

Daily 5 and the Common Core



Agenda



- **Daily 5/Common Core Criticism**
- **Goal Setting/Conferences**
- **Key Shifts in ELA – Evidence from Text/Vocabulary**
- **Strategies**
- **View Excerpts from Daisy Comes Home**
- **Discussion of Shifts**

Be Aware of the Criticism



- **Focuses on teaching activities rather than learning outcomes**
- **Common Core emphasizes goals – not activities**
- **Common Core provides a specific delineation of specific levels of demand or complexity**
- **Be sure to closely and effectively connect activities and goals**

How do we ensure Daily5/CCSS Connection



- **Conferring and Conferences**
- **Goal Setting**
- **View a Kindergarten Conference**
 - *Most of our youngest readers are working on accuracy strategies and a few of our little ones are developing concepts of print as well. Trish zeros in on both of these goals during this conference.*




Goal Setting Example



Name: _____




My Weekly Goals (Week 4)

Tuesday

Goal for...	What is your goal for the week? What do you need to work on?
Reading 	☐
Writing 	☐
Math 	☐
















Name: _____

Wednesday

Goal for...	What have you done to reach your goal? What else are you going to do?
Reading 	☐
Writing 	☐
Math 	☐

Name: _____

Thursday

Okay	Strong	Superhero	
 I still need more practice and help with this goal.	 I'm stronger at this, but I still need a little more practice.	 I'm strong and could teach my goal to others.	
Goal for...	Look back at your goals. Rate yourself.		
Reading 	Okay 	Strong 	Superhero 
Writing 	Okay 	Strong 	Superhero 
Math 	Okay 	Strong 	Superhero 

Key Shifts in ELA



- Evidence from Text
- Vocabulary
- *View Daisy Comes Home Video*
- *This is the third lesson of a unit of 6. Students have heard one reading of the text and had some discussion of key vocabulary. In this lesson they focus on vocabulary used in the story "Daisy Comes Home", then the connection between the illustrations and the words. Students apply their understanding of story sequencing to the development of their own illustrated story.*

Vocabulary



K-5 Reading Informational Text

RI.K.4

With prompting and support, ask and answer questions about unknown words in a text.

Strategy/Lesson Suggestions

What Does It Mean? Read part of an informational text. When possible, project the text being read. The teacher can then “think aloud” about the words and concepts he/she doesn’t know. Write those questions on a sticky note and place it in the text. As questions are answered by clues or additional text, mark the sticky notes with an A (answered). Unanswered questions can be listed and investigated once reading is completed. Have students try this strategy after the teacher has modeled it multiple times.

Picture This! Read aloud a small section of illustrated informational text. Have students construct a “quick draw” that illustrates what they have heard. Share the image from the book. Discuss similarities between their images and those of the writer/artist. The teacher should model this strategy multiple times.

“I See....I Wonder”. The teacher introduces this strategy by demonstrating “I See...I Wonder”. While reading a text aloud the teacher “sees” a word that they are unfamiliar with. The teacher writes the word on an index card. Then the teacher writes “I wonder” underneath the word and asks a question about the word.

Formative Assessment Suggestions

Guess the Covered Word. When reading a text (A big book works well for a whole or small group.), have students put a sticky note over a word that is unknown. Then prompt students to look around the word and look at the illustrations for clues to discover the meaning of the word. Ask students questions and prompt the students to ask you and each other questions to determine the meaning of the word. Lots of conversation should take place. Grouping: whole or small (Gambrell et al., 1999)

Turn and Talk. When a student come across a word he does not know, ask him to turn to a neighbor and ask questions, discuss what parts he does know, and discuss the illustration. Then come back together as a group and share out findings. This will have to be modeled and practiced several times for students to understand how a turn and talk works. Grouping: whole or small

References:

Gambrell, L., Morrow, L. M., Neuman, S., & Pressley, M. (1999.) Best Practices in Literacy Instruction. New York: Guilford Press.

Evidence from Text



K-5 Reading Informational Text

RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	
Strategy/Lesson Suggestions	Formative Assessment Suggestions	
<p>Fix-Up Strategy. Model for students how good readers monitor their comprehension and use fix-up strategies when necessary. Explain to students how to look at the pictures and/or illustrations to help them read and understand text. Explain to students how readers should look carefully at the images within text to help decode unfamiliar words and to make meaning.</p> <p><u>Encourage readers to think:</u></p> <ul style="list-style-type: none">• Do I see any clues in the picture?• Does this word make sense with the picture?• Why did the illustrator draw this? <p>Inferring. Students gather information from a text that was not explicitly written by the author. Students combine information from illustrations, textual information, and prior knowledge to form a conclusion.</p> <p>Helpful Illustration? Illustrations can serve a variety of purposes. Some add information that goes beyond the text, while others clarify or provide a visual representation of a concept presented in the text. Students may recognize how some illustrations are more helpful than others.</p> <p>Question the Illustration. Tell students illustrations help provide understanding about the main idea and unfamiliar words in a book. Prompt students to use pictures by asking questions or making comments:</p> <ul style="list-style-type: none">• When encountering an unfamiliar word, check the picture and think about what would make sense.• Teach students the strategy of using meaning from pictures when encountering a tricky part in the story.	<p>During reading stop and have students look at the illustration. Ask students to describe what the picture shows. Then invite students to predict what will happen next in the story. Grouping: whole, small, or individual</p> <p>Ask children how the illustrations in the book support the text. For example, describe the illustration or picture on the front cover. Ask the questions: What character is represented in the illustration on the front cover? What is happening in the illustration? What do you think the book is going to be about? Grouping: whole, small, individual</p> <p>Show students a picture and two sentences. (One sentence goes with the picture.) Ask students to look at the picture and read both sentences with your assistance if needed. Then ask students to tell you which sentence goes with the picture. Grouping: small or individual</p> <p>Put five pictures and five sentences in a pocket chart. This can also be done on paper or put on strips for a center activity. Have students discuss what they see in the pictures with a neighbor. Then have students read the five sentences with your assistance, if needed. Lastly, have students match the sentence with the correct picture. Grouping: small, partner, individual</p>	
References:		



Text	Illustration

Vocabulary Sort



Vocabulary Word			
Meaning from context clues or dictionary			Why is this word important to the text?