Is Daily Five Another Trend ?

Literacy instruction has gone through several trends or cycles There were the reading wars with whole language versus phonics only instruction. Then educators asked if teaching to whole group or ability grouping was best practice. Recently the trend was guided reading with center based activities.

Today,educators know so much more about how the brain works and how students learn because of qualitative and quantitative studies happening on a daily basis. It is new and exciting step forward in the field of education.

Teachers are starting to use research like the medical profession to guide the nature of best practice. Research leads us to teaching techniques which have been proven to have high impact effects on student learning.

Balanced literacy is the result of recent research on effective literacy instruction. Balanced literacy includes explicit systematic phonics and whole language instruction; whole group, small group and individualized instruction; skills versus meaning based approaches; and the gradual release of responsibility from teacher to student.

The Daily 5 provides classroom structure necessary for incorporating balanced literacy into literacy instruction. Balanced literacy with the Daily 5 is researched best practice for high impact reading instruction. Educators know with certainty that Daily will have positive effects on student learning.

Balanced Literacy

Skill and Meaning Based Strategies

Balanced literacy is a framework for helping all students learn to read and write through a systematic, explicit, and holistic method of teaching reading and writing. This method of teaching literacy is based on the belief that all children can learn to read and write.
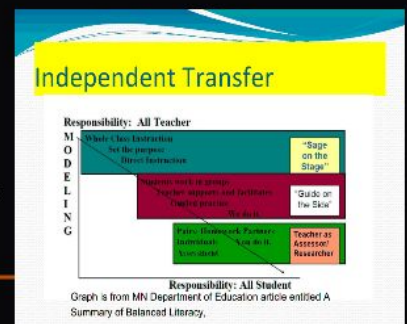
Balance Between....

| Teacher Directed and Student Centered Learning | Small Group,Whole Group, and Individual Instruction | Skills Based and Meaning Based Approaches | Phonics and Whole Language |

Group Structures

Whole Group Instruction With Mini Lessons

Guided Reading With Flexible Groups

Individual Instruction With One to One Teacher Check in

Whole Group Mini Lessons
*Read Aloud
*Shared Reading
*Word Work
*Phonics
*Phonological Awareness
*Comprehension
*Fluency
*Reading Strategies
*Mechanics
*Vocabulary

Guided Reading
*Dynamic Grouping
*Fluency Practice
*Comprehension
*Decoding
*Schema
*Metacognition
*Vocabulary

Gradual Release

Whole Class Teacher Directed → Guided Practice With Gradual Release → Student Responsibility

Balanced literacy provides effective reading and writing instruction. Future learning is enhanced by strategy instruction and meta cognitive practices.

Independent Transfer

Responsibility: All Teacher

M O D E L I N G

Responsibility: All Student

Graph is from MN Department of Education article entitled A Summary of Balanced Literacy,

Piktochart make information beautiful

Tuesday Teacher Tips

October 21, 2019

Choice and Daily 5

"Children love knowing what will happen during each day. As with any schedule, once children learn the structure and schedule of the Daily 5, they love it. Yet this schedule is different from the typical daily schedule in a few ways, both for the teacher and for the students.

One pronounced difference in the schedule for students is that they have a choice regarding the order of participation in the Daily 5. Students will choose from 5 enter a class that uses the Daily 5 as its literacy, you see children Reading to Self, Reading to Someone, Listening to REading, Working on Writing, and Word Work. THese are all happening simultaneously. You will notice that each child has a strong sense of purpose, pride and accomplishment. THe order in which each child does these things can (and probably will) vary each day, according to how that child is feeling at the moment.

When teachers initially hear that children will have the power to choose what they will be doing during Daily 5, they may become nervous, since they have been used to owning the clock and the schedule along with owning the children's learning. However, when teachers trust students to make responsible choices, students gain control over their own learning. Children who are invited to decide the order of tasks, to choose their own partner, or to choose a strategy that words for them, perceive themselves as more competent and more involved in their work. Students who are given the opportunity to select appropriate cognitive or metacognitive strategies for comprehension will feel greater ownership of their achievement," (Boushley and Moser, 2006).

Choice is also part of balanced literacy with gradual release of responsibility from teacher to student.

Did You Know

Children who enter third grade without proficient reading abilities are four times less likely to graduate from high school on time.

Research shows that children who do not learn to read by the end of second grade will likely struggle with reading throughout their lives.

Research has demonstrated that phonics is an essential component of skilled reading in every language and writing system.

Research has also shown that phonics instruction has the greatest impact when taught in the early grades and when accompanied by extensive application to meaningful decodable text.

Research findings support the conclusion that systematic phonics is most effective when it is integrated with all the language arts, not taught as a separate subject or add-on to an existing program.

The evidence is clear that with research-based instruction, the percentage of first graders below the 30th percentile can be reduced to 4-6%.

Only one in ten students scoring below the benchmark in reading who were "far off track" in reading in fourth grade were ever able to catch up.

Interactive Read-Aloud Strategies

Here is an article published by the International Reading Association about using read-alouds for deeper understanding.

http://www.readwritethink.org/professional-development/strategy-guides/teacher-read-aloud-that-30799.html

Read Aloud Snapshots- Do you sometimes wonder if you students are listening or just daydreaming? A strategy that works well for accountability is to have students draw a "snapshot" of the main idea for each day's read-aloud session. On Monday, give each student a piece of paper to fold into sixths or use the Read Aloud Snapshot printable. In the first block, have them write the title of the book and their name. Each day after you read aloud, give them time to illustrate the main event or key point from the reading. Students who don't like to draw can write a snapshot (summary) instead. At the end of the week, all of the blocks will have been filled if you read every day.

http://www.lauracandler.com/strategies/readingaloud.php

Organize your read-alouds by strategy!

Tuesday Teacher Tips

## Key Ideas and Details

Today's tips focus on the Reading Standard for Literature, Key Ideas and Details.

The MN standards should guide your lesson planning and make a difference in which activities you choose for your students. Students need activities that guide them toward mastery of the standards, not activities that they find easy. Most students prefer challenging works that makes them stretch. Let;s make our kids stretch while they are engaged and enjoying their learning.
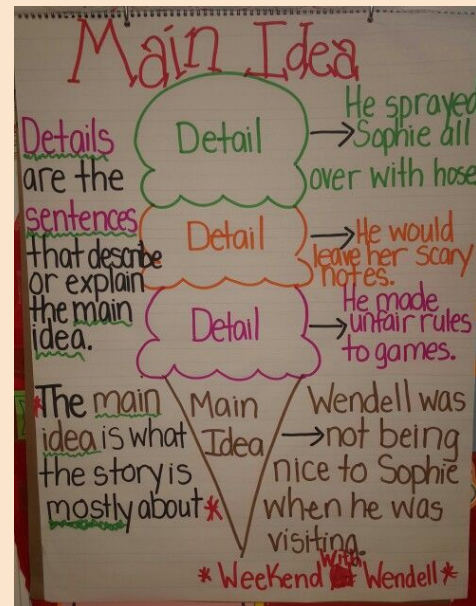
Use anchor charts for visual recall

Tuesday Teacher Tips

November 12, 2019

There is a tremendous need for more vocabulary instruction at all grade levels by all teachers. The number of words that students need to learn is exceedingly large; on average students should add 2,000 to 3,000 new words a year to their reading vocabularies.

The amount of time spent reading and the amount read are important. For example, a student who reads 21 minutes per day outside of school read almost 2 million words per year. A student who reads less than a minute per day outside of school read only 8,000 to 21,000 words per year. For a new word to become part of a student's working vocabulary, he or she needs to be exposed to that word approximately ten times.

What does that mean for teachers? To overcome these obstacles, teachers need to engage the best kinds of vocabulary instruction and use technology that accommodates and supports that instruction. We need to provide opportunities for students to read widely enough to encounter a substantial number of words. The text must have sufficient difficulty to include some words that are not already familiar to students (instructional level of text.) Lastly, we need to teach our students how to infer word meaning from the context in which they read.

Strategy Bookmark for students and graphic organizer for figuring out unknown words: Click on the link below to print!

https://drive.google.com/file/d/0B7UKabgKKG-Lei1XckVhQ3VRSVU/view

Click on the link below to view Effective Vocabulary Instruction (and 10 things to Avoid)

http://morethanenglish.edublogs.org/files/2013/09/10-Vocabulary-Strategies-that-work-1kce6xe.pdf

15 Keys to Successful Intervention

1. Research supported approaches
2. Supplementary, daily, small group instruction
3. Low teacher/student ratio
4. Accelerated progress/flexible entry and exit
5. Fast paced, carefully designed and sequenced lessons
6. Explicit teaching for reading comprehension
7. Explicit teaching for fluency
8. Carefully designed sequence for phonics/word study
9. Writing about reading
10. Engaging, high-quality texts
11. Systematic Assessment and progress monitoring
12. Disciplinary connections
13. Home connections
14. Professional development
15. Structural and systematic framework for instruction

All roads must lead to comprehension. Our F/P library brings three kinds of thinking it wants us to do:

1. Thinking Within the text
2. Thinking Beyond the text
3. Thinking About the text

Tuesday Teacher Tips

Motivating Reluctant Readers

Why do some students dislike reading while others love to read? How do we motivate students who are resistant to reading?

Take a step back and look at the individual student. Doe he or she come from a home that does not value books? Does that student have weak reading skills? Is he or she feeling inadequate when it comes to reading? Take time to acknowledge those feelings and understand their literacy background.

Has that student found their just right reading level. It is not fun to read if you are not comprehending what is being read. Find out what interests the student has through dialogue or an interest survey. Provide leveled text to match individual reading interests.

Involve the student in goal setting. Give choice when possible. I need you to read for 30 minutes but you can choose what you are going to read (as long as it is within the just right level), where you are going to read, or how you are going to read (with a buddy, with an ereader or website). Depending on the structure of the classroom, the student may even choose when he or she is going to read. Research shows that when given choices, students feel more competent, remain engaged for a longer period of time, and have a stronger sense of purpose.

Model your love of reading. Be aware of new books being published that match the interests of your classroom. Don't be afraid to read your favorite picture books aloud to older students.

Links to reading attitude or interest surveys

https://assessmenttoolkit-summerlin.weebly.com/attitudes-survey.html

Helpful Blog on motivating readers!

https://www.lauracandler.com/12-ways-to-motivate-reluctant-readers/

Engagement Strategies

GRAPHIC ORGANIZER — Choose a structure that will help kids compare, sequence, or organize ideas.

JIGSAW — Assign groups different chunks of information to learn and teach to others.

GALLERY WALK — Students show ideas or work on "wall." Groups rotate to discuss and leave feedback.

DEBATE — Provide two opposing views for students to choose from and defend.

THINK-PAIR-SHARE — Pose a question. Allow think time. Have students pair up, discuss and share out.

QUIZ-QUIZ-TRADE — Give each student a question card. Students pair up, "quiz" each other, then trade cards and find a new partner.

GAMES — Use a game format such as Jeopardy, Taboo, or $25,000 Pyramid to review information.

GRAFFITI WALL — Display questions, work or images for groups to observe and discuss. Students rotate and leave written thoughts.

CORNER CALL — Each corner is assigned a response to a question. Students choose and move to their corner for discussion/sharing.

IN-OUT CIRCLE — Split class in half. One group is "inside circle" and other is "outside circle." Shift for new partners.

MIX TO MUSIC — Students move around while music plays and pair up when music stops. Easy for multiple pair ups.

LEARNING COACH — One student tries a skill while the other provides "coaching" and then partners switch.

MIRROR — Teacher acts out concept while students copy and/or repeat.

RATE IT — Partners or groups use rubric or checklist to discuss and rate work.

RESPONSE CARDS — Students hold up cards to show thinking (yes/no, true/false, etc.)

SIMULATION — Teacher provides real-world, interactive experience.

EXPERIMENT — Students test predictions with meaningful investigations.

SONG — Use music or song to learn or practice skills.

www.teachertrap.com

Tuesday Teacher Tips

November 26, 2019

Word Walls for All Grade Levels

Research tells us that we need 10 to 15 exposures to a new word before it becomes established. Being established means that the student is able to explain the meaning of the word and use the word in conversation or writing. A word wall is a subtle means of reminding students about important or interesting vocabulary and also reminds the teacher to refer to the words often.

Words walls will look different in different grade levels. In a fifth grade they may use words based on a current novel study. Other examples are listed below…….

Top Ten Word Wall Strategies:

1. Sight Words
2. Literature Based
3. Seasonal Words
4. Writing Words
5. Spelling
6. Content Area
7. Chunking (Word Families)
8. Morphology (Greek and Latin word parts)
9. Unit or Chapter
10. Test Prep

Math Word Wall

Tuesday Teacher Tips

December 3, 2019

As a district, we've done a great job of emphasizing our literacy instruction. I don't want our focus to stray from that, but it's time to start discussing a math screener that will help our students reach their full potential.

Being this is the last Tuesday Teacher Tip before holiday break, I want to take this opportunity to let you know about the direction we may take to ensure we are meeting the needs of each student mathematically.

A challenge I've noticed not only for myself but for others as well is the "guess work" that needs to be done during Math "Pawgress" time. I was in contact with PRESS and asked if there's a math screener that closely resembles the program that they've developed for reading and they told me about **SpringMath.** I sat in a couple webinars and it looks like a direction that we will start exploring for grades K-8 in the near future. Below, I will provide some information and a website to get your mind shifting towards math achievement.

Spring Math improves math achievement by doing three things:

1.Applying research-based decision rules to identify skill deficits for students found to be at-risk during universal screening
2. Selecting an intervention that is aligned with the students' math skills
3.Reducing intervention implementation error by providing all intervention materials and assessments

Website

http://www.springmath.com/

How it Works

Teachers administer brief universal screening assessments to their students as a group. Assessments take only a few minutes each.

Reporting

Based upon the results of the screening assessments Spring Math produces summary reports and recommends either classwide or individual interventions for any student who may be struggling.

Classwide Intervention

Intervention packets that target foundational math skills

Students work in pairs for 15-20 minutes a day

Each week students are assessed on the skill being taught.

Class progress is graphed and when the class has achieved the target score, they move onto the next skill

Update on progress available for coaches and administrators

Individual Interventions

Drill down assessments are administered in order to determine exactly where intervention is needed

Individual intervention packets are generated focusing on the identified skill

Progress is monitored weekly and interventions adapt to the needs of the student

Progress is graphed and when the target is achieved the student moves onto the next skill

Tuesday Teacher Tips

January 7, 2020

Cuba Gooding's character repeated the phrase, "Show me the money!" multiple times in the movie *Jerry Maguire*. Messages need to be repeated; my phrase that needs continual repeating is "Show me the data!"

The reason why I ask for people to show me the data is quite simple, we want and need to be able to analyze our evidence to know the impact of our work. It will come as no surprise to any of you reading this that we operate with limited resources. Those resources need to be allocated for needs and need to be used effectively. Data allows us to identify students that need additional help; additional resources need to be allocated to students needing tier 2 support as well as tier 3 support. These additional supports are in *addition to* tier 1 instruction and support; if we do not have data - or evidence - how do we know if additional supports are necessary? How do we know if an intervention is working? How do we know if our core instruction is working?

Gathering data is not about a "gotcha" in any way. Gathering data is all about knowing the impact of what we are doing. For example, we first began talking about applying RIOT Framework to inform how the learner is progressing: **R**eview, **I**nterview, **O**bserve, **T**est. Special education case managers use data to monitor students' progress on their IEP goals. Alternative Learning Center case managers use data to monitor students' progress on their CLP goals. General education teachers use data to inform their instructional practices. This is best practice. It is about a *process*, a way of doing our work.

As we begin the New Year, I encourage you all to focus on your data. Is your method of data collection working for you? Are you able to monitor your students' progress in a meaningful manner? We can turn a behavior into a habit with a continued focus on the behavior for 30 days. I challenge you to strive to form a strong habit of using data to inform your practice.

Tuesday Teacher Tips

January 14, 2020

Research Behind the Teaching of Grammar

The subject of grammar has come up quite often. Should we still teach grammar? Should grammar be taught as a separate subject? With widespread institution of standards and high stakes testing, students are expected to use and recognize correct grammar. Yes, we should continue to teach grammar but instruction must meet the needs and purposes of the learner.

Research shows traditional grammar instruction has little positive effect on writing. Studies over time indicate that teaching formal grammar to students has a negligible or even harmful effect on improving students writing. In fact, "a heavy emphasis on mechanics and usage results in significant losses in overall quality. Thus the National Council of Teachers of ENglish Teachers published a resolution urging teachers to discard traditional school grammar instruction. (Morrow & Gambrell, p. 297, Best Practices in Literacy Instruction, 2011).

For decades, research has demonstrated that the traditional teaching of grammar rarely accomplishes practical goals. Few students learn grammar well, fewer retain it, and still fewer transfer the grammar they have learned to improving or edition writing.

Theories of reading comprehension suggest that students need to to have elanguage of grammar (knowing the difference between a noun and a verb). This doesn't justify a lot of grammar worksheets. Grammar instruction has more transfer and authentic meaning when taught within the context of reading or writing. Teach students to unpack sentences that are confusing or from and exemplar text. Teaching students how to combine sentences or other grammatical structures in the context of a writer's workshop lesson will give students purpose and improve reading comprehension.

Fun ways of teaching grammar
Grammar Blast
Make Grammar Fun

Tuesday Teacher Tips

February 4, 2020

Spring Math Update *I have a handout if you are interested in more information

Website

http://www.springmath.com/

In December, I touched on an intervention program called Spring Math. Late in January there was a webinar held after school and all of the teachers that attended thought that Spring Math would be a direction they would want to go. After gathering more information the Spring Math program will be piloted by Kinsey Anderson, Emily Brue, Spencer Ruebke, and Nate McCraven. In doing this, I am hopeful that Spring Math will be in all classrooms K-8 starting the fall of 2020. If you have any questions please don't hesitate to contact me. If you missed the webinar because of prior commitments let me know if you're interested in attending another one.

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