



Professional Development Institute

Flex Course Syllabus

The Daily 5 (K-3)

PDI Course Number: 5T02

ACE Course Number: LE5765

UCSD Course Number: EDUC40144

If you would like information about receiving credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Do you find that working with small reading and writing groups at the primary level is a less than ideal situation? Are students constantly interrupting your small group instruction for directions and clarifications? Let's face it — it is very unusual to find students in grades K-3 who can work independently in a consistent and successful manner. This online course introduces the Daily 5, a framework for structuring the time that students spend working on literacy. This literacy block routine is structured in such a way so that an entire classroom of students is engaged in deliberate, thoughtful, interesting, and fun activities which are focused on literacy while the teacher meets with small groups or individuals to provide targeted instruction. This course provides an in-depth look at the five core components of the Daily 5 — Read to Self, Work on Writing, Read to Someone, Word Work, and Listen to Reading. Participants will learn about the overall structure of the Daily 5, including how to introduce all five components using specific foundation lessons. Strategies will also be offered for differentiating and assessing each of the Daily 5 components, and participants will be given specific tips and suggestions for making each component a success in his/her own classroom. By the end of this course, teachers will feel very confident in implementing the Daily 5 approach to literacy in their primary grade classrooms.

Educational Outcomes

1. Teachers will have a basic understanding of the Daily 5 framework and how it helps students develop independence as they work through a series of common expectations during the literacy block.
2. Teachers will learn what stamina is in relation to the Daily 5, and they will learn specific strategies for building and charting same within the Daily 5 structure.
3. Teachers will learn how to structure their literacy block in order to incorporate all five components of the Daily 5.
4. Teachers will have an in-depth understanding of each of the core beliefs of the Daily 5.
5. Teachers will learn how to teach and incorporate the ten steps of independence as it pertains to the Daily 5 framework.
6. Teachers will learn specific strategies for preparing their classrooms for optimal learning during the implementation of the Daily 5.
7. Teachers will be given specific suggestions for dealing with the inevitable “bumps in the road” when first implementing the Daily 5 framework in their classrooms.
8. Teachers will be introduced to Read the Self, the first component of the Daily 5, and they will learn how to use the foundation lessons contained therein to help students become confident, successful, independent readers.
9. Teachers will learn the difference between focus lessons and foundation lessons, and will be introduced to several tips and techniques for introducing standards-based focus lessons during the implementation of Read to Self.
10. Teachers will learn how to differentiate and assess Read to Self.
11. Teachers will learn specific strategies for enhancing the success of Read to Self within the classroom.
12. Teachers will be introduced to Work on Writing, the second component of the Daily 5, and they will learn how to use the foundation lessons contained therein to help students become confident, successful, independent writers.
13. Teachers will be introduced to several tips and techniques for introducing standards-based focus lessons during the implementation of Work on Writing.
14. Teachers will learn how to differentiate and assess Work on Writing.
15. Teachers will learn specific strategies for enhancing the success of Work on Writing within the classroom.
16. Teachers will be introduced to Read to Someone, the third component of the Daily 5, and they will learn how to use the foundation lessons contained therein to help students become confident, successful, independent learners.
17. Teachers will be introduced to several tips and techniques for introducing standards-based focus lessons during the implementation of Read to Someone.
18. Teachers will learn how to differentiate and assess Read to Someone.
19. Teachers will learn specific strategies for enhancing the success of Read to Someone within the classroom.
20. Teachers will be introduced to Word Work, the fourth component of the Daily 5, and they will learn how to use the foundation lessons contained therein to help students become confident, successful, independent learners.

21. Teachers will be introduced to several tips and techniques for introducing standards-based focus lessons during the implementation of Word Work.
22. Teachers will learn how to differentiate and assess Word Work.
23. Teachers will learn specific strategies for enhancing the success of Word Work within the classroom.
24. Teachers will be introduced to Listen to Reading, the fifth and final component of the Daily 5, and they will learn how to use the foundation lessons contained therein to help students become confident, successful, independent learners.
25. Teachers will learn specific strategies for enhancing the success of Listen to Reading within the classroom.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Required Textbook
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Create Focus Lessons (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Introduction to the Daily 5
- Defining the Core Beliefs
- Daily 5 and the Common Core State Standards for English Language Arts

- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about the Daily 5. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Preparing the Classroom for Optimal Learning
- The Ten Steps to Teaching and Learning Independence
- Helpful Support
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Read to Self
- Focus Lessons and Differentiation for Read to Self
- Read to Self: Make it a Success
- **Assignment #3**
Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to the Daily 5 and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- Work on Writing
- Focus Lessons and Differentiation for Work on Writing
- Work on Writing: Make it a Success
- **Test #4**

Unit Five

- Read to Someone
- Focus Lessons and Differentiation for Read to Someone
- Read to Someone: Make it a Success

- **Test #5**

Unit Six

- Word Work and Listen to Reading
- Focus Lessons and Differentiation for Word Work
- Word Work and Listen to Reading: Make Them a Success

- **Assignment #4**

Choose four different reading standards at your grade level and create four detailed focus lessons to accompany each one. Each lesson should focus on a different Daily 5 component as well as a different reading standard. When you are finished, you will have created four focus lessons, one each for Read to Self, Work on Writing, Read to Someone, and Word Work (since Listen to Reading is strictly a listening process). Be sure to include the standard to which each focus lesson applies as well as your grade level. Each focus lesson should be described with enough detail so that another teacher can easily use it.

- **Assignment #5**

The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

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