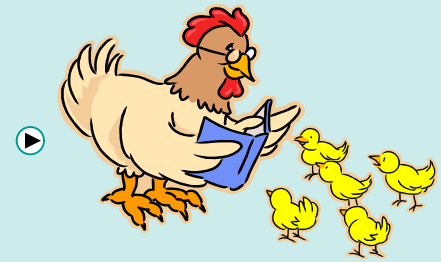




Vision: To provide students with essential knowledge and skills to become the leaders of tomorrow



*The Daily Five™*

and

*The Daily Café™*

*Strategies for*

*\*Comprehension*

*\*Accuracy*

*\*Fluency*

*\*Expanding Vocabulary*

## Fluency Strategies

I can read accurately with expression and understand what I read.

- \* Recognize uppercase letters
- \* Recognize lowercase letters
- \* Recognize sight words



## Expanding Vocabulary

Help your child learn new words by using many new and interesting words in your conversations. Encourage your child to:

- \* Listen for interesting words
- \* Use interesting words
- \* Ask about unfamiliar words



  
Glen Falls School  
Literacy Team

Credit for all information in this brochure is given to Gail Boushey and Joan Moser, co-authors of *The Daily Five* and *The Daily Café*.

### What are the 'Daily Five?'

- ⇒ **Read to Self:** Students read good-fit books of their own choosing.
- ⇒ **Read with Someone:** Students read good-fit books with a partner who helps with the use of strategies for reading and understanding.
- ⇒ **Listen to Reading:** Students listen to recorded books or books read by an adult reader.
- ⇒ **Writing:** Students work through the writing steps to create independent pieces of writing in a variety of forms.
- ⇒ **Word Work:** Students learn new words.

### I understand what I read.

- \* Listen with understanding
- \* Retell familiar stories using pictures
- \* Tell a connected story using pictures
- \* Retell a story including the story line and characters
- \* Retell a story including the setting, problem or events, sequencing the beginning, middle, and end
- \* Respond to questions about the story



### I can read the words.

- \* Recognize when two words rhyme
- \* Produce rhyming words
- \* Orally blend words presented in syllable segments
- \* Clap words in a sentence
- \* Clap syllables in one to three segments
- \* Blend onset and rime
- \* Segment onset and rime
- \* Orally match words that *begin* with the same sound
- \* Identify the first sound in a word
- \* Identify the last sound in a word
- \* Blend two sounds to make a word
- \* Blend three sounds to make a word
- \* Segment three sounds in a word