that I can better complete my research with a fresh perspective.

Personal Experiences

I started implementing Daily 5 into my classroom three years ago. I chose to implement it because I heard other teachers who said they loved it and it was helping their students. I bought the book by Boushey and Moser and read it over the summer. I took notes and bought some of the recommended materials from the book. I was already thinking of my own systems of how I wanted to work Daily 5 in my classroom. I looked online for teacher created resources to track stamina. I made some checklists for myself to make sure students would visit each of the five activities throughout the week. When I implemented it, I did not follow the first 15 days that were explained in the book. My first year, I did not take guided reading groups for a very long time. I focused on students staying on task.

My second year, the district I work in, mandated that all teachers implement Daily 5. We had one training from a language arts committee of teachers who went to a Daily 5 conference together. My second year, I took guided reading groups and changed a few of the ways I implemented the program to meet the needs of my students that year. Prior to my third year of

Daily 5, I went to a conference presented by Gail Boushey and Allison Behne. It was two days and focused on Daily 5 and Math Daily 3.

The third year I implemented Daily 5, a majority of my students were pulled for Title I and English as a Second Language services from my classroom four days a week. I had six students remaining in my classroom for Daily 5, Monday through Thursday. During this time, Daily 5 was highly adapted, but I was able to conference with each student every day. I got to know my students very well, but their stamina was poor. It might have been due to the fact that it was odd to only have six children in the classroom, or because it was at the end of the school day. In January, I added another round of Daily 5 with all of my students in the classroom. This was difficult because some of them did not know what to do. I am glad I added another session of Daily 5 to my day so I could read with all of my students.

The Meaning of my Experiences

Each year, the way Daily 5 looked in my classroom changed to meet the needs of my students and to accommodate the schedule my principal made for the school. I did not follow the recommended implementation exactly. It is my personal style to not sit with a teacher's manual on my lap and have it tell me exactly what to teach and what to say. Instead, I read the book, remembered main ideas and important elements, and implemented Daily 5 into my classroom. I used the book as a tool each August to refresh my memory on the focus lessons, but after all five activities were introduced, I no longer used the book for reference. I did search online for different resources. I used I-charts that were created by another teacher and had them posted in my classroom. I like sharing ideas with other teachers, so some of the elements of how Daily 5 functions in my classroom were borrowed from colleagues.

Reoccurring Features of Daily 5

My lesson plans do not change much from year to year because I mainly followed the recommended implementation; however, the pacing of the implementation was different because of the needs of my students. I do typically follow the same way I have chosen to implement the program. Each year, I try to find some new materials for Word Work and new websites for the students to use for Listen to Reading. Throughout the school year, I add books to my collection for students to add to their book bags for Read to Self and Read to Someone.

A major influence on my Daily 5 time is the amount of Title I and English as a Second Language students I have in my classroom and the schedule I must follow. Daily 5 and the reading series my district chose go well together, but because of students being pulled out of the room for services, I am not able to do many brain breaks. It is recommended that students do a round of Daily 5, core reading program activities, then another round of Daily 5, and finish with more core reading. To allow for students receiving services, I must do all core reading first, then do Daily 5 activities after they leave. I have had to understand that those students are getting what they need from another teacher during Daily 5 time, instead of instruction from me.

Final Statement

As I complete this study, I will do my best to set aside how I implemented Daily 5 over the past three school years. I will use my knowledge of the book by Boushey and Moser and the recommended implementation, suggested materials, and basis for creating Daily 5. I hope to see how other teachers implement Daily 5 into their classrooms, understand how it is not a prescriptive program, and different ways it can be adapted.