Examining the Impact of Explicit Daily Five Instruction on

Kindergartner's Literacy Skills

Merissa J. Peters

Eastern Illinois University

Abstract

Promoting positive and engaging learning experiences in literacy instruction which produce highly engaged students who are developing a love of reading is essential for literacy success. Fluency and automatically recognizing words upon sight is an essential part of the reading process and must be firmly established in the early elementary grades for students' academic success. The purpose of this action research study was to examine the impact of implementing the *Daily Five* literacy framework/model in a kindergarten classroom setting to improve on the above mentioned essential skills of fluency and automaticity. This four week study examined the effects of implementing the *Daily Five* model in a classroom with 18 participants of varying academic abilities. Five literacy stations were implemented and data was collected through pre and post-tests measuring the ability to sound out and read consonant, vowel, consonant words. All participants in the study with the exception of one who scored a perfect score on the pre-test improved their scores upon the implementation of this study.   When compared through a t test, the scores of students with an IEP or receiving RTI services along with scores of struggling readers were shown to have statistical significance demonstrating that this was an effective model for struggling readers.

Keywords: Daily Five, literacy, fluency, kindergarten

Examining the Impact of Explicit Daily Five Instruction on

Kindergartner's Literacy Skills

The ability or inability of a student to read and accurately comprehend text is crucial to the success of a student not only while in school but in life as well. Building a strong foundation in effective literacy instruction is essential for teachers. Positive experiences with reading can shape and mold the course of a child's academic career. Teachers should strive to meet the needs of their students by evaluating and implementing best practices; utilizing numerous and diverse resources helps teachers best meet the needs of all learners and ultimately create an environment in which children learn and thrive (Newton & Winches, 2013).

Research has shown the important correlation between reading fluency and comprehension (Kim, Petscher, Schatschneider, & Foorman, 2010). When a student's fluency rate is low their reading comprehension can be affected as well. Students need to move beyond the point of slow, disjointed reading in order to become fluent readers. It is critical for teachers to evaluate their literacy practices in order to examine and re-examine if they are best meeting the unique needs of their students (Kim et al., 2010).

Students need positive and engaging learning experiences in literacy instruction in order to become more proficient in word skills such as sounding out and decoding words. Promoting independence and positive experiences is essential for producing productive and highly engaged students who are developing a true love of literacy.

Literature Review

Reading is not only a necessary tool for educational success but further a critical skill students need in order to become a successful part of society. Making reading a vital part of

education has been a goal of educators and administrators as well as politicians. In order to thrive and achieve in the work environment, reading skills are essential (Ambe, 2007). It is essential for students to obtain necessary reading skills in order to avoid the need to take remedial reading courses in high school which could in turn hinder student's ability to get into college (Tedford, 2008). The National Reading Panel lists the five pillars of reading and literacy development as: phonemic awareness, phonics, comprehension, vocabulary, and fluency (Howard, 2009). Establishing emergent literacy skills such as alphabet knowledge, sequencing of letters or words, phonemic awareness and some writing skills is key for later development in reading and comprehension (NELP, 2008). In 2010 the Common Core State Standards Initiative (hereafter referred to as CCSSI) were established to fulfill the demand issued by states to create a new generation of standards which would enable K-12 students to be college and career ready in literacy by no later than the end of high school (CCSSI, 2010).

Common Core State Standards Initiative

Today's students are preparing to enter a world in which colleges and businesses are demanding more and more than ever before. In order to ensure that our nation's students are able to meet these demands a group of experts and teachers from across the country designed the CCSSI, 2010. These standards are a set of high-quality academic standards designed to ensure that students graduate from high school with the specific skills sets necessary to succeed in today's entry-level careers and college courses. CCSSI provides clear and consistent learning goals as well as focuses on developing critical thinking, problem solving, and analytical skills which will enable students to achieve success (CCSSI, 2010). The ultimate desire was for there to be one set of common standards which had the power to enable students to compete on a global scale and be college and career ready (McLaughlin & Overturf, 2012). Standards for state

education have been around since the early 1990s with every state having developed and adopted its own set of standards by the early 2000s. This led to a lack of standardization, which in turn led to the development of the CCSSI in 2009 by state leaders. The standards are a representation of the best elements of standards-related work to date (CCSSI, 2010). In order to build upon the foundation laid by states in their crafting of high-quality education standards as well as defining college and career readiness, the standards lay out a vision of what it means to be a literate person in the twenty-first century by drawing on the most important international models as well as input and research from numerous sources. State departments, educators from kindergarten through college, parents, students, and other members of public were all included in the construction of the CCSSI (2010). Standards were included in the CCSSI document only when the best available evidence indicated that the mastery of the specific skill associated with that standard was essential for college and career readiness in a twenty-first century, globally competitive society (CCSSI, 2010). The standards were divided into two categories, college and career-readiness, and K-12 standards.

College and career-readiness standards focus on what is expected of students by the time they graduate from high school; the K-12 standards focus on what is expected of students for elementary school through high school. The college and career readiness standards were the first to be developed and then incorporated into the K-12 standards in the final version of the CCSSI recognized today. Individual grade levels are used in the standards for kindergarten through eighth grade. Two-year bands are used in grades nine through 12 allowing schools, districts, and states flexibility in course design in high school (CCSSI, 2010). Upon completion, states began voluntarily adopting the CCSSI and at the time of this writing 43 states, the District of Columbia, four territories, and the Department of Defense Activity have adopted and are

currently implementing these standards (Core Standards, 2014). The CCSSI are: research and evidence based, aligned with college and work expectations, rigorous, and internationally benchmarked (2010).

CCSSI establish clear and concise guidelines about what students need to learn and know at each grade level but they do not dictate how teachers should teach; they are not a curriculum, rather a set of shared expectations and goals (CCSSI, 2010). The standards are broad and include little direction as to how to implement them; they leave room for teachers and districts to determine how they will best meet and address each goal (McLaughlin & Overturf, 2012). Teachers are not mandated how to teach a particular writing process or strategy, they are free to use whatever tools, knowledge, professional judgment, and experience they identify as most helpful for enabling their students to meet the standards (CCSSI, 2010). Educators need to be knowledgeable about the content of the standards in order to teach them. Having an understanding of what the substance of each standard is and understanding what students should know will provide teachers with the knowledge they need to help their students succeed in meeting the CCSSI (McLaughlin & Overturf, 2012). There are three areas included in the CCSSI for reading: literature, informational texts, and foundational skills.

Literature. The CCSSI (2010) do not focus solely on reading and writing skills but rather the growing complexity of the texts students need to read in order to be prepared for the ever increasing demands of college, career, and life. There is an equal balance in the K-five standards between informational text and literary reading. When students reach grades six through 12 a greater attention is given to the specific category of literary nonfiction. Critical content including foundational American literature, Shakespeare and classic myths are required in the language arts however the remaining decisions about content are made at the state and

local levels (CCSSI, 2010). In addition to literature, informational texts are another area included in the CCSSI.

Informational Texts. Informational reading in the K-five setting should include content-rich information in the arts, history, social studies, and sciences. In order to gain the strong general knowledge and vocabulary students need to be successful, they need to be immersed in information about the world around them. Informational texts play an essential role in building content knowledge students need. Students must be able to analyze and provide clear and precise information from the texts read. In order to do this, careful reading must be done and information given must be dependent on the text rather than based solely on the student's prior knowledge and experience (CCSSI, 2010). The CCSSI includes sections about literature and informational texts while also providing criterion for specific skills sets for each grade level and grade band referred to in the standards as foundational skills.

Foundational Skills. The foundational skills for the reading standards in K-five help to foster an understanding and knowledge of alphabetic principle, concepts of print and other basic conventions. These are necessary skills and are crucially important to not only a comprehensive but effective reading program. The skills associated in the CCSSI are necessary and important and should be implemented in a differentiated manner which promotes proficient readers with the capacity to extensively read and comprehend complex texts (CCSSI, 2010). The standards document includes a section defining what is associated with frequency of reading and the reading of complex text.

Frequency and Text Complexity. The foundation for college and career readiness is built upon students reading a wide and deep variety of challenging and high-quality literary and

informational texts (CCSSI, 2010). Extensive reading in addition to increasing text complexity

will enable students to gain familiarity with text structures and elements as well as gaining

literary and cultural knowledge. Text complexity is defined in the standards by a grade-by-grade

staircase which starts at beginning reading and goes through the college and career readiness

level increasing in difficulty as the standards progress. Students should be able to make fuller

use of texts as well as make connections among ideas and between texts; students should be able

to show they are growing in their ability to discern more from the texts they are reading.   The

standards help students gain adequate exposure to a range of texts and allows for rigor to be

infused by requiring students to read increasingly complex texts in all grades. The CCSSI

provides a framework for teachers and sets out specific standards needed to be met by students;

however it does not explicitly tell teachers or administrators how they are to specifically achieve

these standards. The standards build and emerge with each grade level with the implementation

left up to the teacher (CCSSI, 2010). The CCSSI provide clear and specific standards for each

grade level beginning with the primary grades.

     CCSSI in the Primary Grades. The standards provide a set of grade specific goals

however they do not define how these standards should be implemented, taught or what

materials should be utilized. There is a great variety of abilities, learning styles, needs, and

academic achievement levels of students in a given classroom which no set of standards can fully

reflect. States and districts will need to provide support to ensure that all students can master the

standards (CCSSI, 2010). Teachers know that there is a crucial need for students to have the

ability to learn to process written text fluently, with appropriate rate, accuracy, and expression.

This is critical in the overall development of proficient reading. There is a fundamental link

between reading fluency and comprehension, especially in students who struggle with reading

(Hasbrouck & Tindal, 2011). Effective, early reading instruction is essential for young students.

Most students are introduced to their first formal reading instruction in kindergarten. As a result,

reading instruction in kindergarten is an important link to the beginning achievement of a student

(Wanzek, Roberts, Otaiba, & Kent, 2014). In kindergarten and the primary grades the CCSSI

provides an opening for an emphasis on greater self-regulation (Bodrova & Leong, 2007). Some

students enter kindergarten already at risk of having difficulties in reading due to lack of early

literacy skills such as alphabet knowledge, phonological awareness, writing names, and concepts

of print and oral language. Effective, early reading instruction can improve reading outcomes

despite these risk factors (Wanzek et al., 2014). Included in the CCSSI (2010) is a reading

foundational skill in which kindergarten students will isolate and pronounce the initial, medial

vowel, and final sounds in three-phoneme consonant-vowel-consonant words also known as

CVC words (CCSSI, 2010). In order to help students achieve success in reading, teachers must

integrate discipline-specific literacy strategies within all content.   There are numerous strategies

to aid in the implementation of the reading standards in the primary grades. *The Daily Five*

Method is a reading framework which was created by Gail Boushey and Joan Moser to help

teachers with the daunting task of implementing effective reading instruction while

simultaneously meeting the rigorous standards set by the CCSSI and fostering independence in

students.

Daily Five Reading Strategy

The single most important academic task during the elementary school years is learning

to read. By improving student's ability to read words, learning is made easier by increasing

reading rate and comprehension. The recognition of printed words is the largest barrier in the

reading process (O'Connor, 2014). Creating and setting the tone for learning is a precise,

deliberate process which takes time and thought. Teachers need to take thoughtful care to create

a clear vision of what they believe is best for their students and what they want their students to

value. Kindergarten students value freedom of choice but freedom at the kindergarten level

needs to come within a framework or routine which students can learn and depend on (Kempton,

2007). The Daily Five literacy strategy is one way to help student's foster independence while

also maintaining a framework for learning.   This model is an integrated literacy instruction and

classroom management system for use in reading and writing instruction. Daily Five is a system

of five literacy tasks that teach students independence. The five different task areas are: read to

yourself, read to someone, work on writing, listen to reading, spelling/word work (Boushey &

Moser, 2006).   This is a student driven management structure designed to fully engage students

in reading and writing. The premise of the Daily Five is that these are the five areas students

should be independently working on during a literacy block. Rather than changing centers or

work packets, which have new instructions or expectations for students, these five areas stay

consistent so students can grow in their own learning in a structured routine. This approach

allows for more intentional teaching by relying on the teaching of independence and providing

students with substantial time to read and write. It allows for the integration of reading and

writing and incorporates a variety of clearly defined instructional routines that accelerate

learning. Students build stamina which leads to longer periods of time students successfully read

and write; they are given the skills to become highly engaged learners. The ideas presented in

The Daily Five are essentially a structure for organizing a literacy block of time set aside in the

daily school schedule (Boushey & Moser, 2006).

The Daily Five is one model teachers can implement to help students achieve the rigorous

standards set by the CCSSI. This model easily lends itself to a multitude of skill sets. Non-

fiction as well as fictional literature can be used with these stations as well as informational text

and leveled readers. Thematic units as well as science and social studies themes can easily be

incorporated with The Daily Five. Independence is fostered while creating a fun learning

environment with hands-on, interactive activities. At the time of this writing, The Daily Five is a

model that has been around since Boushey and Moser's first publication in 2006 however yields

very little in the way of research as to the effectiveness and usability of the strategies employed.

It shows potential to improve student achievement and enhance success while at the same time

promoting independence and growth for all students. As with all models teachers implement,

assessments need to be completed to determine whether the strategy has been effective in

increasing the learning achievements of the students.

Assessment

Ideally, assessing students' reading should look like good instruction. With assessments,

teachers should avoid striving only for efficiency, rather they should strive to enhance

performance and encourage learning. Assessments should be used to enhance students'

achievements; students not only learn from the process of test preparation, they learn the larger

lesson of what is important by what they are asked to do on the test. Testing compliments

teaching and should not be what one does apart from teaching, or the validity and educative

power will always be sacrificed to reliability (Burgin, & Hughes, 2009). Assessment is the

process of gathering information and teachers must be willing to modify their teaching practices

based on the information they gather in order to improve instruction. There are three phases of

assessment which are key: planning instruction (the pre-assessment phase); guiding instruction

(the ongoing or formative assessment phase); and evaluating instruction (the summative

assessment phase). There are many forms that pre-assessments can take. Observations,

portfolios, interviews, and test results are all types of pre-assessments. Upon obtaining

information from pre-assessments teachers must continue to gather information constantly in

order to make decisions about curriculum such as when to move on, when to stop, or when to

change direction. This information is gathered during phase two, guided instruction (Moon,

2010).

Teachers make adjustments in their teaching based on ongoing assessment (Moon, 2010).

During instruction teachers need to assess and gather information to monitor if all students are

progressing satisfactorily and determine if modification through differentiation is necessary to

scaffold students not meeting or exceeding expectations. Formative classroom assessments

provide daily, even hourly, feedback on students' task completion, performance, and time on

task (STAR, 2014). Pencil-and-paper tests, student work samples, students' discussions and

questions are all various forms of gathering information or formative assessment during phase

two (Moon, 2010). By completing periodic assessments, educators are given the ability to match

the level of instruction and materials to the ability of each student, measure growth throughout

the year, predict outcomes on mandated state tests, and track growth in students (STAR, 2014).

Upon obtaining information from phase one and two teachers need to move on to phase three and

assess the information they have gathered (Moon, 2010).

The third phase of assessment is evaluating instruction. This phase deals with decisions

concerning the effectiveness of the implemented instruction (Moon, 2010). These decisions are

based on students' level of mastery of the learning goals and objectives identified. Information

gathered during this phase is usually provided to not only the students but parents and

administrators as well. This information or summative assessment occurs after instruction has

taken place. All assessments during this phase should be aligned with the learning goals

intended in the curriculum taught. The main function of assessment is to improve the quality of

the instruction decisions that are made for student learning (Moon, 2010). There are many

different types of formal and informal assessments teachers can use to assess students in the area

of reading.

Numerous assessments exist for teachers to utilize in gauging how well students read.

Teachers need to use data from a range of assessments to obtain a comprehensive picture of

achievement. Information gathered can help aid a teacher in pinpointing specific strengths and

weaknesses in reading (Rubin, 2011).

Method

This section details the employed methodology for this action research study. The researcher

utilized quantitative method action research to examine the impact of The Daily Five literature

strategy on kindergarten students' literacy skills in sounding out words. The methods are consistent

for the theoretical approach. The quantitative data for this research was collected based upon a pre

and post-test which measured the ability of kindergarten students to read three letter consonant,

vowel, and consonant words (hereafter CVC) which cohere with the literacy framework detailed

above. This study took place in a rural school consisting of students from three small towns. The

school has two buildings; one building houses pre-school through eighth grade and the other

building houses grades nine through twelve. There are four sections of kindergarten through second

grade and three sections of third through eighth grade. During the time of the study the pre-school

through eighth grade population totaled 708 students with 47% on the free and reduced lunch

program and 8.4% having an Individualized Education Plan, (hereafter IEP).

Participants and Setting

The sample of participants in this study consisted of 19 kindergarten students, age five through six who were in my kindergarten classroom. The subject population consisted of nine females and ten males. Out of the subject population, one student was African American and 18 were Caucasian. Two students had IEP's for developmental delay and one student was receiving medication for ADHD (Attention Deficit Hyperactivity Disorder). Three students received Response To Intervention (RTI) services for reading. The total of students in the classroom was 20; one student was excluded from the study due to being out of the room for other services during the time period that the Daily Five literacy stations were implemented. Race, ethnicity and or medical issues were not a consideration for selecting the participants for this study.

Procedures

The teacher-researcher conducted a pilot study to ensure that the students responded suitably to the strategies to be implemented in the action research study. Five literacy stations were introduced to the students with clear and precise explanations on expectations associated with each station. During the specific time period that this research fell, the foundational skill focused on for the Language Arts portions of the classroom was a unit on short vowels. The pilot week for the research was implemented during the week focusing on the short *a* vowel. The subsequent weeks following focused on the remaining short vowels *e* through *u*. Due to this, the activities included in the literacy stations for the time of the research remained the same for the four week duration with only the focus letter changing.

The *Read-to-Self* station consisted of students working on independent reading skills. Students were allowed to go to the *reading corner* in the classroom which consisted of a rug and numerous pillows where the students could be comfortable and relaxed while independently reading.

The students were allowed to get a *reading buddy* (a beanie baby) and a *phonics phone* (Appendix A) if they wished. The students were allowed to select books out of their book box and read for the duration of the literacy station. Book boxes are boxes containing different books grouped by reading level and ability. The book boxes have a tag on the front listing the names of the students allowed to select books out of that particular box (Appendix B).

In the *Listen to Reading* station students were allowed to use bean bags and have a tablet to listen to a story. For this research time period the students used the Starfall website (www.starfall.com) and listened to a story associated with the short vowel of the week. After listening to the story they were allowed to play the two corresponding games for that vowel and then play a word building game with the using the target vowel.

When students were in the *Meet with the Teacher* station students came to the teacher's table and played a picture/word matching game with the target vowel (Appendix C). Upon completion of this game the students read the short vowel story together with the teacher (Appendix D). The teacher-researcher always conducted this station and stayed with the students; this allowed for more intense intervention on target skills as needed during group session. This station also allowed for the teacher-researcher to take anecdotal notes on student's specific skills and their strength and weaknesses for future intervention and lesson planning.

For the *Word Work* station students had cards with CVC words and pictures on them. A worksheet with the corresponding words on it was also provided. The students would draw a card, find that word on their paper, then highlight that word using different colored highlighters (Appendix E). The target word was on the paper three times and students had choice of colored highlighters which made each student's work unique.

In the *Work on Writing* station students had a spinner with pictures on it and a worksheet with the corresponding pictures on it in a table form. The students would spin the spinner, see what picture they spun, then find the corresponding CVC word on their paper and write it. The goal of this activity was to see which word got to the top of the table first (Appendix F).

Small groups consisting of three or four students participated in one Daily Five station per day each day of the week. A schedule was visible on the SMARTboard designating which station each child was to attend daily. The Daily Five stations were completed in the morning portion of the class day and lasted approximately 20 to 30 minutes. The pilot week of this study was used to acquaint the students with the type of activities and behavioral expectations associated with each station. Students were encouraged to be independent and attain to their center for the full time period.

Data Sources and Research Materials

A pre-test was administered to gather information regarding the student's individual abilities to sound out CVC words. Students met with the teacher/researcher and were given a piece of paper with a grid on it with CVC words on it (Appendix G). The researcher asked the students to read the words out loud to the best of their abilities. As the students read the researcher noted whether the student could read the word upon sight, after verbally sounding the word out, or if they were not able to read the word.

<div align="center">

Findings

</div>

The purpose of this action research study was to investigate the impact of *The Daily Five* literature model on student's ability to read CVC words upon sight as well as by sounding them out. This section examines the data found during the process of this study.   Student's scores were graphed displaying individual performance and displayed in table format and then further

analyzed in the narrative text. The teacher-researcher included information for all participants included in the study.

Participants were administered a pre-test at the beginning of the research period. The research was implemented for a four week time period. A post-test was administered upon the completion of the four weeks. Students were scored based on their ability to read CVC words. A score of one was given if the word was not read, a score of two was given if the student could read the word correctly but had to sound out each letter sound to do so, and a score of three was given if the word was able to be read upon sight without the need to sound it out. There were twenty words with the highest possible score being a 60.

When looking at the data for the entire class as a whole the findings showed that while every student showed growth the amount of growth combined was not great enough to show statistical relevance. When analyzed through a t-test, the p score was $p < 1.12$.   While some students showed a larger span or increase, all students showed growth even if it was minimal with the exception of student F1. The student F1 scored a perfect score on the pre-test and therefore ultimately showed no growth on the post-test. Student F2 showed the most improvement with a beginning score of 18 and an ending score of 39. The two students who showed the least amount of growth were F1 and M3 however their scores started out higher than most of the scores and had the least amount of growth to be gained. The overall scores are shown in Figure 1.
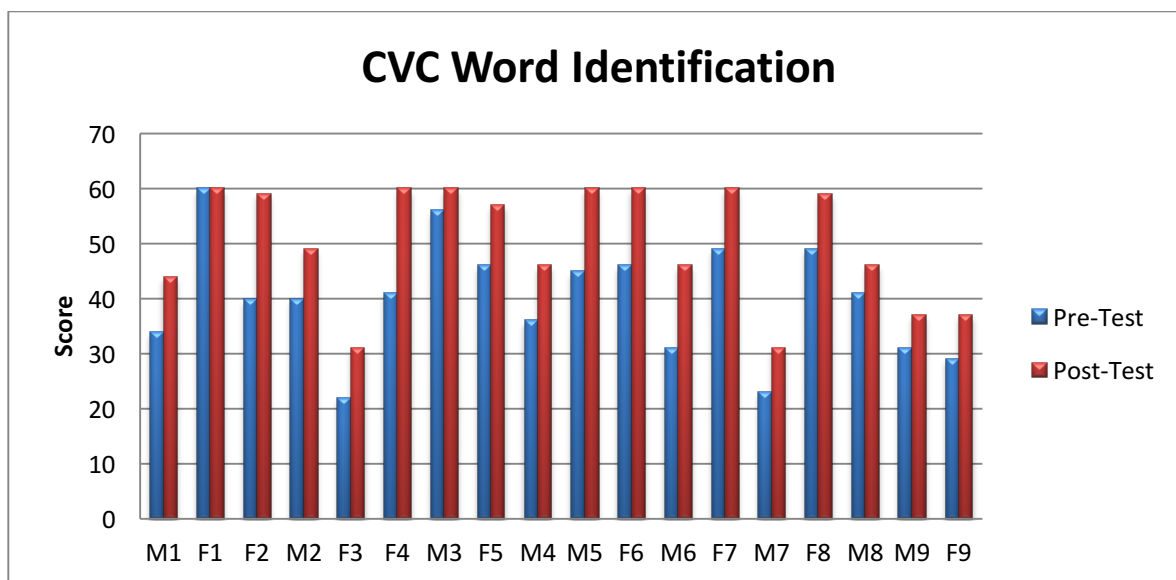
Figure 1. Participant's rubric scores for identification of CVC words

The teacher-researcher ran a t test for the students in the classroom which had an IEP or were in the RTI program. The results for this showed $p < 0.00025$. This showed that this research was beneficial in helping the students in the classroom which receive intervention services and struggle in the area of reading. The teacher-researcher also ran a t test for students in the classroom who struggle in the area of reading but were not eligible for interventions such as an IEP or RTI services. The results for this showed $p < 0.02$. All students completed the same activities during the four week research period but the struggling readers showed more growth and thus showed statistical significance in regards to the implementation of *The Daily Five* literacy strategy.

Discussion

The purpose of this study was to determine the impact of the implementation of the *Daily Five* literacy strategy on student's ability to read three-phoneme CVC words. This section details the specific findings of this action research and discusses further implications of the study

that can impact future teaching settings. Overall observations and generalizations can be made

however specific data collected may be limited to this particular research study.

Research has shown there is a correlation between reading fluency and comprehension.

Beginning readers usually start out reading words in a very slow and disjointed manner.

Students need to move beyond this to a more fluent form of reading in order to build a strong

foundation for literacy success. The *Daily Five* is a framework/model for structuring a literacy

block so students develop lifelong habits of reading, writing, and working independently. This is

a literacy structure that allows for differentiation in the classroom while simultaneously

providing consistency. *Daily Five* promotes highly engaged students who are developing a true

love of learning. Students work independently on meaningful reading and writing experiences

while the teacher is allowed time to meet with individuals and/or small groups. This model is

easily adapted to district-adopted curriculums and state mandates and can encompass different

content areas.

Limitations

Within this structured action research study there were limitations or weaknesses which

occurred. This study was done with a limited data pool. The classroom where the research took

place was a single classroom with a relatively homogeneous student population regarding age

and demographics. Findings in this action research study are not reproducible due to the fact that

the same students learning the same content again would be redundant. Another limitation was

limited/inconsistent intervention time. The researcher only had a four week time period in which

to complete this study and there were scheduled days off for the school district that fell during

this time. The *Daily Five* model focuses on a more hands-on approach to learning however two

of the five literacy stations were worksheet based during this research period due to the

implementation of the pre-existing curriculum of the district during the time of the action

research study. The researcher implemented the school curriculum into the research setting in

order to implement the research while also staying with the approved curriculum. When

working with students there are always numerous factors and limitations to take into

consideration and the researcher tried to control as many variables as possible to generate

valuable findings. As a teacher-researcher, my first priority is facilitating students' learning and

my second is accurately examining the situation. It is entirely possible that some undetected

variable could have negatively impacted my research.

Implications

Teachers should strive to meet the needs of all learners while simultaneously creating an

environment in which children learn and thrive. Positive experiences with reading along with

effective literacy instruction can shape and mold the course of a child's academic career. One of

the greatest gifts a teacher can give a student is the love of reading. Building a strong

foundation, allowing for positive and engaging experiences, and encouraging independence all

work together to promote highly engaged students who are developing a true love of literacy.   It

is exciting as a teacher to find a framework or model for instruction which is inexpensive and

practical to implement which encompasses all of the above mentioned essential elements.

I focused my research on the *Daily Five* because I was looking for a strategy which

allowed for small group instruction set up in a way that all students could thrive. I believe this

was a worthwhile strategy because all of my students showed growth during this study.

Although all students showed growth, statistical significance was only shown in the struggling

readers and in the students who received intervention services. Teachers are constantly searching for effective literacy instruction which can help struggling readers. It is a daunting task of regular education teachers to meet the needs of all students including those struggling or receiving intervention services. Just because my students in RTI and with IEPs receive intervention services it does not mean that they do not need effective and engaging instruction when they are in my classroom. Sometimes the hardest students to reach are those that struggle in reading but just do not quite qualify for intervention services.

All of my students loved the *Daily Five* design and were highly engaged during this study. This strategy allows positive and fun learning experiences which promote independence and allow all students to learn and grow. The *Daily Five* allows for a wide range of skills and content areas to be utilized. When I did my action research study I was focusing on short vowels and sounding words out. I am still using this strategy in my classroom but have moved on to a new skill set including blends and digraphs and will continue on with sentence structure and writing in small paragraphs. When we study weather I am going to put some easy readers in to my book boxes for the students to read during their Read-to-Self station. It is very easy to integrate other content areas into this model and also keep increasing skills and building upon what the students have already learned.

I will keep using the *Daily Five* literacy stations in my classroom this year and will start them at the beginning of the school year next year. My students ask for *Daily Five* and are excited about what they are doing in their literacy stations. I have utilized numerous resources that I already had for these strategies and have not spent any money on the implementation of this strategy. I feel that this in a very effective strategy which helps all students learn and grow especially the struggling readers. As a regular education teacher I was very excited to see how

well the *Daily Five* model helped the struggling readers in my classroom have a positive and

engaging literacy experience.

References

Ambe, E.B. (2007). Inviting reluctant adolescent readers into the literacy club: Some

comprehension strategies to tutor individuals or small groups of reluctant readers.

Journal of Adolescent & Adult Literacy, 50(8), 632-639. DOI: 10.1598/JAAL.50.8.2

Bodrova, E. & Leong, D. J. (2007). *Tools of the mind: the Vygotskian approach to early

childhood education* (2nd ed.). Columbus, OH: Merrill/Prentice Hall.

Boushey G. & Moser J. (2006). *The Daily 5: Fostering literacy independence in the elementary

grades.* Portland, ME: Stenhouse.

Burgin, J., & Hughes, G. (2009). Credibly assessing reading and writing abilities for both

elementary student and program assessment. *Assessing Writing, 14*(1), 25-37.

Castilla, G. (2011-2012). "Is that your final answer?" Before, during, and after reading strategies

to improve comprehension and master standardized test. *Illinois Reading Council

Journal. 40*(1), 23-26.

Common Core State Standards Initiative (2010). *Common Core state standards for

English/language arts and literacy in history/social studies, science, and technical

subjects*. Washington, DC: Department of Education.

Core Standards. (2014). Retrieved from http://www.corestandards.org

Hasbrouck, J. & Tindal, G. (2006). Oral reading fluency norms: A valuable assessment tool for

reading teachers. *The Reading Teacher. 59*(7), 636-644.

Howard, M. (2009). *RTI from all sides: What every teacher needs to know.* Portsmouth, NH:

Heinemann.

International Reading Association. (2000). Retrieved from

> http://www.reading.org/general/AboutIRA/PositionStatements/PhonemicAwareness
>
> Position.aspx

Kempton, S. (2007). *The literate kindergarten: Where wonder and discovery thrive.* Portsmouth,

> NH: Heinemann.

Kim, Y., Petscher, Y., Schatschneider, C,. & Foorman, B. (2010). Does growth rate in oral

> reading fluency matter in predicting reading comprehension achievement?. Journal of
>
> Educational Psychology, 102(3), 652-667. doi:10.1037/a0019643

McLaughlin, M & Overturf, B. (2012). The common core: Insights into the K-5 standards. *The*

> *Reading Teacher, 66*(2), 153-164. DOI: 10.1002/TRTR.01115

Moon, T. R. (2010). The roll of assessment in differentiation. *Theory Into Practice, 44*(3),

> 226-233.

National Early Literacy Panel. (2008). A Scientific Synthesis of Early Literacy Development

> and Implications for Intervention. Washington, DC: U.S. Department of Health and
>
> Human Services. Retrieved from http://lincs.ed.gov/publications/pdf/NELPReport09.pdf

Newton, J., & Winches, B. (2013). How did they maximize learning for all of those students?.

> Reading Improvement, 50(2), 71-74.

O'Connor, R. (2014) *Teaching word recognition.* 2nd ed. New York, NY: Guilford Press.

Rubin, J. (2011). Organizing and evaluating results from multiple reading assessments. *The*

> *Reading Teacher (64)*8, 606-611.

STAR Early Literacy Technical Manual. (2006). Retrieved from http://

http://doc.renlearn.com/KMNet/R004327609GJB0BF.pdf

Tedford, J. (2008). When remedial means what it says: How teachers use data to reform

instructional interventions. *High School Journal, 92*(2), 28-36.

Wanzek, J., Roberts, G., Otaiba, S., & Kent, S. (2014). The relationship of print reading in tier 1

instruction and reading achievement for kindergarten students at risk of reading

difficulties. *Learning Disability Quarterly (37)*3, 147-160. DOI:

10.1177/0731948713518334

Appendix A

Phonics Phone and Reading Buddy for Read-To-Self Station

Appendix B

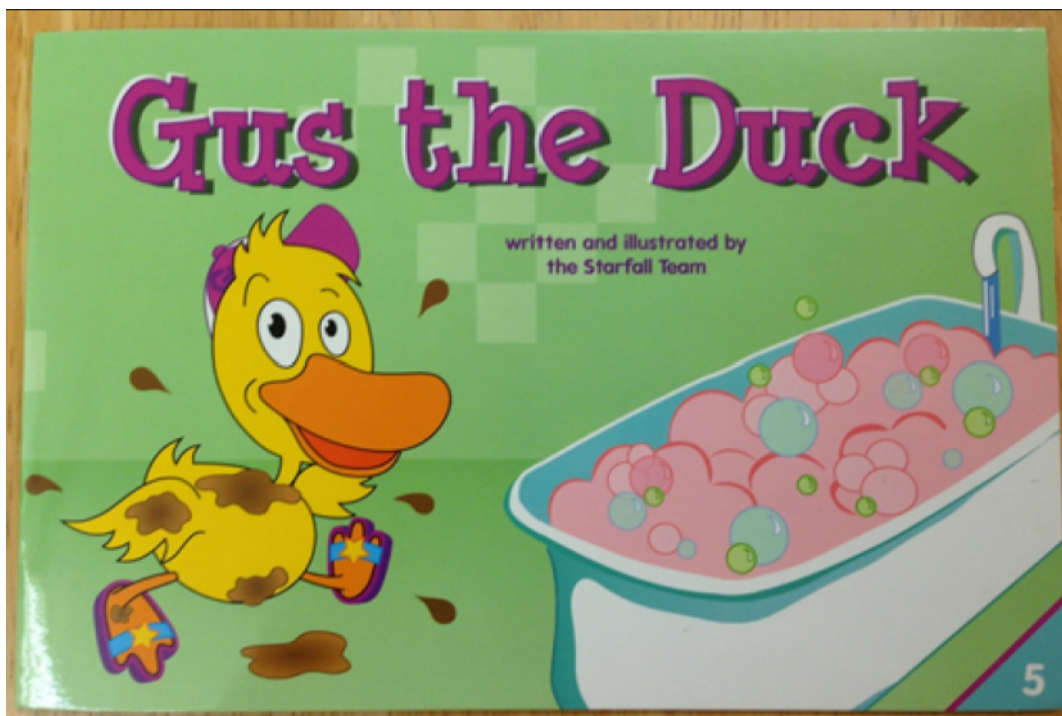Leveled Book Boxes for Read-To-Self Station

Appendix C

CVC Word and Picture Matching Game for Meet with Teacher Station

Appendix D

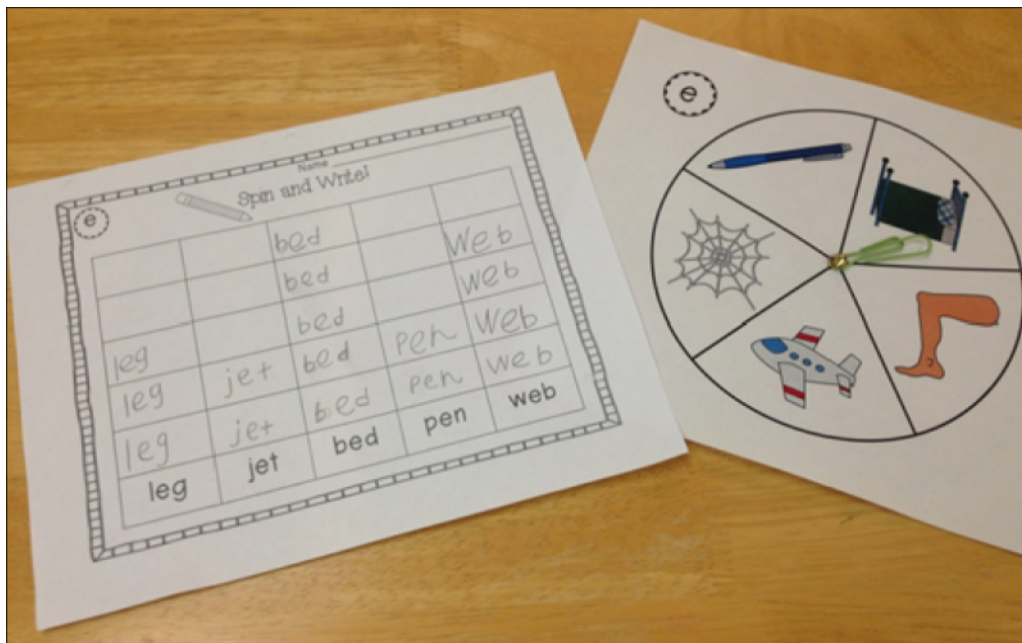Short Vowel Reader for Meet with Teacher Station

Appendix E

Word Cards and Recording Sheet to Highlight Words for Word Work Station

Appendix F

Spinner and Recording Sheet for Race to Top Game in Work on Writing Station

Appendix G

Rubric for Pre and Post-Test of CVC Word Recognition

Consonant Vowel Consonant Words

cat	yes	dog	bit	cut
pop	run	fan	vet	zip
hit	dot	bun	jam	set
gum	man	let	win	pot