“Are You Hungry?” How Incorporating the Daily 5 and C.A.F.E. Menu can Satisfy Kindergarteners’ Appetite for Independent Reading!

By: Amber Halbfoerster
2010-2011
Gray’s Woods Elementary School
Kindergarten Intern
Table of Contents

Background Information
  Classroom Context
  Rationale

Wonderings and Questions
  Main Wondering
  Sub Questions

Data Collection
  Clear Description of Data Collection

Data Analysis

Evidence Based Claims
  Claim 1
  Claim 2
  Claim 3

Reflections and Implications for Future Practice

Appendix

Inquiry Brief

Annotated Bibliography
Context:

In my kindergarten classroom, there are twenty children. I have eleven boys and nine girls. All twenty of the children are Caucasian. Two of my children are on IST for behavior concerns. This means that they may be working toward a behavior goal and may require extra support in the classroom. Four of my children are seen for speech, in which two have a speech IEP (a specific plan that says they must meet with a support teacher to help them with their speech concerns), and the other two are seen informally. They are pulled out of the classroom once a week for assistance. The speech teachers are working with them on developmental sounds and language.

Based on the current assessments and kindergarten literacy benchmarks, we have three children that are currently working at the pre-conventional level. The pre-conventional level means that students are working toward the benchmark for kindergarten, but are still below the expectations. They are working toward higher academic goals to get caught up to the rest of the class. These children are receiving services in the Response To Instruction and Intervention program under the second level. This program is an intervention program to help struggling students as early as possible. They are pulled out of the class everyday to receive extra instruction and support from trained teachers. Twelve students are meeting expectations or are considered emergent readers. These students are at a typical level for kindergarten students and do not receive any extra instruction to meet goals or for any enrichment. This is the majority of my class. Four students are beginning to work at the developing or advanced
level. These students remain in the classroom all day, but are often given activities that require them to stretch and enrich their thinking.

On a typical day, all students are expected to read from a collection of leveled books (books that are a good fit for their reading level) for fifteen minutes to independently practice reading strategies. These books are chosen based on an individual reading level. Students have been trained to choose their own books that are appropriate for themselves.

I enjoy working in a classroom with such a wide variety of learners. Each of my students has different needs and personalities, which makes my job interesting. I take into account these different needs when planning lessons so that I can keep the engagement of all of my students. I do this so that I can be sure they are all learning and are encouraged to do their best work.

Rationale:

Recently in my classroom, I have noticed my students becoming more and more off-task at their independent reading station. They have been getting louder, walking around and socializing with their friends instead of reading their books. From my recent observations, I have noticed students playing with their books or holding them pretending like they are reading. All of this has inspired me to search for a way to make reading more exciting for my students so that they will stay engaged in their work. I want them to stay on-task, because they are engaged and excited about themselves as readers.

My mentor has recently been trying to incorporate a different reading approach called the Daily 5. This literacy approach consists of three mini-lessons
and three independent working rounds in my classroom. Students are trained prior to implementing this in the way that they choose good fit books, read to self, read to someone, and how they work independently. A major part of the training and preparation for the Daily 5 is focusing on what our literacy time should look and sound like. Five goals that our class practices during the Daily 5 are the following:

1. Choose a good spot.
2. Get started right away.
3. Use a whisper voice if working with a partner.
4. Work the whole time.
5. Check in right away when the timer goes off.

Students are often reminded of these goals before/after literacy round. This literacy program uses very specific language that is repetitive throughout the process.

I think that by using this approach, my students will be more likely to stay on-task for a longer period of time during their independent work. I feel strongly about this, because I believe that the Daily 5 sets students up so that it enables them to enjoy reading, which in return results in extended engagement, confidence and excitement. While visiting another classroom that has incorporated this approach, students were saying things like, “I couldn’t stop reading, because I felt like I was inside my book” and “I was in my reading zone”. Although these powerful statements are not proof that this approach could work, it provides me with enough evidence to attempt this approach with my students.
As I begin to research, I hope to find that my students show more on-task behaviors throughout their independent time and develop a love for reading.

**Main Wondering:**

How does incorporating The Daily 5 literacy approach affect my students’ time on-task when working independently?

**Sub-questions:**

What is considered off-task behavior for kindergarten? How can I tell the difference?

What strategies can help students to make their reading and independent work time meaningful?

How can I be sure they are working meaningfully if they are on-task?

If they are on-task, how will I measure their comprehension and enjoyment?

**Data Collection:**

In my inquiry, I used a variety of data collections. For measuring off-task behavior over time, I used a series of systematic observations. The data sheets were the same throughout the process in that, I would check in every 3 minutes to see if the students were showing on-task or off-task behavior. If they were on-task, they would get an X, and if they were off-task, they get an O. If a student was showing on-task behavior, they were diligently working on their assignment. If they were showing off-task behavior, they may have been looking around the room unfocused on their work. I made anecdotal notes on the side to remind
myself what they were doing during those check-in times so that I could assess and understand the different reasons for their off-task behavior.

In addition to this, I took before and after pictures of my students as they were working independently. While taking pictures gave solid evidence of change in student behavior, I knew I needed to look deeper. I took video footage of the inquiry before and throughout the intervention process. My videos consisted of scans around the classroom during independent work, C.A.F.E. (Comprehension, Accuracy, Fluency, Expand Vocabulary) mini-lessons, student conversation about their work, and interviews between a student and myself. In the interviews, I asked students about the ways their reading has developed or changed, their favorite way to spend their independent literacy time, the goal and strategy they were working on, and how those goals and strategies are helping them to become a better reader. They were able to tell me honest answers about the way that they felt about the Daily 5 through what they know about themselves as readers. During these interviews, I was most interested in finding out what my students were thinking while they were utilizing these strategies and working independently.

**Data Analysis:**

As I began to collect data for this inquiry, I realized I needed strong evidence to show student behavior prior to the intervention. I began making anecdotal notes on each student, as they would read independently during stations. Throughout this station, I took notes on student behavior by writing down what they were saying and doing. In addition to these notes, I conducted a
systematic observation of time on-task. While these notes already demonstrated a great deal of information, I thought it would be useful to take a picture to show what literacy looked like prior to the intervention. I continued to use a revised systematic observation during the intervention.

After I had collected a number of systematic observations throughout the intervention, I decided to record the time on-task for each student using a fraction. I began to compare all of the systematic observations in order from pre-intervention to during intervention. As the intervention progressed, students were able to receive more X's for being on-task.

In addition to the anecdotal notes and systematic observations, I took video footage of students. The videos varied from students working and interviews about what they were doing while reading. The way students were working began to look different in my classroom. As I began to watch these videos throughout the progression, I noticed students’ language when talking about reading was changing as well. They were telling me more specific reading strategies they were practicing and why it helps them to become better readers.

The last part of my data analysis was to compare what students were currently doing to what they were doing prior to the intervention. I aligned this analysis according to the reading standards for kindergarten. The standards were based on pre-conventional, emergent, and developing levels. Ultimately, students needed to be at the emergent benchmark by the end of the school year. After reviewing the standards, I found that most of my students could operate on
the majority of the developing standards which helped me to make some strong evidence based claims.

Evidence Based Claims:

Claim #1- Students show an increase of on-task behavior when they practice and train with the Daily 5 prior to working independently.

Through systematic observations, I was able to track student time on-task throughout this inquiry. Before the Daily 5 intervention, the class average during a fifteen-minute time span was 54% on-task behavior. After implementing the Daily 5 into our classroom, the class average raised to 87%. While observing my students, I would notice them looking or sitting around quietly disengaged before and after the Daily 5 intervention. Before the Daily 5, students seemed to do this more often. After the Daily 5 had started if students were off-task, I would ask questions like, “Why aren’t you working?” or “What are you doing?” Often their answer would be “I’m still thinking”. For the most part, I did not have to ask students these questions, because they were actively engaged in their work.

Prior to starting the Daily 5, our class trained and practiced different parts of this program for about a month. We would time each part of the Daily 5 and try to increase our time daily to eventually get close to 15 minutes. For instance, students would practice reading to self for as long as they could to build their stamina. Everyday, students would try to beat their previous times. We would graph our times each day so that students could see their progress. Our class also practiced other components of the program like read to someone, choose a
good spot, good fit books and checking in. The language and preparation in Daily 5 makes is powerful in the way that it trains students to become independent.

Many times after literacy round, our class will have compliments or concerns for our classmates for the previous round. Students enjoy getting compliments about something they did well that round, such as getting started right away or choosing a good spot. Students take ownership of their actions during each round and will often tell the class a concern they had for themselves or for a friend. For example, on one occasion, a student said that they were concerned that some friends were working too loudly, and it was a problem, because they could not concentrate on their work. All of the students brainstormed ways to help these friends so that they will use whisper voices or remember no talking during the Daily 5 unless it was an appropriate time. After we talk about a concern in our classroom, students will turn our concerns into goals to improve for our next round. When we check back in after that round, we will discuss how it went.

Another reason students take ownership in their work, which helps them to work the whole time, is because they are able to make their Daily 5 choice for that day. Each morning students pick 3 of the 5 literacy choices to work on that day. They include work on writing, word work, listen to reading, read to self, and read to someone. By allowing student to make choice about what they would like to work on during literacy time, they show more excitement and engagement during the process, which in return helps them to stay on-task.
Claim #2- Students demonstrate understanding of specific Daily 5 vocabulary such as comprehension, accuracy, fluency, and expanding vocabulary.

Each day, the Daily 5 literacy approach in our classroom includes three mini-lessons, also called C.A.F.E. lessons. This acronym stands for C-comprehension, A-accuracy, F-Fluency, and E-expand vocabulary. There are many different literacy strategies under each of these domains. Each mini-lesson is focused on a strategy that helps students to achieve one of these C.A.F.E. goals. All of my students use this language to describe the learning strategies they are working on. For instance, a student may say, “I am working on the strategy check for understanding to help me with the goal of comprehension which means I understand what I read.” Students know that the strategy check for understanding allows them to ask themselves or a reading partner a question to make sure that they comprehend what they are reading. Each one of these C.A.F.E. goals, students can talk about and practice through various strategies that are taught during mini-lessons.

Claim #3- Students apply Daily 5 strategies to their reading while working independently.

Through mini-lessons and conferencing with teachers, students begin to feel comfortable utilizing these strategies while they are working independently. Many times after a Daily 5 round, students will come up to a teacher and
describe a strategy they were working on. They will state how that strategy helped them as they were reading.

For example, on one occasion, a student came up to me excitedly explaining that he had just used cross checking when he came to a word he did not know. This boy was able to share with the whole class how he used this strategy in his reading. He started by saying he used cross checking which is a strategy under the accuracy goal. Then he began to describe his reading experience. He said that came to the word “people” and was not sure how to decode it. At first he sounded it out by using the letter sounds he knew. He knew that he could not ask a teacher, because we were in the middle of a round, so he had to try to figure it out for himself. He decided to use the cross checking strategy by saying to himself, “Does it look right? Does it sound right? Does it make sense?” He knew it didn’t look right, it didn’t sound right, and it didn’t make sense. He knew that if he comes to a word that doesn’t sound right, he should try to make one or more of the letters say a different sound. He tried taking the first “e” in “people” and making it say its name. After he changed that sound, he knew he was on the right track. He tried saying the word again and used cross checking. It still didn’t sound right. Finally, we decided to re-read the sentence and use picture clues to figure out the word. After reading, he figured out that the word was people, and it made sense! The excitement on this student’s face was priceless. He was so excited to share this with the class, because he had independently used Daily 5 strategies to help him as a reader. He could figure it out by himself, and he was proud.
This incident is one of many that occurred in my classroom everyday. Students used these reading strategies to figure out their reading for themselves. They have learned how to be an independent reader, and choose books that are good fits for them. Another focus of the Daily 5 is choosing a good fit book. Students follow guidelines to make sure that books they are choosing to read are good fits for them as readers. This also helps students to be successful independent readers.

Reflections and Implications for Future Practice:

This inquiry has led me to see tremendous results. I have been so pleased to watch my students grow as readers throughout the year. The language and modeling in the Daily 5 has really seemed to be a great tool for students to reference and think about as they are reading independently. All of my students had shown growth throughout this inquiry, but there are some factors I am still wondering about. For instance, I cannot compare this year’s kindergarten class to another year’s class. I am sure that students progress a great deal throughout the year, but I am not sure how much different it looks from this year.

Another wondering I have had throughout this process is about kindergarten off-task behavior. Asking a 5 year old to sit and read for fifteen minutes straight is a challenge. Through my research, I have found that the average attention span of a kindergarten student is 6-8 minutes. That is their longest engagement time for meaningful learning. They may learn more or less, but that would be an average. As I observed and recorded systematic observations, I wondered how off-task behavior should be measured for their
age. Many times when I would check in with a student, they would be doing their work, but after a minute, I would look again and they would be off-task. This happened the other way too. Sometimes students would be off-task when I checked in, but on-task for the majority of the time. These students are so young that I wonder how much time should be considered for off-task behavior when asked to do a task for a large amount of time. In addition to that, students would always get an X for on-task if they were working with a teacher. After analyzing my data, I wondered if I should have only monitored students when working independently instead of throughout the entire literacy time. I found this difficult to track, because I knew what they were really doing and wasn’t sure about the reliability of the systematic observation. Although I had a few concerns with my inquiry data, I feel confident saying the Daily 5 is powerful in creating independent readers.

The Daily 5 literacy approach gives teaching reading a whole new twist. Students are able to do so much more than they could prior to implementing this program. The language is so specific to fit needs of all different readers at their own levels. There is a great amount of differentiation that can be done throughout each round as students guided reading groups are constantly changing, and the teacher is able to conference with individual students as well. With the amount of independence the Daily 5 allows, teachers are able to better meet the individual needs of their students, because grouping is so flexible.

When I begin my teaching practice, I know that I will use the Daily 5 to instruct literacy. The independence of this program would be helpful for me as a
new teacher, especially if I do not have another adult in the room. I would not
have to depend on adult help, because my students will be able to work so
independently. This program does require organization, but it would be great for
tracking student progress and evidence for parents and others who would need
to see student work. Most importantly, students show a love for reading that I
have not seen before this semester, and I hope to see it again in my own
students one day.
**Appendix:**

**Above:** C.A.F.E. Menu with our strategies **Below:** 5 literacy choices
# Our Daily 5 Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:15 Good Fit/Opening</td>
<td>8:30-9:15 Good Fit/Opening</td>
<td>8:20-9:15 Good Fit/Opening</td>
<td>8:30-9:15 Good Fit/Opening</td>
<td>8:30-9:15 Good Fit/Opening</td>
</tr>
<tr>
<td>9:30-9:45 Round 1</td>
<td>9:30-9:45 Round 1</td>
<td>9:30-9:45 Round 1</td>
<td>9:30-9:45 Round 1</td>
<td>9:30-9:45 Round 1</td>
</tr>
<tr>
<td>10:00-10:15 Round 2</td>
<td>10:00-10:15 Round 2</td>
<td>10:00-10:15 Round 2</td>
<td>10:00-10:15 Round 2</td>
<td>10:00-10:15 Round 2</td>
</tr>
<tr>
<td>10:10-11:00 PE</td>
<td>10:30-10:45 Round 3</td>
<td>10:30-10:45 Round 3</td>
<td>10:30-10:45 Round 3</td>
<td>10:30-10:45 Round 3</td>
</tr>
<tr>
<td>11:05-11:10 CAFE 3</td>
<td>10:45-10:50 Check In</td>
<td>10:45-10:50 Check In</td>
<td>10:45-10:50 Check In</td>
<td>10:45-10:50 Check In</td>
</tr>
<tr>
<td>11:50-12:05 Round 3</td>
<td>11:10-11:45 Lunch</td>
<td>11:10-11:45 Lunch</td>
<td>11:10-11:45 Lunch</td>
<td>11:10-11:45 Lunch</td>
</tr>
</tbody>
</table>
Systematic Observation before implementing the Daily 5 (o=off task, x=on-task)

<table>
<thead>
<tr>
<th>Date</th>
<th>15 Start</th>
<th>3min</th>
<th>6min</th>
<th>9min</th>
<th>12min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/7/11 Monday</td>
<td>1/5 O O X O O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/5 O X O O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0/5 X X O O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0/5 X X X O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/1 X O O O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0/5 X O O O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/5 O X O O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0/5 X X O O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0/5 X X X O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/5 X O O O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/5 X O O O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/5 X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/5 X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/5 X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
- station: reading familiar books
- 3/3 = 33%
- O=off task, x=on-task
- Maybe comp. problem
- make landscape with notes column
- It was difficult to decide when someone was off task at times because of things like computer problems, blowing nose, etc.
Systematic Observation after implementing the Daily 5 (o=off task, x=on-task)

<table>
<thead>
<tr>
<th>Date: 3/16/11</th>
<th>Start-15min</th>
<th>12min</th>
<th>9min</th>
<th>6min</th>
<th>3min</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>553</td>
<td>LR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>353</td>
<td>LR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>353</td>
<td>RO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>543</td>
<td>W</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>353</td>
<td>RO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>555</td>
<td>W</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>355</td>
<td>RS</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>553</td>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>355</td>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>543</td>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>353</td>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>555</td>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>355</td>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>555</td>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>355</td>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>553</td>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X- On task, O-off task, *- with a teacher, C-computer, A-Absent

89/89% RO - read to someone, RS - read to self, WW - word work, LR - listen to reading
Kindergarten benchmark (After implementing Daily 5, we cover many Developing strategies)

**Reading Standards for Kindergarten Teachers**

<table>
<thead>
<tr>
<th>Preconventional</th>
<th>Emergent Kindergarten</th>
<th>Developing 1st Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize environmental print including logos and signs, and identifies a few familiar words in print.</td>
<td>1. Reads independently and fluently with 95% accuracy books from a variety of genres with simple sentences containing some multi-syllabic and compound words.</td>
<td>1. Reads independently and fluently with 95% accuracy books from a variety of genres with simple sentences containing some multi-syllabic and compound words.</td>
</tr>
<tr>
<td>2. Understands that symbols represent objects, events or people.</td>
<td>2. Uses knowledge of letter sounds and picture clues to figure out simple, regularly spelled, single-syllable words (e.g., cat, dog, big).</td>
<td>2. Knows regular letter sounds and uses them to decode regularly spelled one- and two-syllable words.</td>
</tr>
<tr>
<td>4. Demonstrates comprehension by using play acting and/or illustrations to tell a story.</td>
<td>4. Demonstrates comprehension by retelling a known story (fiction and non-fiction).</td>
<td>4. Demonstrates comprehension by retelling a text in a logical and sequential order including some detail (fiction and non-fiction).</td>
</tr>
<tr>
<td>5. Demonstrates comprehension by identifying beginning, middle, and end of a story.</td>
<td>5. Demonstrates comprehension by retelling a story by identifying characters and setting (fiction and non-fiction).</td>
<td>5. Demonstrates comprehension by describing characters and setting.</td>
</tr>
<tr>
<td>7. Demonstrates comprehension through participation in shared and guided reading discussions about various genres (fiction, non-fiction, and poetry).</td>
<td>7. Demonstrates comprehension through participation in guided reading discussions about various genres (fiction, non-fiction, and poetry).</td>
<td>7. Demonstrates comprehension through participation in guided reading discussions about various genres (fiction, non-fiction, and poetry).</td>
</tr>
<tr>
<td>8. &quot;Reads&quot; and &quot;remembers&quot; several familiar books each day.</td>
<td>8. Reads and re-reads several familiar books each day.</td>
<td>8. Reads &quot;silently&quot; (quiet voice acceptable) a variety of books and maintains a reading log.</td>
</tr>
</tbody>
</table>
Above: Teaching a CAFÉ lesson. Below: During a Round
Above: During a Round. Below: During a CAFÉ lesson
INQUIRY BRIEF

Context:
In my kindergarten classroom, there are twenty children. We have eleven boys and nine girls. All twenty of the children are Caucasian. Two of my children are on IST for behavior concerns. This means that they may be working toward a behavior goal and may require extra support in the classroom. Four of my children are seen for speech, in which two have a speech IEP (a specific plan that says they must meet with a support teacher to help them with their speech concerns), and the other two are seen informally. They are pulled out of the classroom once a week for assistance. The speech teachers are working with them on developmental sounds and language.

Based on the current assessments and kindergarten literacy benchmarks, we have three children that are currently working at the pre-conventional level. They are working toward higher academic goals to get caught up to the rest of the class. These children are receiving services in the RTII program under tier II. They are pulled out of the class everyday to receive extra instruction and support from trained teachers. Twelve of my students are meeting expectations, or are considered emergent readers. These students are at a typical level for kindergarten students and do no receive any extra instruction to meet goals or for any enrichment. This is the majority of my class. Four students are beginning to work at the developing level. These students remain in the classroom all day, but are often given activities that require them to stretch and enrich their thinking.
On a typical day, all students are expected to read from a collection of leveled books for fifteen minutes to independently practice their fluency. These books are chosen based on an individual reading level. Students have been trained to choose their own books that are appropriate for themselves to read.

I enjoy working in a classroom with such a wide variety of learners. Each of my students have different needs and personalities which makes my job interesting. I take into account these different needs when planning lessons so that I can keep the attention of all of my students. I do this so that I can be sure they are all learning and being pushed to their fullest potential.

Rationale:
Recently in my classroom, I have noticed my students becoming more and more off task at their independent reading station. They have been getting louder, and socializing with their friends on a regular basis. From my recent observations, I have noticed the students playing with their books or holding them to pretend like they are actually reading. All of this has inspired me to search for a way to make reading more exciting for my students so that they will stay engaged in their work. I want them to stay on task, because they want to read the books they have chosen.

My mentor has recently been trying to incorporate a different reading approach called the Daily 5. With this approach, the students are trained in the way that they choose books, read to self, read to someone else, and the way that they work independently. I think that by using this approach, my students would be more likely to stay on task for a longer period of time during their independent
work. I feel strongly about this, because I believe that the Daily 5 sets students up with training that allows them to enjoy reading, which in return reaps extended engagement. While visiting another classroom that has incorporated this approach, students were saying things like, “I couldn’t stop reading, because I felt like I was inside my book” and “I was in my reading zone”. Although these powerful statements are not proof that this approach could work, it provides me with enough evidence to attempt this approach with my students. As I begin to research, I hope to find that my students show more on task behaviors throughout their independent time and develop a love for reading.

**Main Wondering:**
How does incorporating The Daily 5 literacy approach affect my students’ time on task when working independently?

**Sub-questions:**
What is considered off task behavior for kindergarten? How can I tell the difference?
What strategies can help students to make their reading and independent work time meaningful?
How can I be sure they are working meaningfully if they are on task?
If they are on task, how will I measure their comprehension and enjoyment?

**Timeline:**

**January 24th-28th:**
- Developing wonderings
- Begin working on main question about Daily 5
- Inquiry update due on Tuesday
- Start recording students by observing and making anecdotal notes as they work at their independent station
- Assist mentor in training students for parts of the Daily 5

**January 31st-February 4th:**
- Data collection and inquiry planning seminar
- Continue to develop question about Daily 5
• Inquiry update due on Tuesday
• Begin create a systematic observation recording sheet to record students' time on task during their independent station
• Use rough draft copy of systematic observation sheet to record during a station and make notes for updates that should be made to the recording sheet
• Search for literature pieces to support my inquiry topic
• Begin working on brief and talk with mentor to adjust main question and sub questions
• Assist mentor in training students for parts of the Daily 5

**February 7th-11th:**
• Make updates to my data recording sheet
• Continue recording the time on task as students are working at their independent station,
• Inquiry update due on Tuesday
• Finish working on brief and begin editing.
• Look for more literature pieces to support my inquiry topic.
• Assist mentor in training students for parts of the Daily 5

**February 14th-18th:**
• Data collection and update bib seminar
• Continue recording the time on task as students are working at their independent station
• Help mentor make tools to get ready for the Daily 5- bulletin boards, card chart, etc.
• Assist mentor in training students for parts of the Daily 5
• Begin to find new pieces of evidence for before intervention data.
  o Take pictures & videos.
  o Collect student work
  o Think about interview questions to ask students
• Revise brief and annotated bibliography Rough Draft
• Friday, February 18th - Inquiry Brief and Annotated Bib Draft Due

**February 21st-25th:**
• Continue recording the time on task as students are working at their independent station. (both before daily 5 and after we start)
• Update systematic data recording sheet after intervention starts so it makes sense with the choices students may make during their independent time.
• Inquiry update due on Tuesday
• Assist mentor in training students for parts of the Daily 5
• Begin to find new pieces of evidence for before intervention data.
  o Take pictures & videos.
  o Collect student work
  o Continue to develop interview questions and begin to interview
• Help mentor make tools to get ready for the Daily 5- bulletin boards, card chart, etc.
• START Intervention-Daily 5 will officially start at some point during this week.
• Revise brief and bibliography

February 28th-March 4th:
• Data analysis-claims and evidence *pt 1 seminar
• Inquiry update due on Tuesday
• Revise/update data recording sheet to record systematic observations
• Record
• Take video & pictures of students working
• Take pictures or copy of read to someone, read to self stamina graphs
• Take pictures of all i-charts to have record of tools and language that the Daily 5 incorporates
• Begin to analyze data from before intervention and after intervention making notes.
• Revise brief and annotated bibliography
• March 2nd- Revised brief and annotated bibliography due

March 7th-11th: Spring Break
• Work on data analysis-effectiveness/ineffectiveness
• Organize data so it is clear which parts I have analyzed

March 14th-18th:
• Inquiry update due on Tuesday
• Continue to work on data analysis-Note any changes in specific children’s behavior with time on task.
• Visit Daily 5 in 2nd grade-Liz’s Room
• Continue recording the time on task as students are working at their independent station
• Continue collecting data with pictures, videos, interviews, student work
• Meet with Laura or Bern to show progress and ask for suggestions about other ways of collecting data

March 21st-25th:
• Data analysis and writing mechanics pt. 2 seminar
• Inquiry update due on Tuesday
• Visit Daily 5 in 6th Grade-Sam’s partner classroom.
• Continue to work on data analysis-Note any changes in specific children’s behavior with time on task.
• Continue recording the time on task as students are working at their independent station
• Continue collecting data with pictures, videos, interviews, student work
• Incorporate new ideas about collecting data
• Begin writing final paper

March 28th-April 1st:
• Inquiry update due on Tuesday
• Conduct interviews with students about progress they feel they have made, how they use their independent work time, etc.
• Visit Daily 5 in another kindergarten
• Organize all data
• Wrap up evidence and continue to analyze data to start drawing conclusions
• Continue working on writing final paper

April 4th-8th:
• Finish up and edit final paper
• Continue to take pictures and videos of students during their independent work
• Collect student work samples from independent work station and add to data analysis for further evidence
• April 8th- Inquiry Paper Draft Due

April 11th-15th:
• Inquiry peer editing and tips for presentation seminar
• Revise paper
• Begin preparing for presentation-pick out data pieces to share and organize the format of my presentation (order of how I will present)

April 18th-22nd:
• Inquiry practice seminar
• Revise paper
• Continue working on presentation, finishing up and organizing how I will present
• Write up any note cards or make power points, etc.

April 25th-29th:
• Make final revisions to paper
• Practice Inquiry Presentation
• Saturday, April 30th- Inquiry Conference
• Sunday, May 1st- Paper Due to Bern

May 2nd-6th:
• If necessary, revise final paper

May 9th-13th:
• If necessary, revise final paper
• May 13th- Inquiry Paper Due on PDS website

Data Collection Ideas:
I plan to use a variety of systematic data collections. For measuring their off task behavior over time, I will use the same data sheet that checks in every 3 minutes to see if the students are on task or off task. If they are on task, they get an X, and if they are off task, they get an O. I make anecdotal notes on the side
to remind myself what they were doing during those check-in times so that I can assess different reasons for their off task behavior.

In addition to this, I will take footage of the inquiry before and throughout the intervention. I will take before and after pictures and videos of students as they are working independently. I may use studio code on my videos as another form of tracking time on task during the independent work. This will help me to see the entire process at different points during my study. I will interview students about the ways their reading has developed, questions they have about working independently, how they spend their independent time, etc. They will be able to tell me honest answers about the way that they feel about the Daily 5 and what they are learning and remembering in relation to independent work time. I want to find out what they are thinking, while they are working independently.

I may use a survey within the interview to help students to answer questions more directly. I will give them a card with a smiley face, a sad face, and a face with a straight line as the mouth. When I ask them how they feel about a part of the Daily 5, I want them to show me my pointing to one of these faces, and I will keep track. This will help me to know which parts of the Daily 5 they are enjoying the most.
References


The Daily 5 book is the intervention that I will be using for my inquiry. This book presents an alternative method to literacy stations that allows students to practice independence and making choice. My mentor and I will be incorporating the Daily 5 into our classroom for a variety of reasons but relating to my inquiry, we will incorporate it in order to prevent off task behavior as students are working independently.


The CAFE book is the second part of the Daily 5 intervention. We will be incorporating the CAFE into our classroom through individualized instruction and assessment. This instruction will be going on while I am making systematic observations about student time on task. When students are not with a teacher, they are working independently.


This article is a study that was done to measure student engagement. The purpose of this study was to find out if student choice had anything to do with success and engagement. There were a number of
observations, data collection, and analysis that were recorded as a result of the study. This research study is set up very similar to my inquiry and will be helpful to look back at to make comparisons and follow the process.


This book focuses on comprehension in primary grades. Looking through the material taught in those grades was helpful for me to see how much we are covering through the Daily 5 literacy approach. Many of the topics are discussed and practiced through strategies used off of the CAFE menu. This book allowed me to see how much the Daily 5 strategies were preparing kindergarten students for the primary grades. The language used in this book and in the literacy approach go hand and hand.


In this book, there are discussions and solutions to student behavior. Two of these behaviors, lack of motivation and procrastination, are behaviors that could contribute to students choosing not to work during literacy. Through my inquiry, it could be helpful to take notes if I notice these behaviors in my students. They may be part of an answer to one of my sub-questions, "What is typical kindergarten off-task behavior?"

This website defined explicit parts of a systematic observation. Many of my wonderings were about observation vs. inference. This site did a nice job of explaining the difference between the two and ways to determine if a behavior is on or off task. It made a systematic observation clear to me, because it talked about eliminating bias out of my study. This was one of the most difficult things to do when recording an observation.

Pinnell, Gay Su., Irene C. Fountas, and Mary Ellen Giacobbe. *Word matters: teaching phonics and spelling in the reading/writing classroom*. Portsmouth, NH: Heinemann, 1998. Print. In Word Matters, I am able to compare the Daily 5 approach with guided reading. Although the Daily 5 has a form of guided reading, it looks a little different. This book allows me to measure similarities and differences to see what kind of strategies are used in both literacy approaches.


The LAC is a reading and writing resource that was given to State College Area School District teachers. There is a section in the LAC that gives information with emergent reading and writing behaviors. This will be helpful for me to look at so that I know what to expect for the benchmarks of kindergarten literacy. I will be able to tell if my students are below or above their expected range in kindergarten.

This is the Daily 5 website which contains many of the activities and trainings the students must go through before the intervention of the Daily 5. There are many pieces of evidence on this website that will help me to explain the different steps of the Daily 5 that I will be using in my intervention. In addition to that, this site also contains feedback from other teachers who have tried this approach in their classroom, which may be helpful as I am analyzing my data and look for a comparison.


This article uses references many strategies that teachers can use to motivate students to learn and work effectively. In hoping that my inquiry would accomplish creating a class of learners that were motivated to work independently, I felt that this article would provide me with teaching strategies to use before asking students to practice independently. In addition to that, I wanted to see if any strategies in Daily 5 literacy approach.