

# DEVELOPING LIFELONG READERS THROUGH SMALL GROUP INSTRUCTION

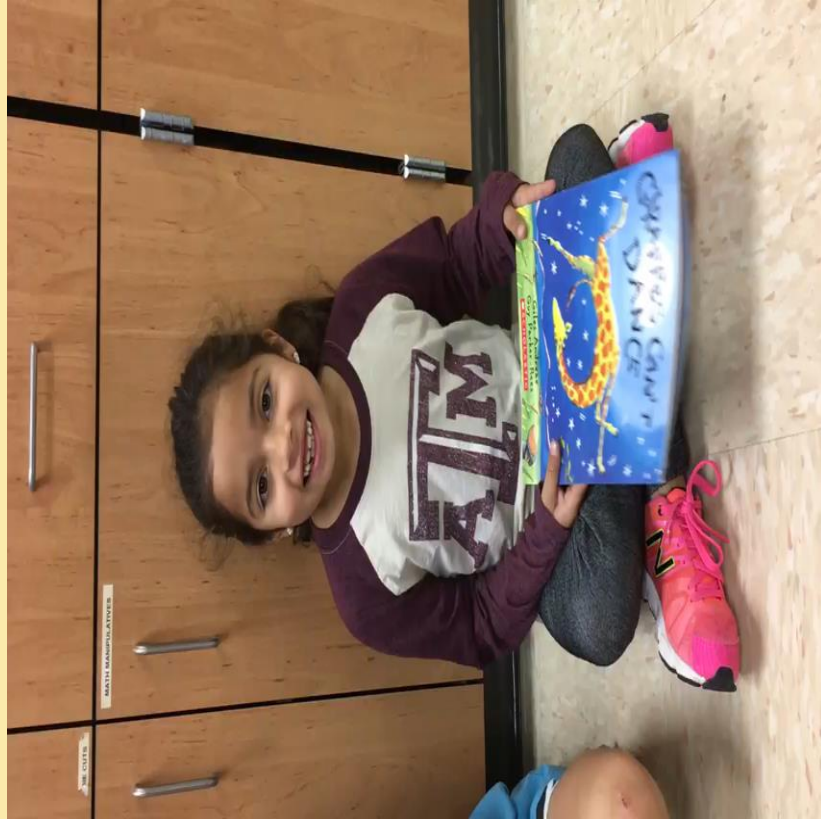
PRESENTED BY:  
AEC SMALL GROUP READING STRATEGIES COMMITTEE

# WHY SMALL GROUP READING INSTRUCTION??

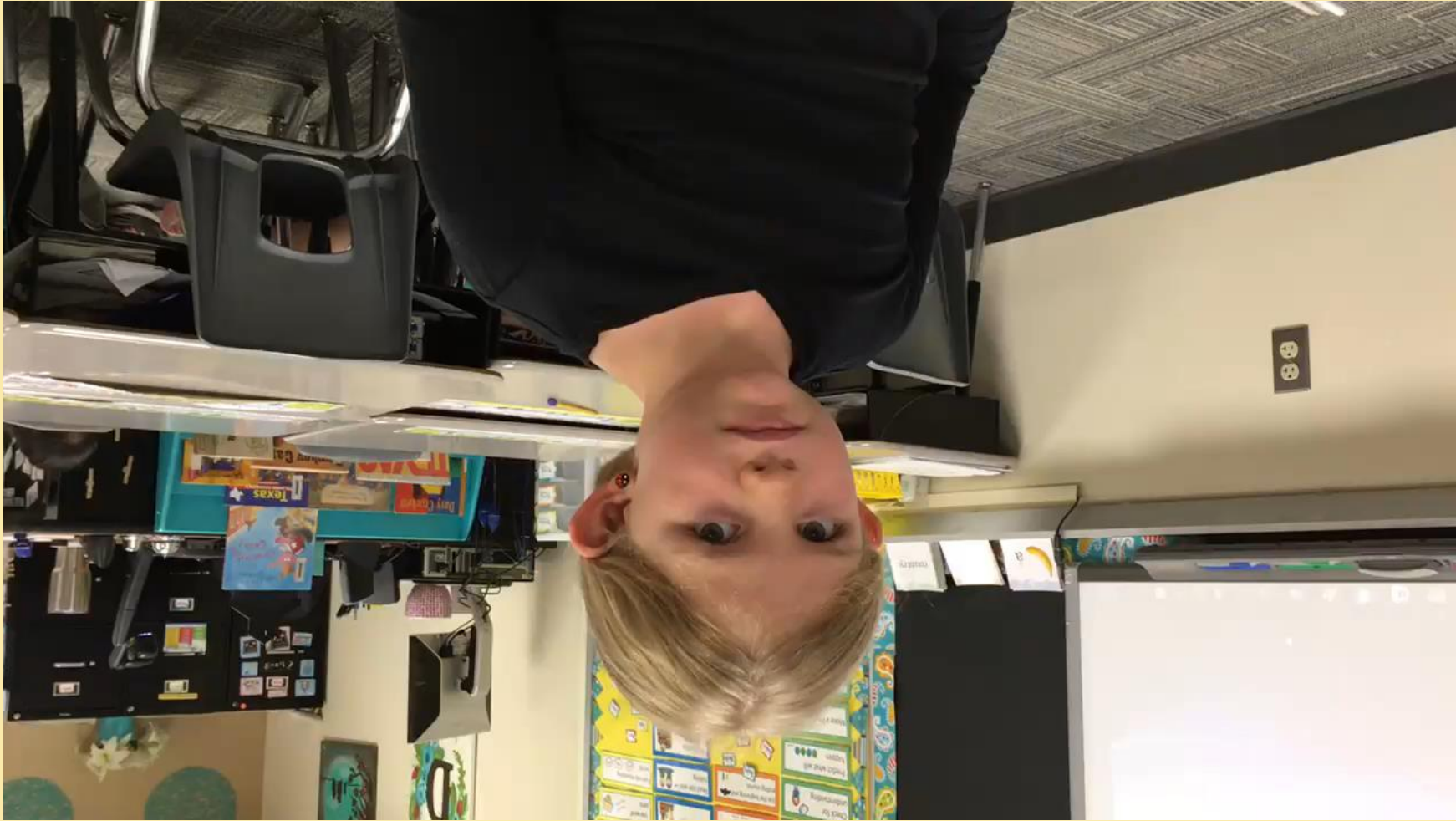
- Increases student engagement and achievement
- Provides meaningful small group activities for independent student stations
- Decreases teacher time spent creating/correcting student work, allowing for more time to work with students on specific targeted interventions
- Encourages student ownership of learning



# FROM THE MOUTHS OF BABES...



# FROM THE MOUTHS OF BABES...





# FROM THE MOUTHS OF BABES...



# ALIGNMENT TO KISD FOCUS T-TESS GOALS OF DIFFERENTIATION AND DATA & ASSESSMENT

## – Data/Assessment

- Incorporates formative assessments
- Provides student choice
- Students are able to monitor their own progress
- Teacher uses data/results to reflect on and monitor teaching behaviors
- Specific, timely feedback leads to student success and meets the needs of students

## – Differentiation

- Incorporates a variety of learning styles
- Efficient, flexible grouping
- Scaffolded instruction
- The classroom environment supports individual and small group work
- Small groups are used to address struggling learners or to extend thinking of advanced learners
- Instruction and activities are adjusted to maintain student engagement





# **THE BACK STORY**



- The Need

- Learned helplessness

- Students content to let the teacher “think aloud”
    - How to move students past the “I do—we do” to “you do”; moving students to real independence

- Stamina

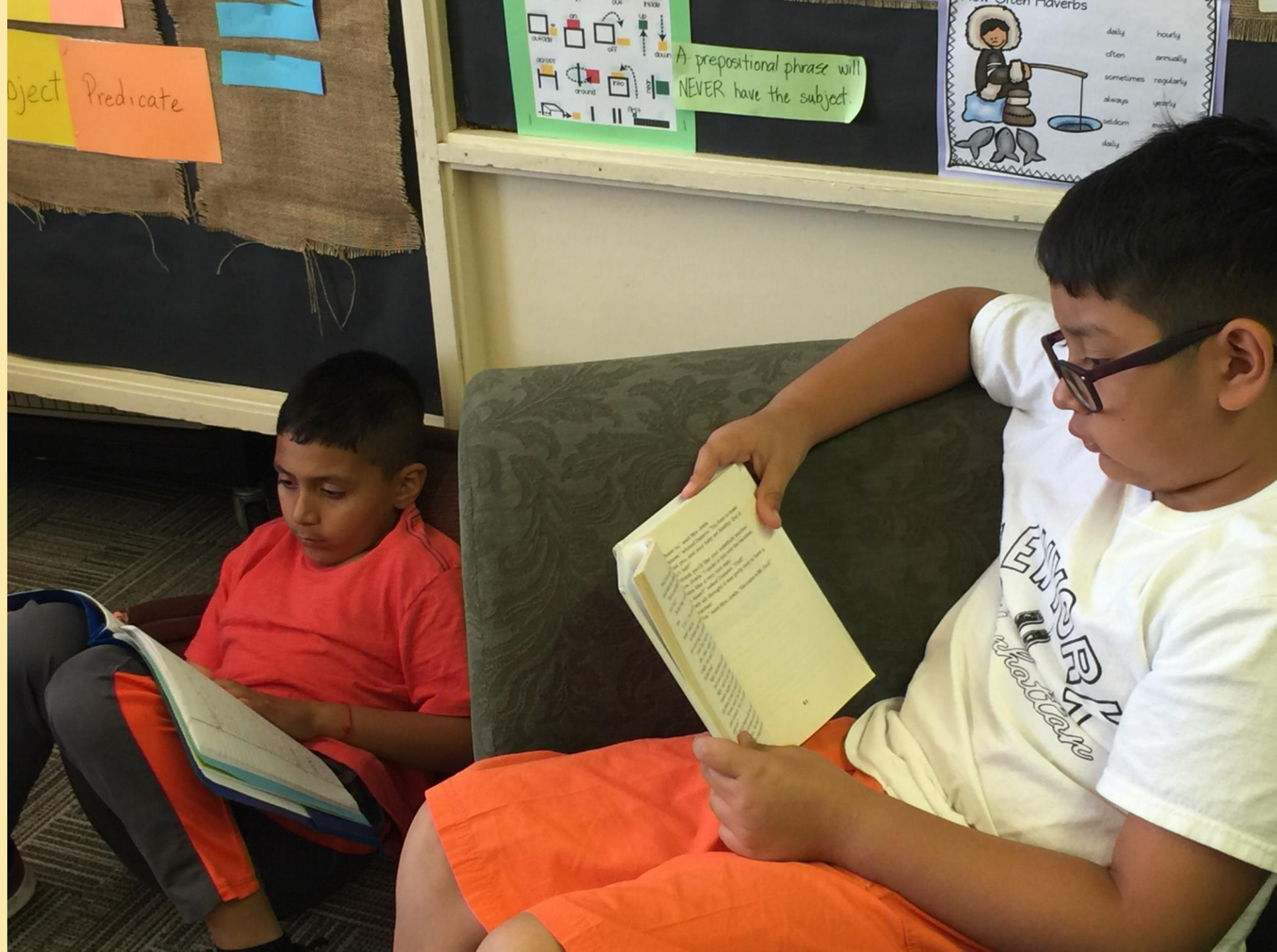
- Need to move past decoding and fluency to close reading required for comprehension skills
    - More rigorous passages and questioning
    - 4 hour time limit on STAAR



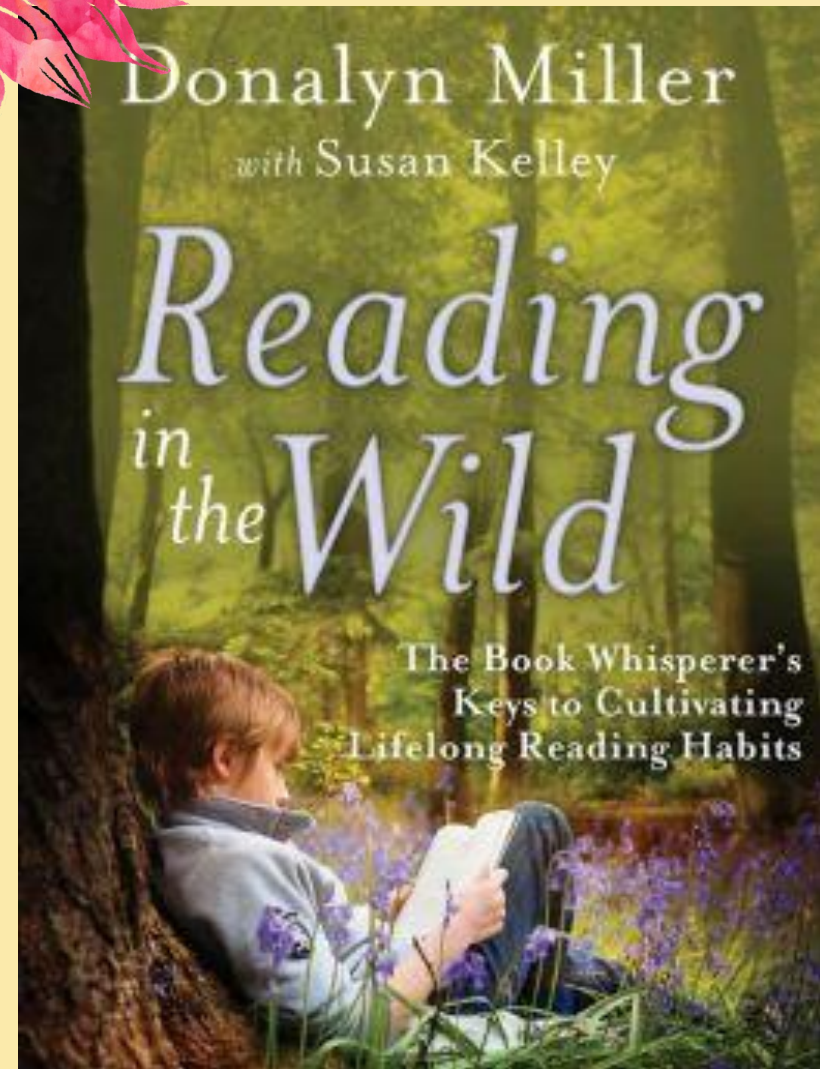
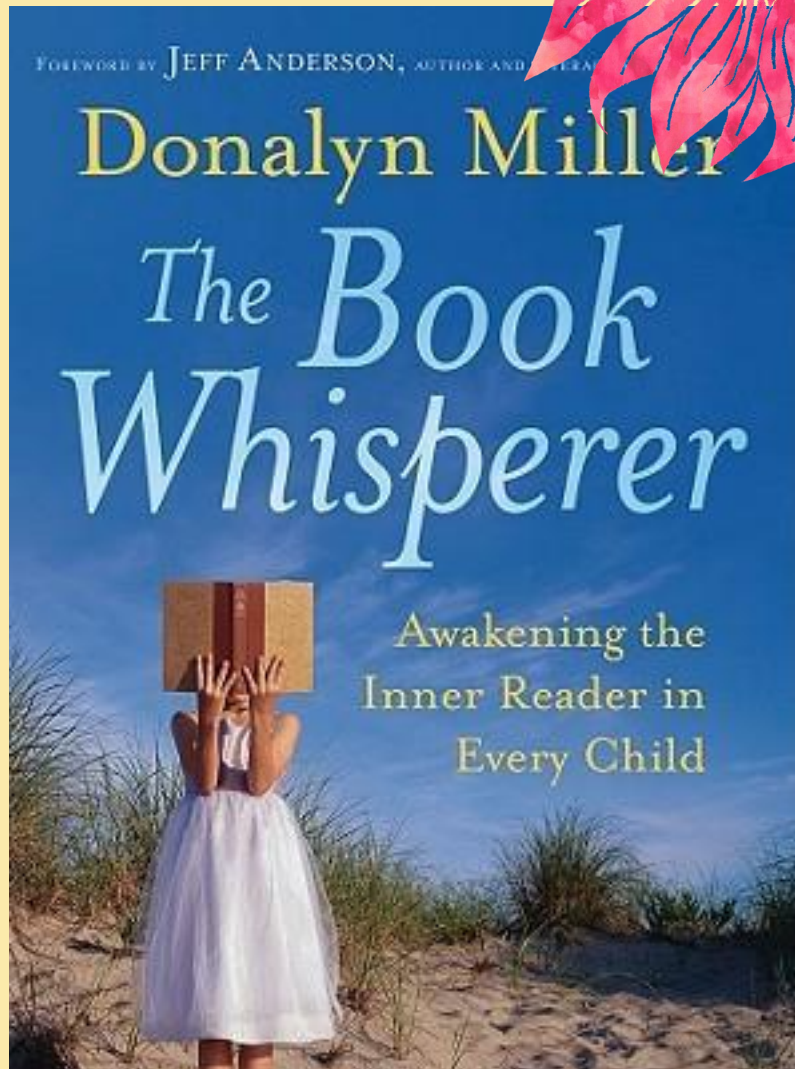
- What if we could have a classroom of independent readers and writers in which each student has individual goals and we had time to work with small groups and confer with students individually each day?













# How Much Do Students Read?

## Middle-Class Fifth Graders

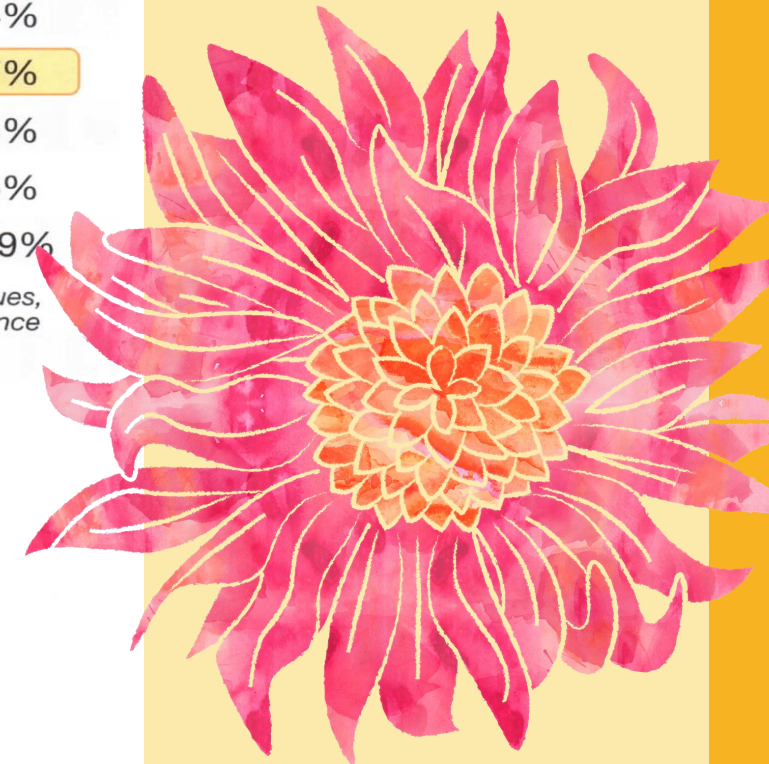
(Anderson, Wilson, and Fielding, 1988)

## Plus 10 Minutes per Day...

(Adams, 2006)

Percentile	Minutes per Day	Words per Year	Minutes per Day	Words per Year	Percent Increase in Word Exposure
98	65.0	4,358,000	75.0	5,028,462	15%
90	21.1	1,823,000	31.1	2,686,981	47%
80	14.2	1,146,000	24.2	1,953,042	70%
70	9.6	622,000	19.6	1,269,917	104%
60	6.5	432,000	16.5	1,096,615	154%
50	4.6	282,000	14.6	895,043	217%
40	3.2	200,000	13.2	825,000	313%
30	1.8	106,000	11.8	694,889	556%
20	0.7	21,000	10.7	321,000	1,429%
10	0.1	8,000	10.1	Low minutes read values, make statistical inference invalid and unreliable.	
2	0.0	0	10.0		

Based on reading level, ~300,000 words







# Adding ten minutes of reading time dramatically changes levels of print exposure

### Different Learning Trajectories

A growing body of evidence reveals the importance of both oral language and print exposure for children's cognitive and academic development. Examining the amount of language spoken to pre-school-aged children in the home, Hart and Risley (1995) found wide variability. Children who were exposed to less language had slower rates of vocabulary development. By third grade, they also had lower reading scores, indicating that children tend to maintain the same learning trajectory even after they enter school.

### The Benefits of Extensive Reading

As important as early language experience is for establishing a child's learning trajectory, reading experience is critical for the academic development of students beyond 3<sup>rd</sup> grade. In a series of carefully constructed studies, Cunningham and Stanovich (1998) isolated the benefits of reading experience from the effects of other factors. They found that, even among students with lower general intelligence and weaker reading skills, extensive reading was linked to superior performance on measures of general knowledge, vocabulary, spelling, verbal fluency, and reading comprehension.

### Differences in Print Exposure

Despite its importance, students' exposure to print also varies widely. In a study of the out-of-school activities of fifth graders, Anderson, Wilson, & Fielding (1988) found that time spent reading books was the best predictor of a student's reading proficiency. They also noted that many of the students in the study rarely read books on their own; indeed, around 20% of the students devoted less than a minute per day to book reading.

Percentile Rank	Minutes of Reading Per Day	Baseline - Words Read Per Year	Plus 10 Minutes - Words Read Per Year	Percent Increase in Word Exposure
98	65	4,358,000	5,028,462	15%
90	21.1	1,823,000	2,686,981	47%
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20	0.7	21,000	321,000	1429%
10	0.1	8,000	Based on reading level, ~300,000 words	
2	0	0		

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from Adams (2006), with baseline data from Anderson, Wilson, & Fielding (1988).

### Reducing the Reading Gap in Ten Minutes

If struggling readers are to close the gap and catch up with their peers, their learning trajectories must be raised. These students often have deficits in basic reading skills that require remediation, but they also need to develop expertise through extensive reading practice. This means that a low reader's print exposure must be increased by hundreds of thousands of words each year. While this may seem like a daunting obstacle, Adams (2006) pointed out that adding just ten minutes of daily book reading can dramatically increase a student's exposure to print. For example, a student at the 30<sup>th</sup> percentile who spends an extra ten minutes a day on book reading will read around 700,000 words each year, surpassing the amount of reading currently done by students at the 70<sup>th</sup> percentile.



### References:

Adams, M. J. (2006). The promise of automatic speech recognition for fostering literacy growth in children and adults. In M.C. McKenna, L.D. Labbo, R. D. Kieffer, & D. Reinking (Eds.), *International Handbook of Literacy and Technology, Volume 2*. Mahwah, NJ: Lawrence Erlbaum Associates.

Anderson, R. C., Wilson, P.T., & Fielding, L. G. (1988). Growth in reading and how children spend their time outside of school. *Reading Research Quarterly*, 23, 285-303.

Cunningham, A. E. & Stanovich, K. E. (1998). What reading does for the mind. *American Educator*, 22, 8-15.

Hart, B. & Risley, R. T. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore: Paul H. Brookes.

For additional information regarding significant academic gains following use of the Fast ForWord family of products go to: [www.scilearn.com/resultsreports](http://www.scilearn.com/resultsreports)

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## Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

**1,800,000 words**



*90<sup>th</sup> percentile*

Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

**282,000 words**



*50<sup>th</sup> percentile*

Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

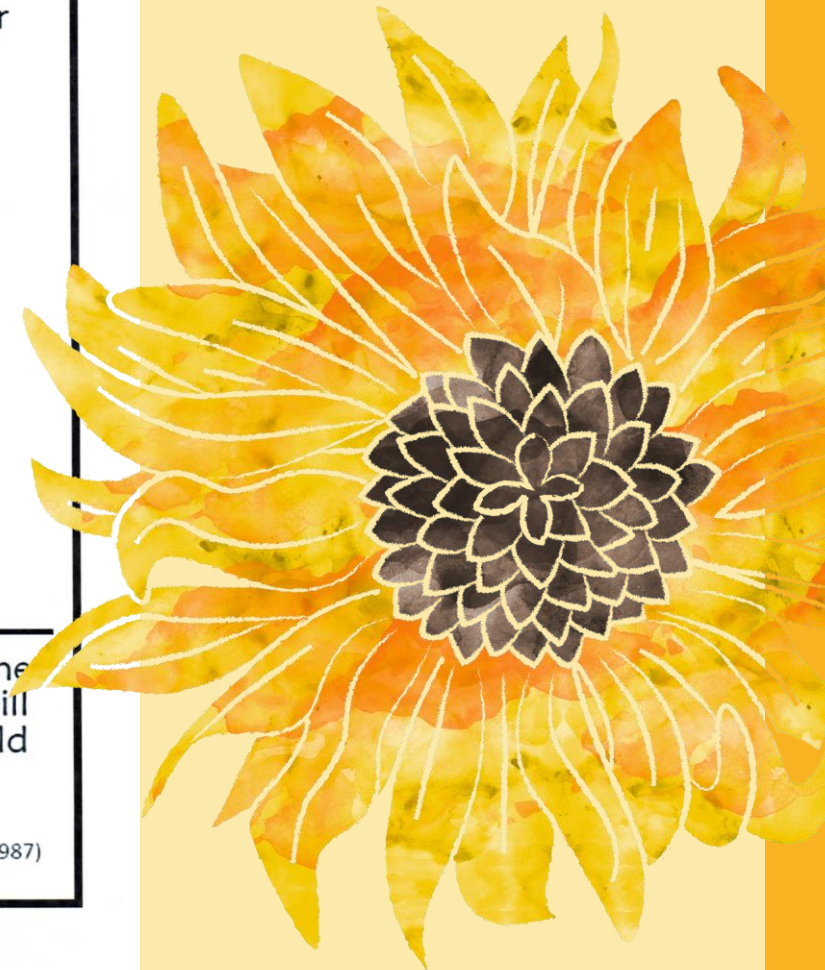
**8,000 words**

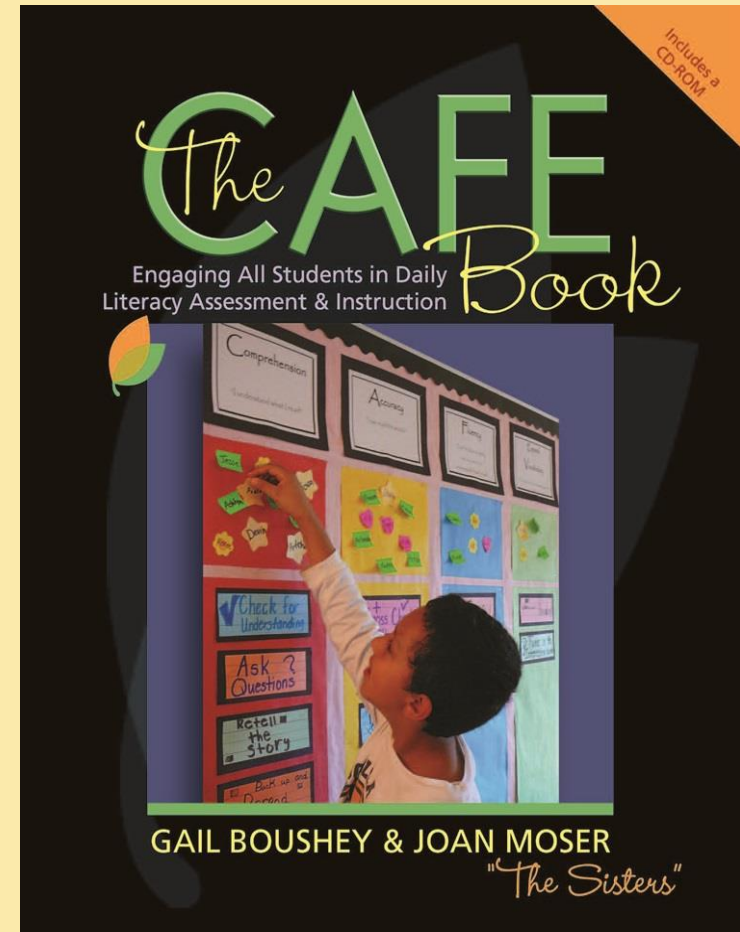
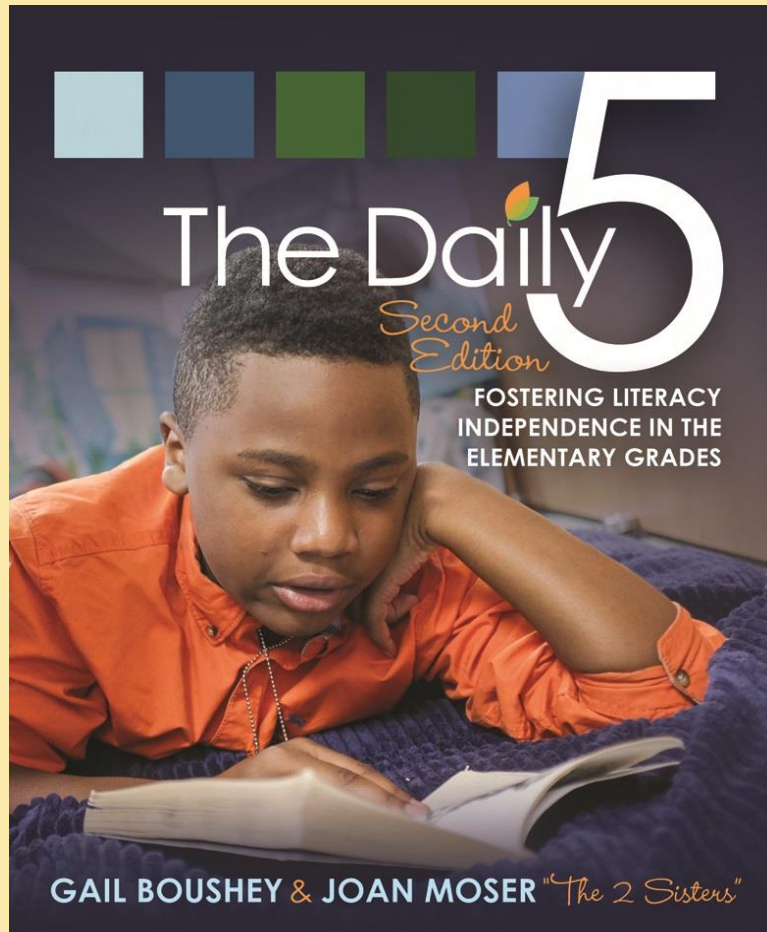


*10<sup>th</sup> percentile*

By the end of 6<sup>th</sup> grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)



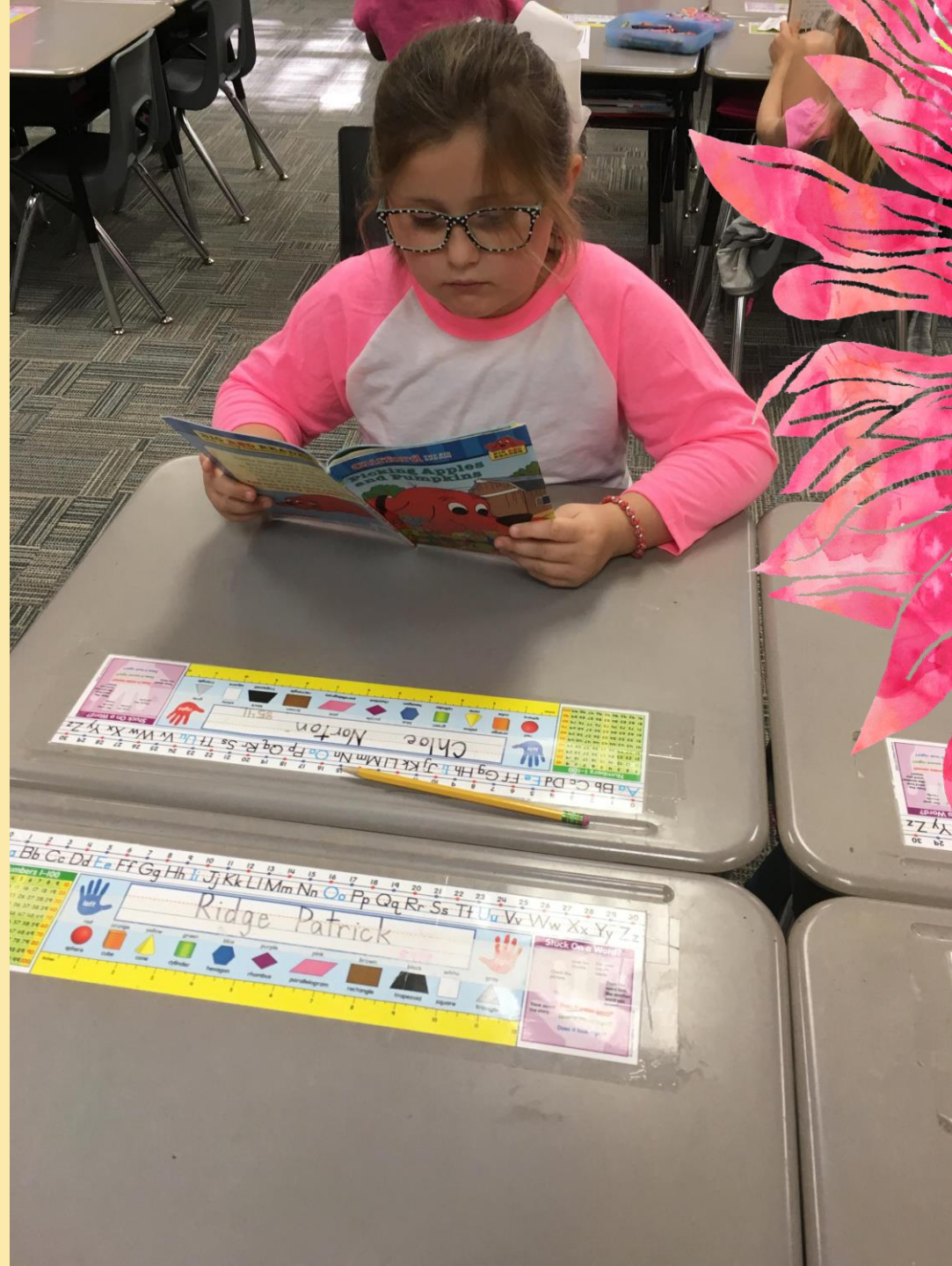




# WHAT IS DAILY 5?

- The Daily 5 is a **framework** for structuring literacy time so students *develop lifelong habits of reading, writing, and working independently.*
- Students select from **five authentic reading and writing choices**, *working independently toward personalized goals.*
- Having students working independently **allows the teacher to meet individual needs** through whole-group and small-group instruction, as well as one-on-one conferring.
- In the Daily 5 structure, teachers must provide their students with a **variety of choices**. Providing student choice is one contributing factor to students reaching their fullest literacy potential.

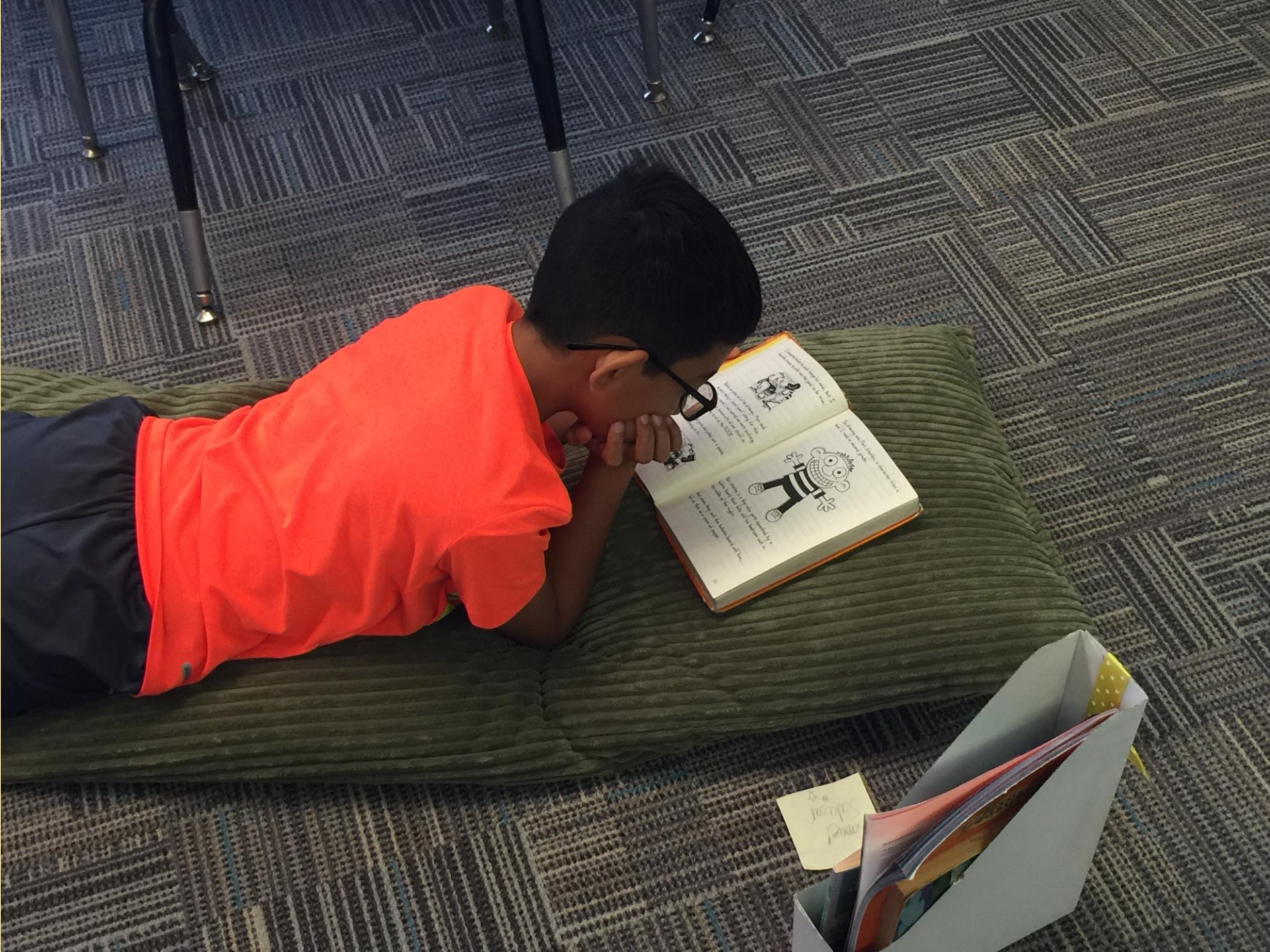
- Students choose from
  - Read to self
  - Work on writing
  - Read to someone
  - Word work
  - Listen to reading











- The five tasks in the Daily 5 are introduced separately through the **10 Steps to Teaching and Learning Independence**.
- The **gradual-release process** includes student modeling, practice and reflection, and ongoing discussion about expectations until the behaviors become a habit.
- This *automaticity* is then achieved through the **repetition and practice** of the 10 Steps to Teaching and Learning Independence.



# WHAT RESEARCH SAYS



## Daily 5 Teaching and Learning Pedagogy

### RESEARCH SAYS

Creating and implementing an effective learning structure provides students with better learning opportunities (Frey, Fisher, & Nelson, 2013).

Differentiation allows for maximum effectiveness and development of each individual (Betts, 1946).

A process for teaching and learning must be clearly identified and communicated to communicate expectations and provide clarity for the students (Pintrich & Schunk, 2002).

Reading volume is essential to the development of reading proficiencies (Allington, 2014).

Students should have access to texts that align with their reading level (Allington, 2005).

Allowing students choice in their reading better supports students' reading (Morgan & Wagner, 2013; Miller, 2012).

### DAILY 5 DELIVERS

Daily 5 provides a structure that includes

- student independence,
- student choice,
- increased student stamina, and time for differentiated
- instruction to meet individual student needs.

Students are provided choices during the literacy block. Those choices are

- Read to self,
- Work on writing,
- Read to someone,
- Listen to reading, and
- Word work.

Through the 10 Steps to Independence teachers identify what is to be taught, communicate the expectations, allow for guided practice, review desired behavior, help students build stamina, and facilitate a check-in after independent work.

In Daily 5, students Read to Self daily, which makes a critical difference in their reading achievement.

Teachers assist students in learning how to select good-fit books using the I-PICK method.

Students are provided with the opportunity to select the material they use during the literacy block, as well as the tasks they engage in and the order in which they engage in them.



# TIME-CLASSROOM MANAGEMENT



# TIME-CLASSROOM MANAGEMENT

- Gradual release of responsibility model
  - demonstration
  - shared demonstration
  - guided practice
  - independent practice
- Recommend up to 6 weeks to learn independence



## 10 Steps of Teaching and Learning Independence

### Chunk 1

- 1 Identify what is to be taught
- 2 Setting a purpose—create a sense of urgency
- 3 Record desired behaviors on I-chart  
*With students new to Daily 5, start with two behaviors*

### Chunk 2

- 4 Model most-desirable behaviors
- 5 Model least-desirable behaviors, then desirable *(same student)*

### Chunk 3

- 6 Place students around the room
- 7 Practice and build stamina
- 8 Stay out of the way and confer about behavior
- 9 Quiet signal—come back to group
- 10 Group check-in—“How did it go?”



## Gradual Release of Responsibility Model / Daily 5

Demonstration	Shared Demonstration	Guided Practice	Independent Practice
<p><b>Little / No Control</b></p> <p><b>High Support</b></p> <ul style="list-style-type: none"> <li>I – Charts</li> <li>Introduce               <ul style="list-style-type: none"> <li>3 Ways to Read a Book</li> <li>Good Fit Books</li> <li>Underline word</li> <li>EEKK</li> <li>Picking partners</li> <li>Material set up and clean up</li> <li>Modeled writing</li> </ul> </li> <li>Explicit instruction focus lessons</li> </ul>	<p><b>Low Control</b></p> <p><b>Moderate Support</b></p> <p>Level of Teacher Support</p> <ul style="list-style-type: none"> <li>10 Steps to Independence               <ul style="list-style-type: none"> <li>Model right/wrong way</li> <li>Practice / build stamina</li> </ul> </li> <li>Turn and talk strategy</li> </ul>	<p><b>Moderate Control</b></p> <p><b>Low Support</b></p> <ul style="list-style-type: none"> <li>Stamina Building</li> <li>Small Group Instruction</li> <li>Individual Conferring</li> <li>Read to someone</li> </ul>	<p><b>High Control</b></p> <p><b>Little / No Support</b></p> <ul style="list-style-type: none"> <li>Daily 5 fully launched</li> </ul> <p>Level of Learner Control</p>
I do you watch.	I do you help.	You do I help.	You do I watch.

Boushey, G., & Moser, J. (2014). *The daily five*. Portland: Stenhouse.

Fisher, D., & Frey, N. (2008). *Better Learning through Structured Teaching*. New York: Knopf Books for Young Readers.

# TIME-CLASSROOM MANAGEMENT

Read to Self	
Independence	
Student	Teacher
<ul style="list-style-type: none"><li>• Read the whole time</li><li>• Building Stamina</li><li>• Voice level 1- whisper read to myself</li><li>• Stay in one spot</li><li>• Choose a Good Fit Book</li><li>• Eyes on my book 📖</li></ul>	<ul style="list-style-type: none"><li>• Working with students</li></ul>

Read to Self	
Independent	
Students	Teacher
<p>Read quietly</p> <p>Concentrate on book</p> <p>Read the <u>whole</u> time</p> <p>Sit in one spot</p> <p>Get started right away</p> <p>Write down thinking</p> <p>Get comfortable</p> <p>Have a good book</p>	<p>Set an example</p> <p>Teach</p> <p>Goal: To become a better reader</p>
Why?	<ul style="list-style-type: none"><li>To become a better reader</li><li>To have fun</li><li>To get smarter</li><li>To learn more things</li></ul>
<a href="http://www.theteachingthief.blogspot.com">www.theteachingthief.blogspot.com</a>	



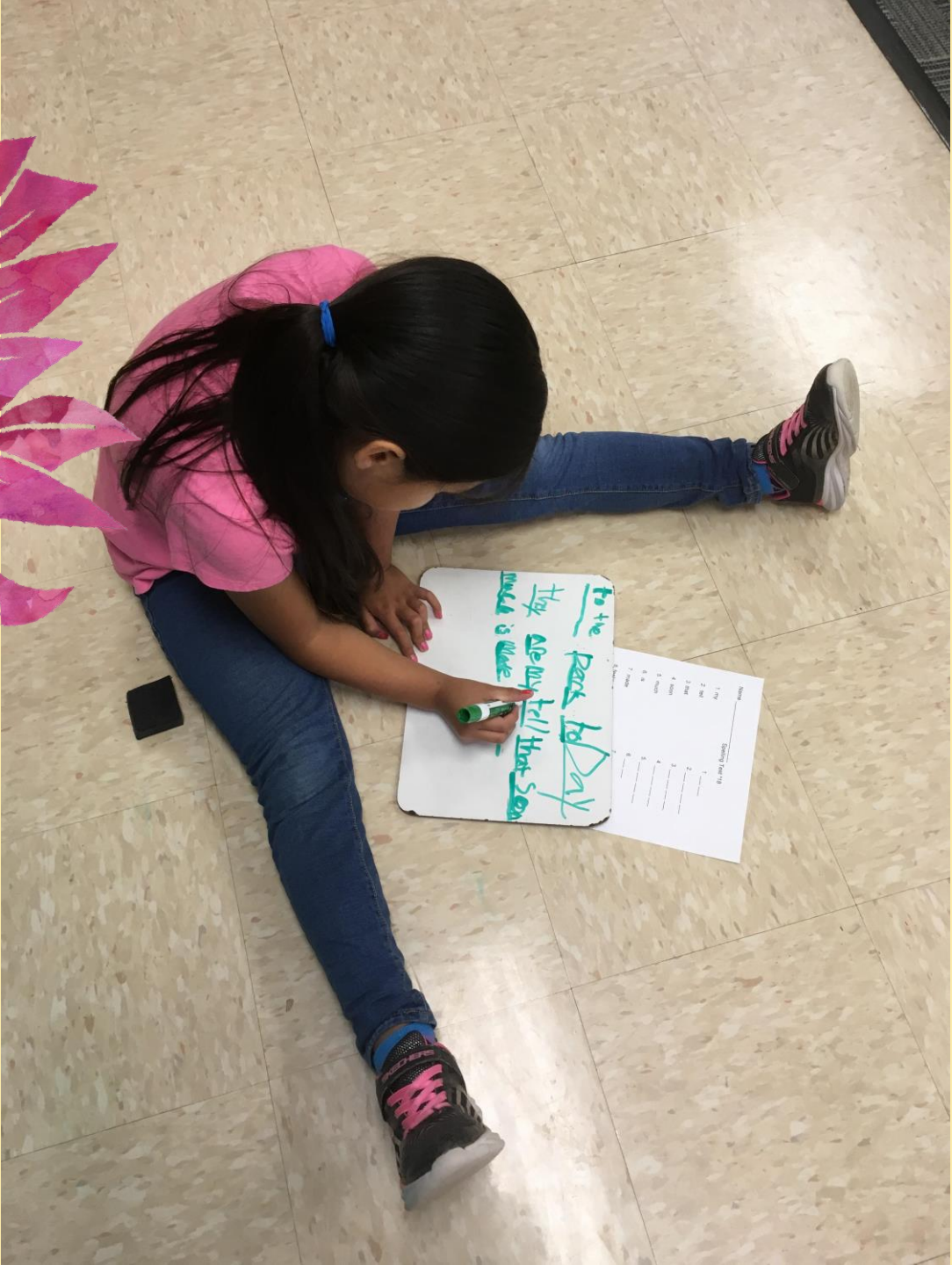
# **CORRECT/INCORRECT MODEL VIDEO**

<https://www.thedailycafe.com/articles/launching-read-to-selfcorrectincorrect-model>

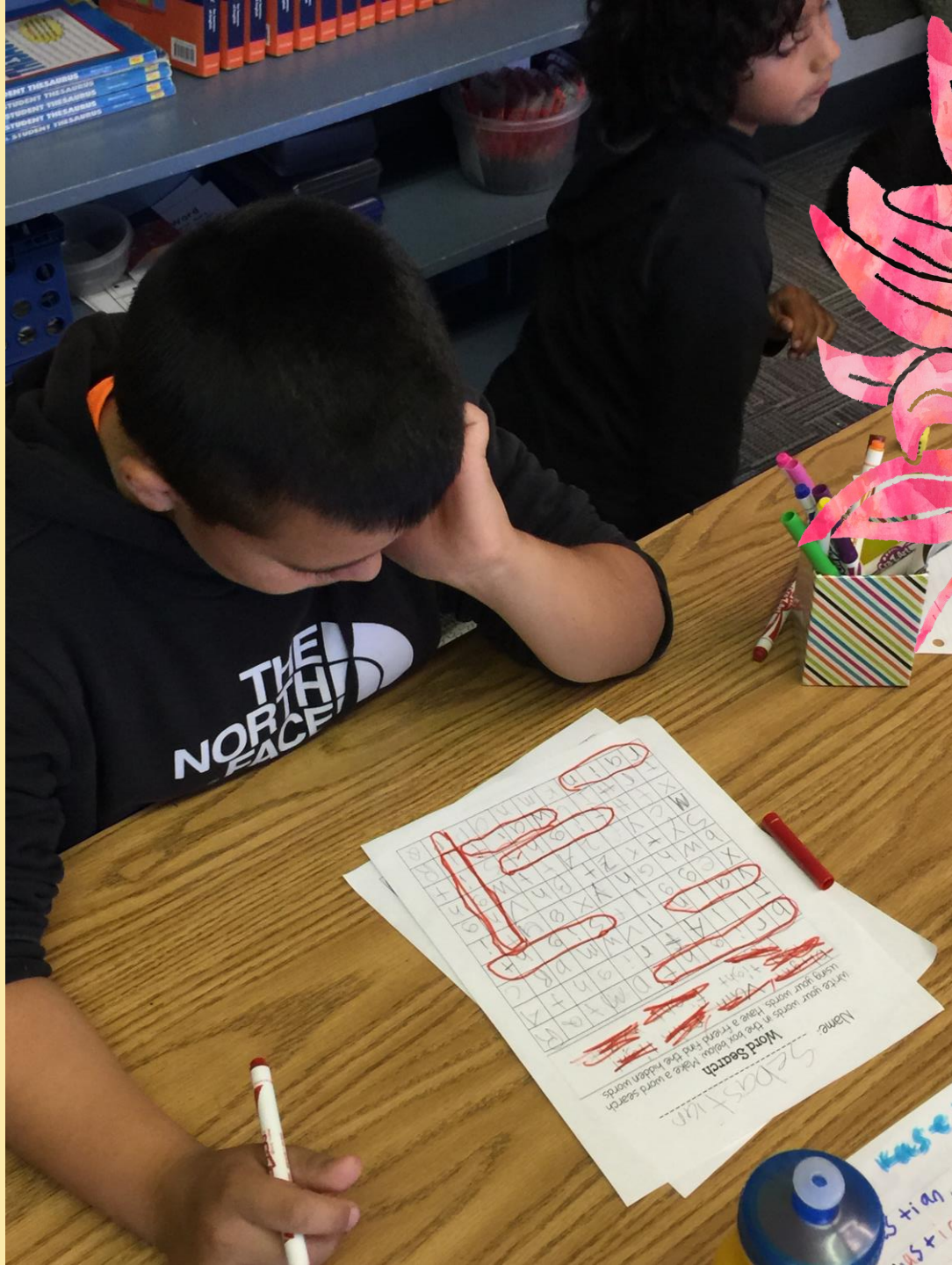
(6:59 min.)













# • **Foundation Lessons for Read-to-Self**

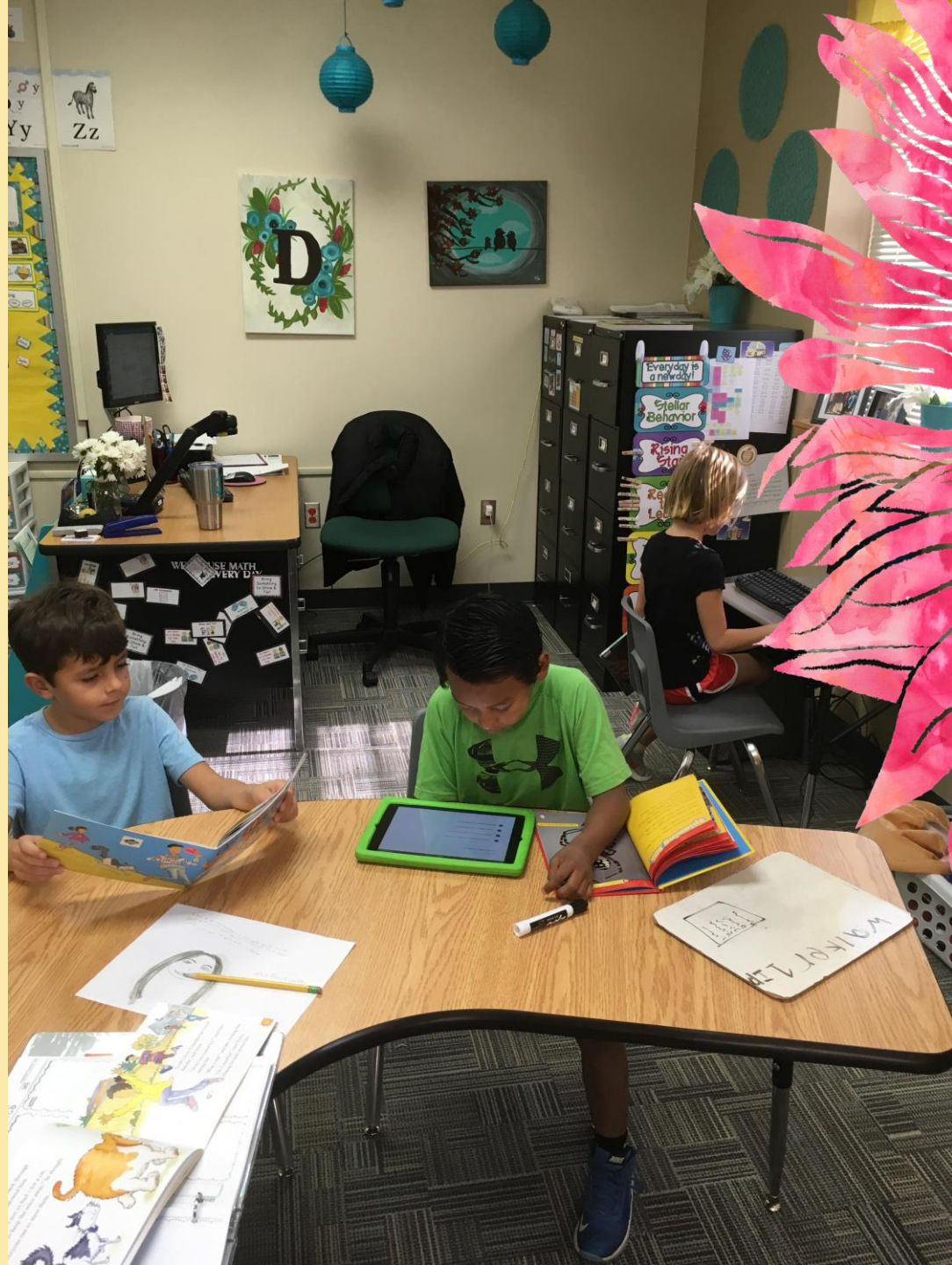
- 3 ways to read a book
- I Pick
- Choose a successful spot
- Attention signal

















# 3 ways to read a book

1. Read the pictures



2. Read the words



3. Retell the story







**I "PICK"**  
Good Fit Books

**P** Purpose: Why do I want to read this book?

**I** Interest: Does it interest me?

**C** Comprehend: Do I understand it?

**K** Know: Do I know most of the words?





# • **Building stamina with Read-to-Self**

- stamina charts
- goals for different grade levels (be flexible and patient)
- recommendation: build stamina to 10 minutes before adding a new round of Daily 5
- “Staying out of the way” (Step 8) is key.
- Students model correct/incorrect practice for other students.
- Teacher is reinforcing the I Chart behaviors.

We are building our  
Head-to-Self Stamina!







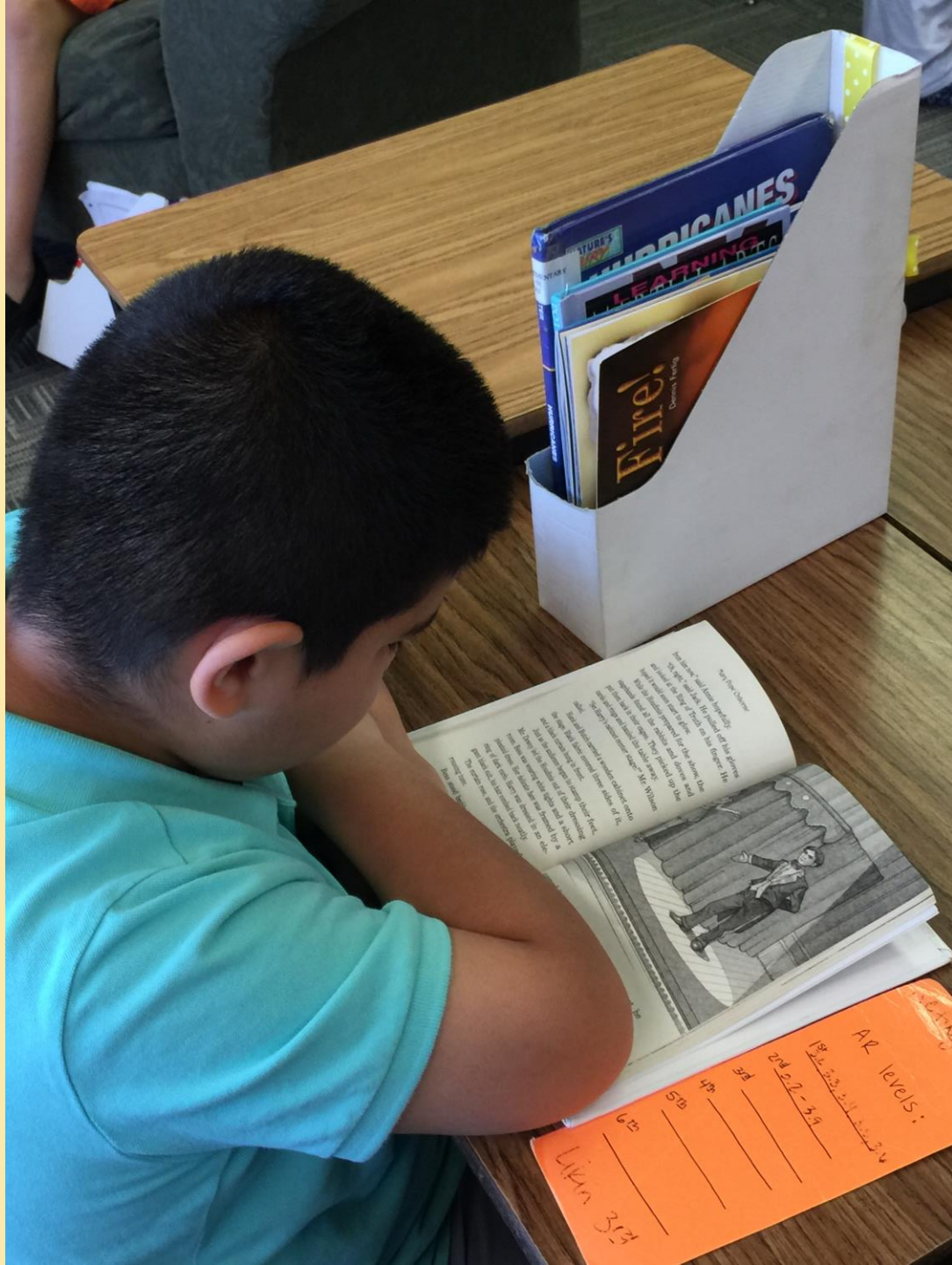
# We Are Building Our STAMINA!



Mrs. Beattie's Classroom







# Check-in Options

- Individual name call, starting with different students
- Release by Daily 5 Choice
- Number Daily 5 Choice and students quietly show number of what they have chosen
- State goal and strategy
  - “I’m going to read-to-self and my strategy is check for understanding.”
  - TEACHER TIP: Call teacher-led group first before students make their choice.













# Close the round

- Must practice and teach transitions (I-chart for transitions if needed)
- Quiet sound—chime or bell, phone alarm
- Calm environment for less distractions
- Teacher’s voice saved for instruction
- Return “book box” to place and go to designated meeting area

# BAROMETER STUDENTS

- <https://www.thedailycafe.com/articles/launching-read-to-selfstep-8-stay-out-of-the-way>  
(2:52 min.)



# Barometer students—they determine the weather in the room!

- It will happen!
- Step 8 of 10 steps is key—stay out of the way!
- Identify these students while you are “staying out of the way!”
  - Ways to help barometer students be successful
    - Conversation with teacher
    - Dismiss last
    - Where to sit
    - Timers
    - Tools, not Toys: Puzzles-manipulatives
    - Letter tiles



# Must haves:

- Time and Patience!
- I Charts
- Designated meeting area
- Wall space for I Charts and Café menu
- Attention signal (locate where you can get to it easily)
- Book boxes and designated storage place







# CHECK FOR UNDERSTANDING

- Talk at your table about the biggest challenge you foresee at this point.
- Plan to share out 1 from each table.



MATERIALS



# MATERIALS



Preparing for Daily 5 is not as overwhelming as you may think! Having a few essentials on hand will make your transition to this program easy to implement. We have compiled a list of “must haves” to help you kick start Daily 5 at the start of the year. Many of these items you probably have in your classrooms!



# MATERIALS

- Classroom Management
  - Quiet signal such as chimes, or a bell
  - Chart Paper or Smart Board for I-Charts
  - Labels for rotations or CAFÉ signs
- Barometer Student Tools – keep in a bin or tub
  - Sand timers to work on stamina
  - I-Spy books to keep interest
  - Comic Books
  - Baggie of Legos



# MATERIALS

## READ TO SELF

- **BOOKS!!!** – choices for self-selection and leveled for individuals
- **Comfortable Reading Spot** – pillows, chairs, cushions, rugs
- **Letter Boxes/Bins or Large Baggies** to hold individual student books

## WORK ON WRITING

- **Personal dry erase boards** with markers and erasers
- **Notebooks/journals** or paper
- **Variety of writing tools** (pens, pencils, etc.)

## LISTEN TO READING

- **Portable CD players** with headphones
- **Books on CD**
- **I-Pads** with headphones

## WORD WORK

- **Alphabetic letters – regular and/or magnetic**
- **Magnetic boards**
- **Markers**
- **Flash cards**
- **Pencil Box with sand**
- **Baggies with paint**
- **Letter stamps**
- **Alphabet beads and string/yarn**





# MATERIALS

Here are some pictures of materials in use!



**CAFÉ SIGNS**



**READ TO SELF**



**READ TO SELF**



**LISTEN TO READING**



**READ TO SOMEONE**



**WORK ON WRITING**

# CHECK FOR UNDERSTANDING

- Use a notecard from the basket to list materials that you already have in your classroom, as well as what you think you will need.

Have	Need





# TRACKING

**EXAMPLES OF AREAS TO TRACK ARE:**

**STAMINA GROWTH**

**DAILY 5 CHOICES**

**READING LEVELS**

# TRACKING



- Implementation:
  - Once all Daily 5 choices are up and running, prior to calling names for student choices, let the students know whom the teacher is going to work with in a small group or individually. This eliminates the frustration and disappointment of making a choice and being called away from it.
  - Verbalizing choices helps the child take ownership of his/her learning and increases accountability.
  - Once you have identified goals and strategies for each student, have the student articulate this information when they check in with their choice.
    - “I am going to do Read to Self. My goal is comprehension, and I am going to Check for Understanding.”
  - For older students use the Daily 5 Check-In Form to record student’s choices.
    - Use this form to track what Daily 5 choices students are making because some students would do Read to Someone everyday.
  - For younger students it might be helpful to make a bulletin board for your tracking system. Students put their name on a sticky note & put the sticky note on the Daily 5 choice on the bulletin board.



# TRACKING

- Must haves:
  - Taught the class the Daily 5 choices
  - Class list
    - Prioritize who you're working with
  - Data/Conference form to use in the RTI process
    - Create a tracking system that works best for you and your student's needs
  - Bulletin Board with the CAFE Skills posted in the room and accessible to the students.
    - This method works great with the younger kids.
    - This method can be time consuming in a departmentalized classroom. Most older students don't want their peers to know what skills they are needing to develop so posting can be embarrassing.
  - Reading Levels to show growth



# TRACKING

- “Real life” examples:
  - Create a tracking system that works BEST for you.
  - If you are departmentalized, you may like printing a “blank grading form” because names and blanks are provided. It allows you the freedom to track what is important to the needs of your students.





# CHECK FOR UNDERSTANDING

- Pros/cons of student choice vs teacher choice for Daily 5 stations.
- How can tracking in small groups lead to more productive SAT meetings?

# MINI LESSONS





# MINI LESSONS

- Implementation:
  - Set a Purpose
  - Refer to the 10 Steps to Independence
  - Establish a Routine
  - Develop Individual Accountability
  - Follow Daily 5 Recommended Lessons for the first 15 days





# MINI LESSONS

- Must haves:
  - Meeting Spot for whole group instruction
  - Limit to no more than 10 minutes
  - Objective / Daily Goal
  - Reserve your “Teacher Voice”
  - Visuals
  - Examples: CAFÉ Menu, Anchor charts, Tool Kit, TEK Strips, or other displays



# MINI LESSONS

- “Real life” examples
  - 10 Steps to Independence
  - Genres
  - Poetry
  - AR Reports
  - CAFÉ mini lessons
  - Skills (TEKS)









# CHECK FOR UNDERSTANDING

- List pros/cons of frequent mini lessons vs. traditional whole group instruction as it applies to student engagement and teacher prep work.

Pros	Cons



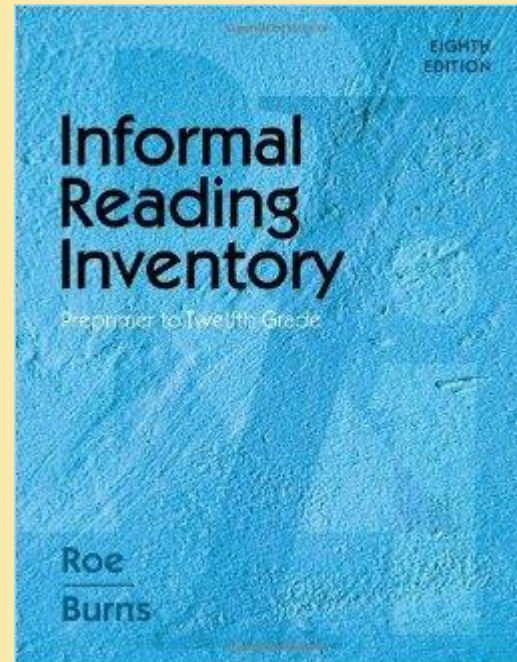
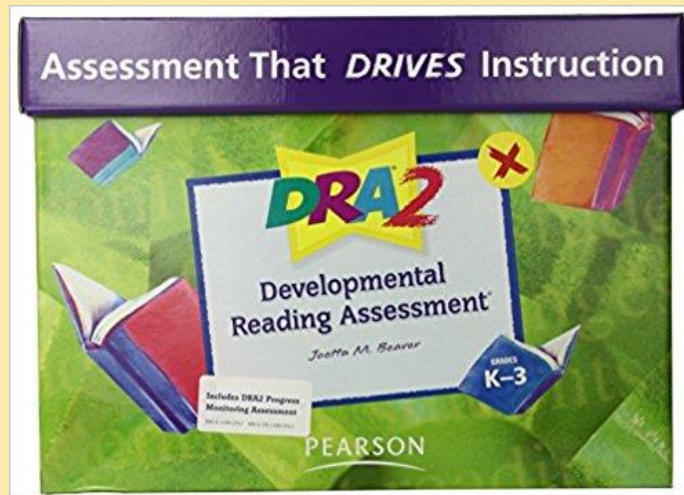


# CONFERENCES

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What drives conferencing?

- Assess individual students- DRA running record or Informal Reading Inventory (IRI) BOY, MOY, EOY
- Use those findings to set strategies and strategy goals with students





# CONFERENCES

- Materials:
  - Notebook (w/dividers or tabs for each student)
  - Conference Forms
  - Calendar
  - iStation reports, running records

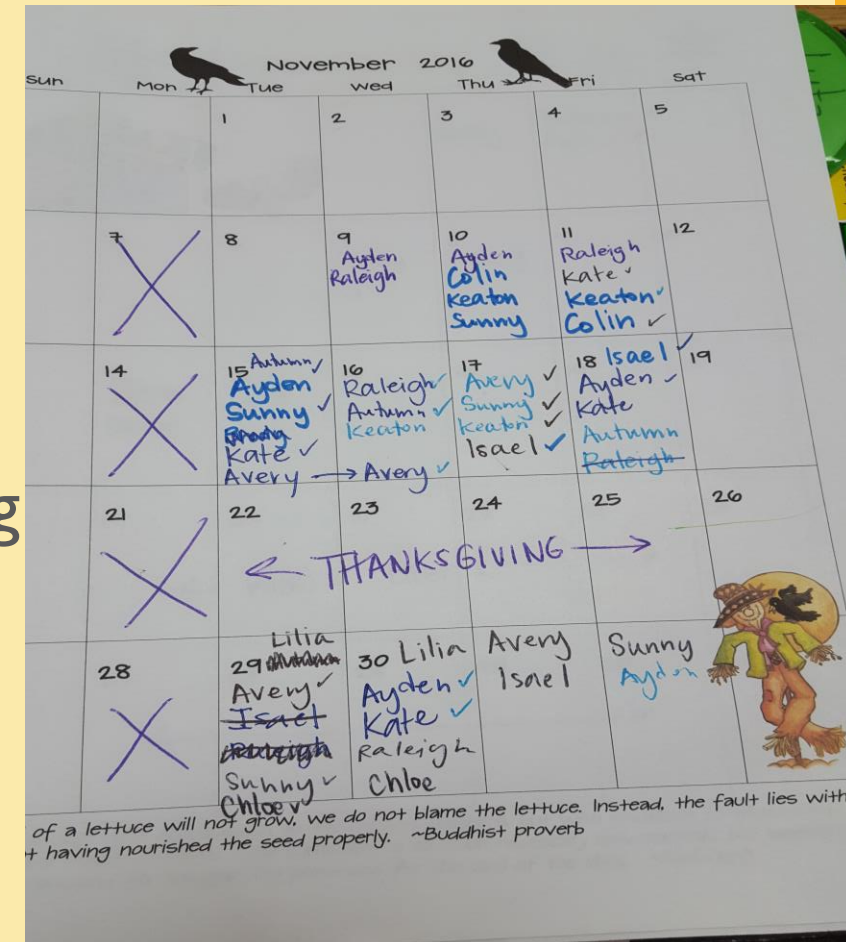


# CONFERENCES

## IMPLEMENTATION:

### -Steps to Successful Conferencing

1. Check calendar for appointments
2. Prepare for conference
3. Observe student and listen to reading
4. Reinforce/Teach- strategy/skill
5. Practice Strategy
6. Plan



Example of a Calendar



# CONFERENCES

Questions about implementation:

- What do I write down in my notebook?
- How many students do I conference with?
- How do I know what strategy to give to students?
- How long does the student have the same strategy and when do I move on?
- What kind of questions do I ask students?
- Can I meet with more than 1 student at a time?

Reading Conference with Icons

Goals	Student Strengths
<div>Date Touch Point</div> <div>10/27</div> <div>Touch Point</div>	<div>Observation and Instruction</div> <div>didn't have library</div> <div>Touch Point</div>
<div>Date Touch Point</div> <div>11/3</div> <div>Touch Point</div>	<div>Observation and Instruction</div> <div>Josefina learns - has a good lesson - came to preview book - said - good fit</div> <div>Touch Point</div>
<div>Date Touch Point</div> <div>11/4</div> <div>Touch Point</div>	<div>Observation and Instruction</div> <div>- gave a preview stack - Josefina not a good fit</div> <div>Touch Point</div>
<div>Date Touch Point</div> <div>11/10</div> <div>Touch Point</div>	<div>Observation and Instruction</div> <div>Boxcar Children (3.4) (book 12) good fit - came to rough - said rufe - came to evening -</div> <div>Touch Point</div>
<div>Date Touch Point</div> <div>11/15</div> <div>Touch Point</div>	<div>Observation and Instruction</div> <div>Boxcar Children - too hard!! not reading - will make preview stack again</div> <div>Touch Point</div>
<div>Date Touch Point</div> <div>11/17</div> <div>4</div> <div>Touch Point</div>	<div>Observation and Instruction</div> <div>Baby Mouse - Queen of the World - good retell - finished book - Mercy Watson</div> <div>Touch Point</div>

The CAFE Book: Engaging All Students in Daily Literacy Assessment and Instruction by Gail Boushey and Joan Moser, "The Sisters." Copyright © 2009, Serrano Publishers.

Example of Conferencing Form

# CONFERENCES

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## From Assessment to Conferencing

### Sample Needs and Strategies

What We Are Seeing	Potential Goals	Possible Strategy	Alternative Strategy
Reading too quickly	Fluency	Adjust and apply different reading rates to match text	Phrasing, use punctuation
Leaving off ends of words	Accuracy	Cross checking	Chunk letters together
Little expression, lacks prosody, and omits punctuation	Fluency	Phrasing, using punctuation	Voracious reading
Can't remember what was read	Comprehension	Check for understanding	- Retell or summarize - Make a picture or mental image - Determine importance using theme, main ideas, and supporting details
Stalls on words	Accuracy	Skip the word, then come back	Blend sounds; stretch and reread
Student jumps right into reading story, then lacks understanding	Comprehension	Use prior knowledge to connect with text	- Ask questions while reading - Make connections to text
Doesn't remember details but understands the main idea	Comprehension	Retell the story	Recognize literary elements
Doesn't stick with a book	Reading Behaviors Book Selection	- Read appropriate-level text - Choose good-fit books	Voracious reading
Chooses books that are too hard	Reading Behaviors Fluency Expand Vocabulary Comprehension Accuracy	Read appropriate-level text	Ask, Does this make sense?
Can comprehend literally but can't read between the lines	Comprehension	Infer and support with evidence	- Ask questions while reading - Predict what will happen; use text to confirm
Reads words with correct letters but wrong sounds	Accuracy	Flip the sound	Cross checking
Sounds out each individual letter	Accuracy	Chunk letters together	Blend sounds
Beginning reader, knows few words but most letter sounds	Fluency Accuracy	Practice common sight words and high-frequency words	Blend sounds; stretch and reread
Doesn't remember details from nonfiction	Comprehension	Use text features (titles, headings, captions, graphic features)	Determine and analyze author's purpose and support with text
Doesn't understand the text because does not understand key word in selection	Expand Vocabulary	Tune in to interesting words	- Reread to clarify the meaning of a word - Ask someone to define the word for you

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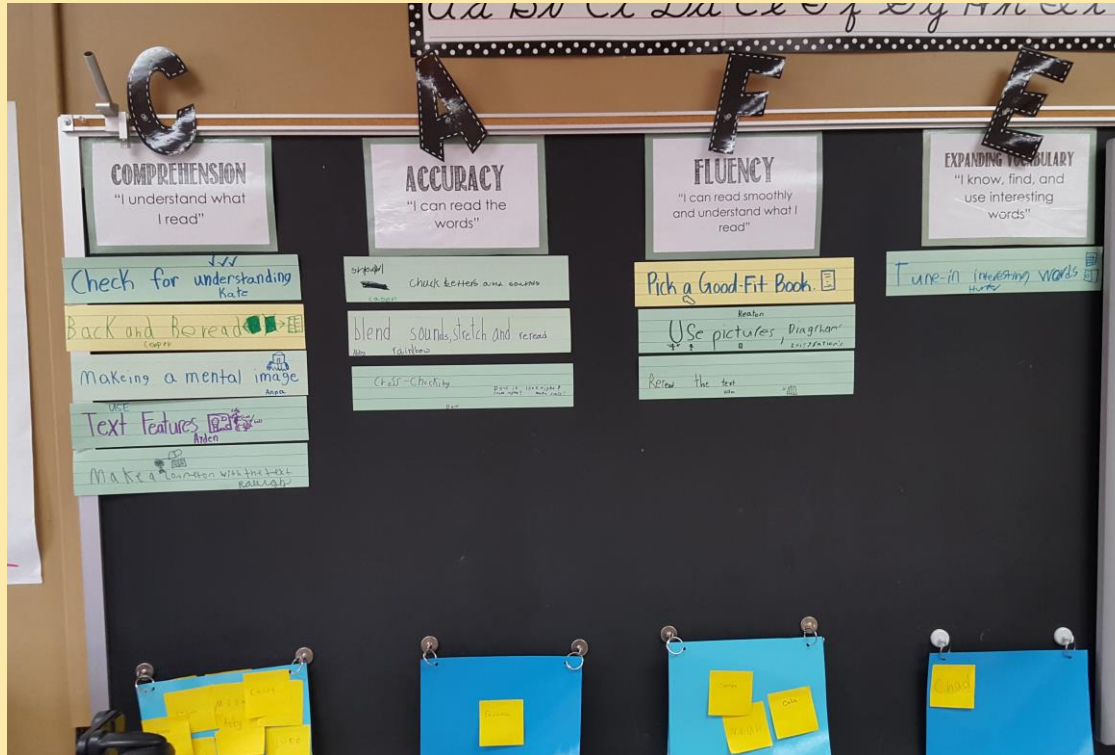
## The CAFE Menu 6-5-4-3: Choosing the Right Strategy

Comprehension <i>I understand what I read</i>	Accuracy <i>I can read the words</i>	Fluency <i>I can read accurately, with expression, and understand what I read</i>	Expand Vocabulary <i>I know, find, and use interesting words</i>
<b>Strategies</b> Check for understanding Back up and reread Use prior knowledge to connect with text Make and adjust predictions; use text to confirm Infer and support with evidence Make a picture or mental image Monitor and fix up Ask questions throughout the reading process Use text features (titles, headings, captions, graphic features) Summarize text; include sequence of main events Use main idea and supporting details to determine importance Determine and analyze author's purpose and support with text Recognize literary elements (genre, plot, character, setting, problem/resolution, theme) Recognize and explain cause-and-effect relationships Compare and contrast within and between text	<b>Strategies</b> Abundant easy reading Look carefully at letters and words Cross checking . . . Do the pictures and/or words look right? Do they sound right? Do they make sense? Flip the sound Use the pictures . . . Do the words and pictures match? Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together Skip the word, then come back Trade a word/guess a word that makes sense Recognize words at sight	<b>Strategies</b> Voracious reading Read appropriate-level texts that are a good fit Reread text Practice common sight words and high-frequency words Adjust and apply different reading rates to match text Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) Read text as the author would say it, conveying the meaning or feeling	<b>Strategies</b> Voracious reading Tune in to interesting words and use new vocabulary in speaking and writing Use prior knowledge and context to predict and confirm meaning Use pictures, illustrations, and diagrams Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) Ask someone to define the word for you Use dictionaries, thesauruses, and glossaries as tools
<b>Behaviors That Support Reading</b> Get started right away   Stay in one spot   Work quietly   Read the whole time   Increase stamina   Select and read good-fit books			

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Strategies to use during conferencing

# CONFERENCES



CAFE board with student created strategies

## Accuracy Strategies

### Cross Checking

- This is a strategy for ensuring the words (and sometimes pictures) make sense and match the letters on the page.

### Use Beginning and Ending Sounds

- When reading a word, use the sounds at the beginning of the word as well as at the end of the word.

### Blend Sounds; Stretch and Reread

- Take the individual sounds of letters or phonemes and blend them together to read a word accurately

### Flip the Sound

- Use knowledge of letter sounds to decode words by trying out, or "flipping," the different sounds a letter can make until you hear a word you recognize and that makes sense.

### Chunk Letters and Sounds together

- Read letters and sounds together within a word to make decoding more efficient, rapid, and accurate.

### Skip the Word, Then Come Back

- When you come to a word you don't know, skip over the word until the end of the sentence of passage. Then back up and read the sentence again, using the first letter or letters of the skipped word and context clues to decode the unknown word.

### Trade a Word/Guess a Word That Makes Sense

- When you encounter words you don't know but understand the gist of the text, insert a word that makes sense in place of the unknown word.

## Teacher Talk Comprehension

### Check for understanding

- "Who did you just read about and what just happened?"

### Back up and reread

- "Did that make sense?"
- "When you back up and reread, try rereading a bit more slowly."

### Monitor and Fix up

- "If you don't know what is happening in the story, fix up your reading by using a specific strategy."

### Retell the story

- "Who are the main characters?"
- "What is the problem?"
- "How was the problem solved?"
- "How did the story end?"

### Schema/Connections

- "What experiences have you had that might be similar to the text?"
- "Does this remind you of another story you have read?"
- "Does this remind you of something you have heard or seen on TV or in a movie?"

### Visualizing

- "What do you see in your mind as you read this selection?"

### Questioning

- "What does this mean?"
- "Is this important?"

### Predict what will happen; use text to confirm

- "What do you think will happen based on your information?"
- "What kind of clues did you use? Pictures, words, or schema?"

### Infer and support with evidence

- "What clues from the text can you put with what you know to understand what is going on?"

### Use text features

- Lay a clear acetate sheet over the text and allow students to write, circle, and mark on the text features with a dry-erase marker.

### Summarize text

- "What is this selection about?"
- "What are the main ideas of this selection? What is your evidence?"
- "What is not important about this selection? Why?"

### Use main idea and supporting details

- "In a few words, what is this selection about?"
- "Did you find the main idea stated in the passage or did you have to infer it?"

More strategy help



# CHECK FOR UNDERSTANDING

- What are some ideas that you have for keeping track of your conferences? Do you have a system in place now that could be “tweaked” to fit Daily 5?
  - Calendar
  - Anecdotal notes
  - Running records
  - Class lists
  - Provided conference forms



WHAT'S NEXT?

# DISTRICT GOAL

- All K-5 Reading teachers attend June or August training
- One day per week minimum of small group reading instruction for all reading teachers – goal to increase throughout the year.
- Trainings continued throughout the 2017-2018 school year – October 9<sup>th</sup>, campus staff meetings, AEC committee members to assist on campuses, etc.
- Use small group reading strategies to increase student achievement
- Provide teacher support in the areas of differentiation and data/assessment.





# AEC COMMITTEE CONTACT INFO

**Please feel free to contact us  
should you have any questions!**

## Facilitators:

- Amy Ahrens – Principal, Starkey Elementary
- Jenna Wentrcek – Assistant Principal, Tally Elementary

## Starkey Elementary (830) 257-2210

- Pam Boyer- 5<sup>th</sup> grade Reading/L.A. – [pam.boyer@KerrvilleISD.net](mailto:pam.boyer@KerrvilleISD.net)
- Jo Harrison- 2<sup>nd</sup> grade – [jo.harrison@KerrvilleISD.net](mailto:jo.harrison@KerrvilleISD.net)
- Sarah Lewicki- 3<sup>rd</sup> – 5<sup>th</sup> grade interventions – [sarah.lewicki@KerrvilleISD.net](mailto:sarah.lewicki@KerrvilleISD.net)

## Tally Elementary (830) 257-2222

- Lea Anne Duckworth- 1<sup>st</sup> grade – [leanne.duckworth@KerrvilleISD.net](mailto:leanne.duckworth@KerrvilleISD.net)
- Laci Nelle- 3<sup>rd</sup> grade Reading/L.A. – [laci.nelle@KerrvilleISD.net](mailto:laci.nelle@KerrvilleISD.net)
- Debbie Griffin- 3<sup>rd</sup> – 5<sup>th</sup> grade interventions – [debbie.griffin@KerrvilleISD.net](mailto:debbie.griffin@KerrvilleISD.net)

## Nimitz Elementary (830) 257-2209

- Kari Gruver- 1<sup>st</sup> grade – [kari.gruver@KerrvilleISD.net](mailto:kari.gruver@KerrvilleISD.net)
- Bridgette Michon- 5<sup>th</sup> grade Reading/L.A. – [bridgette.michon@KerrvilleISD.net](mailto:bridgette.michon@KerrvilleISD.net)

## Daniels Elementary (830) 257-2208

- Jennifer Lair- Kindergarten – [jennifer.lair@KerrvilleISD.net](mailto:jennifer.lair@KerrvilleISD.net)
- Cheryl Manchester- 3<sup>rd</sup> grade Reading/L.A. – [cheryl.manchester@KerrvilleISD.net](mailto:cheryl.manchester@KerrvilleISD.net)
- Monica Freeman- 3<sup>rd</sup> grade Reading/L.A. – [monica.freeman@KerrvilleISD.net](mailto:monica.freeman@KerrvilleISD.net)



# CREDITS

- Information from this presentation adapted from the following books and KISD classroom practices:
  - The Daily 5 Second Edition, by Gail Boushey & Joan Moser
  - The CAFÉ Book, by Gail Boushey & Joan Moser
  - The Book Whisperer by Donalyn Miller
  - Reading in the Wild by Donalyn Miller
  - Who's Doing the Work? By Jan Burkins and Kim Yaris

Copies of each book are available on each elementary campus. Additional resources are available at [www.thedailycafe.com](http://www.thedailycafe.com).

# QUESTIONS

