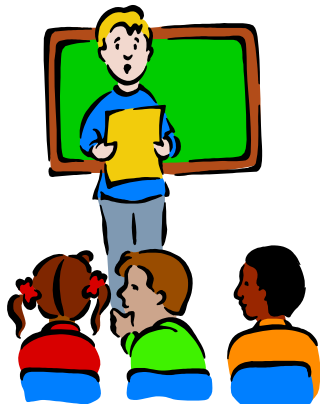


Fluency Strategies

I can read accurately with expression and

- * *Voracious reading*
- * *Read appropriate level texts that are a good fit*
- * *Reread texts*
- * *Practice common sight words and high-frequency words*
- * *Adjust and apply different reading rates to match the text*
- * *Use punctuation to enhance phrasing and expression (end marks, quotation marks, commas, etc.)*



Expanding Vocabulary

I know, find, and use interesting words.

- * *Voracious reading*
- * *Tune in to interesting words, and use new vocabulary in speaking and writing*
- * *Use pictures, illustrations, and diagrams*
- * *Use word parts to determine the meaning of words (prefixes, suffixes, root words, etc.)*
- * *Use prior knowledge and clues from the text to predict and confirm meaning*
- * *Ask someone to define the word for you*
- * *Use dictionaries, thesauruses, and glossaries as tools*



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*.

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*

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.

- * Check for understanding
- * Back up and reread
- * Monitor and fix up
- * Retell the story
- * Use prior knowledge to connect with the text
- * Make a picture or mental image
- * Ask questions while reading
- * Predict what will happen and confirm predictions
- * Make inferences and support with evidence from the text
- * Use text features (titles, headings, captions, graphic features)
- * Summarize the text including the sequence of the main events.
- * Use main idea and supporting details to determine importance
- * Determine and analyze the author's purpose
- * Recognize literary elements (Genre, plot, characters, setting, problem/resolution, theme)
- * Recognize and explain cause-and-effect relationships
- * Compare and contrast within and between texts

I can read the words.

- * Cross-checking—Do the pictures and/or words look right? Do they sound right? Do they make sense?
- * Use the pictures—Do the words and pictures match?
- * Use beginning and ending sounds



- * Blend sounds; stretch and reread
- * Flip the sound
- * Chunk letters/sounds together
- * Skip the unknown word, use context clues, and then reread
- * Trade a word/guess a word that makes sense