


How to Combine “Kid Writing” and “The Daily 5” Literacy Framework

by Julie Lay and Nellie Edge

Kindergarten teachers with a strong “kid writing” workshop model in place can still successfully weave “The Daily 4” into their curriculum design. We highly recommend reading *The Daily 5: Fostering Literacy Independence in the Elementary Grades* by Gail Boushey and Joan Moser (Stenhouse, 2006) and visiting their outstanding website, www.thedailycafe.com.



In my adaptation of *The Daily 5* Model, children engage in “The Daily 4” literacy activities to build reading independence and stamina. For a half-day kindergarten, I choose to conduct writer’s workshop as a separate entity but follow closely with *The Daily 5* model for the remaining four components. (see www.nellieedge.com for writing workshop  video clips.)

1. Read to Self

My room is built around an extensive class library. Children are taught self-management skills; they are responsible for restocking their reading bags with up to ten books—seven of which need to be “good-fit” books for building reading independence, accuracy, and fluency.

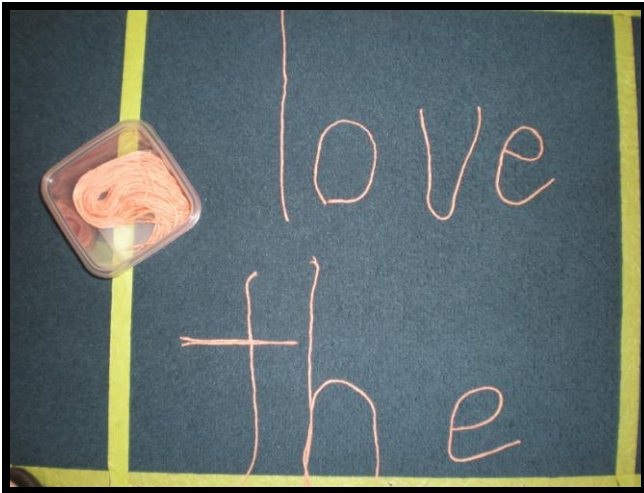


2. Read to Someone

Children learn to listen attentively to their partner as they build their reading comprehension. I am conferring with individuals while the children are doing their “The Daily 4” activities independently. In the photo on the left, you see a child “Checking for Understanding,” a strategy explained in *The Daily 5* book. (My son made these checks of birch plywood in his high school shop class.)

3. Listen to Reading

Our listening centers are organized so children can go to one of two listening stations. One large station (see photo) is for work with our adopted reading program. The smaller station is designed for two children at a time to listen to a trade book related to our science investigations. Offering multiple stations in different areas of the room helps divide up the reading areas too!

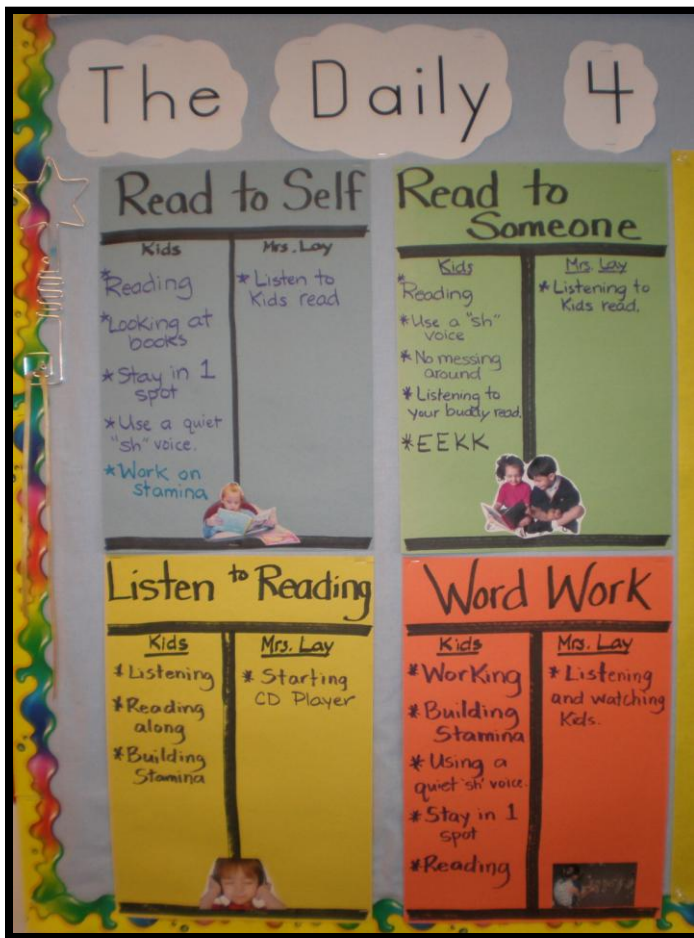


4. Word Work

The other activity that my kinders engage in daily is word work. In the above photo, a student is looking for the “at” or “ap” word family using a phonics reader from our adopted reading series. As words are found, she will record them in her word work spiral notebook.



Yarn-spell and salt-boxes make an excellent way to practice that tactile muscle memory with high-frequency “heart” words.



Our Daily 4 “I-Charts” are kept up on the wall after they are introduced, as we refer to and review them often. I attach pictures to the charts so that children have a visual reference as well. On occasion, we come to a consensus that we need to add to the list of things the children are doing in each of the four areas.

Due to time constraints in a half-day program, our “Daily 4” time spans thirty-five minutes total. This allows two rotations plus two focused mini-lessons, which are often drawn on from the Café menu and combined with our reading adoption.

Teaching Tip: I often use my Flip Video camera to record the children reading. This can then be plugged into the computer, and I can show the video clips via the projection unit on the “big screen” during mini-lessons to encourage children.

Here is Our Café Menu

We are having great success with The Daily Café menu. Thank you to “The Sisters” for their latest book, *The Café Book: Engaging All Students in Daily Literacy Assessment and Instruction*, by Gail Boushey and Joan Moser (Stenhouse, 2009) which presents a simple way to integrate assessment and focus into the daily literacy framework. With each card added to the board, a visual picture representation was also added to give further meaning and comprehension.

