

PROFESSIONAL LEARNING TEAM REPORT

School Year: 2015-2016

PLT Title

Diving Into The Daily 5

Blurb for PLT Conference Brochure

The primary teachers at the Wellington School learned about and launched The Daily 5 for the first time this year. The Daily 5 is a literacy structure that allows students to be engaged in authentic literacy activities with increasing independence. The components are Read to Self, Work on Writing, Read to Someone, Word Work, and Listen to Reading. Our discussion will focus on our learning process and will provide some examples of lessons.

Contact Information (Write * next to facilitator's name.)

Name	School	Grade Level or Subject
Tara Slattery	Wellington	First Grade Teacher
Carolyn Bell	Wellington	First Grade Teacher
Kendra Nnyanzi	Wellington	First Grade Teacher
Cheryl Lyons	Wellington	First Grade Teacher
Kristen Colavito	Wellington	First Grade Teacher
Amy Baxter	Wellington	Reading Specialist
Beth Lusk	Wellington	Special Educator
Liz Cox	Wellington	Kindergarten Teacher

PLT SMART Goal

Our goal is to implement a literacy structure (The Daily Five) that allows students to be engaged in authentic literacy activities with increasing independence this school year. By April 2015, all Daily Five components (Read to Self, Work on Writing, Read to Someone, Word Work, Listen to Reading) will be implemented.

This PLT Goal is also

- A Professional Practice Goal
- A Student Learning Goal
- Neither

Key Actions

1. Classroom teachers will participate in a 5-week online course describing how to implement the Daily Five
2. Prepare Smart Notebook files to launch each of the five areas of literacy
3. Track student stamina in each area as they work to achieve independence
4. Develop high quality mini-lessons to focus instruction throughout the school year
5. Include interventions for "barometer" children

Findings

We found that once the literacy structure was in place, The Daily 5 ran itself. We feel that the students interrupted our reading groups less often, allowing our small group time to be meaningful. Students became more independent, needing the teacher's assistance less frequently. We liked how the students were all engaged in authentic, meaningful literacy activities at all times. In the past, when we had literacy centers in our classes, some of the activities were less authentic. Another positive is that The Daily 5 has required less teacher preparation than literacy centers.

A struggle that we initially had was to adapt to the process of allowing choice. We found that with a little guidance, students were able to make appropriate choices more often.

Although our barometer students made progress with independence, they struggled at times, needing teacher assistance. These students benefitted from visuals and other strategies. These visuals reminded them of The Daily 5 expectations and the choices available for each round. We will continue to find other strategies to help our barometer students to be successful.

Recommendations / Next Steps

Next year, we would like to continue our professional learning of The Daily 5. We feel that there are many areas of the Daily 5 that we would like to further explore.

Some of these areas are:

- creating mini-lessons
- finding ways of holding students more accountable for their writing notebooks
- creating more accommodations for our barometer students
- learning about The Daily Café
- maintaining student stamina throughout the school year