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Teacher Perceptions of the Daily 5 Literacy Routine: A Case Study

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Kimberly Penland

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Walden University
2019

Abstract

Teacher Perceptions of the Daily 5 Literacy Routine: A Case Study

by

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MA, Walden University, 2010

BS, North Greenville University, 2006

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2019

Abstract

Even with extensive literacy research, routines, and policy modifications, many elementary students are not provided with the needed tools to develop independent literacy skills. Therefore, the purpose of this qualitative case study was to examine what independent literacy behaviors are developing in first through fourth grade students to determine whether the Daily 5 framework is developing the desired independent literacy skills in those students. Based on Vygotsky's social development theory, the Daily 5 literacy routine teaches students five essential habits to develop independent literacy abilities across various grade levels. This qualitative study's research questions were developed to examine what independent literacy behaviors have been observed by teachers and how student learning is reflected based on Vygotsky's zone of proximal development. The study included nine participants comprised of teachers and parents of students at the study site. The data collected through open-ended interviews, email questionnaires, lesson plans from teachers, and documentation were then coded using Atlas.ti. Emergent themes were identified through data analysis, and the findings were validated through member checking, triangulation, and researcher reflexivity. The findings revealed that while some independent literacy behaviors are reported, additional support is still needed. The findings led to the development of a professional development project centered on literacy professional development activities that build collaboration. This study and project facilitates positive social change by defining how the Daily 5 routine is promoting independent literacy skills at the research site, which builds communities of readers and positive reading experiences that circulate within the school and home.

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Dedication

This work represents a long, arduous journey that would not have been possible without my close friends and family. I dedicate this study to my Mom, Erma Penland, who has always believed in me even when I did not believe in myself. Your steadfast love and support has made me the person that I am today. I could not have achieved any of my goals without you. I love you with my whole heart.

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Section 1: The Problem

Introduction

Research has indicated that providing students with a wide range of reading instructional strategies can increase motivation and improve key literacy skills such as comprehension, background knowledge, vocabulary fluency, and writing (Allington 2013). According to this research perspective, student motivation throughout literacy instruction can lead to engagement in related independent literacy tasks (Klauda & Guthrie, 2014). Daily 5 is a research based literacy framework founded by elementary teachers Boushey and Moser (2006) who aspired to find new ways to engage and motivate students in reading and writing tasks. The five principles of the Daily 5 literacy routine allow students frequent daily opportunities to exercise independent literacy skills including:

- Read to self
- Read to someone
- Work on writing
- Word work
- Listen to reading during a literacy block

Daily 5 postulates that within these five areas, students should be working independently during a literacy block instead of changing regulated centers or completing worksheets (Boushey & Moser, 2006; Boushey & Moser, 2014).

The Local Problem

Summit Academy, a pseudonym, for an urban private school in the southeastern United States, implemented the Daily 5 routine, but school leaders do not yet know whether implementing the Daily 5 literacy routine has fostered independent literacy behaviors among the first through fourth grade students at the school. According to the International Literacy Association (2016), independent literacy behaviors include reading for interest or knowledge, writing original ideas, reading independently for extended periods of time, having confidence in reading and writing, and demonstrating increased comprehension. Teachers at Summit Academy originally used literacy “scripts” that were included in the traditional curriculum instructional packages. These scripts provided rote instruction with accompanying worksheets. According to the school administrator, before Summit Academy implemented the Daily 5 literacy routine, there were very few opportunities throughout the school day for students to use independent literacy skills or to have freedom to choose meaningful literacy activities.

I substantiated that this problem exists at Summit Academy using data from a curriculum management tool, literacy state standardized test scores, personal communication from teachers, and documentation from curriculum team meetings. The school first implemented the Daily 5 literacy routine in 2012 as an extension of the literacy curriculum after a review of documentation was complete. The documentation noted gaps in skills required for successful daily literacy concepts such as motivation, comprehension, fluency, persistence, and writing between each grade level. According to one of the teachers, before implementing Daily 5, the literacy routine at Summit

Academy consisted mostly of teacher-led novel studies, basal readers, and worksheets. The decision to implement the Daily 5 was based on evidence supporting independent literacy skills validated through research from Routman (2014). In the classroom, students must be provided with sustained reading and writing time every day using meaningful texts. This sustained time reading and writing helps develop students into independent readers, writers, and thinkers (Routman, 2014) Thus, proficiency in literacy means students must spend a majority of the school day using independent literacy skills while reading and writing authentically.

The lack of independent literacy skills at Summit Academy was also evident in lagging literacy score results from the district that were documented in the state-mandated testing results. According to the state report card, 34.6% of elementary students met the literacy requirements in 2010, and in 2015 only 26.1% of elementary students from Summit Academy's district met the state requirements in literacy (State Department of Education, 2016). In 2016, the state was ranked in the bottom third nationally in literacy with only 34% of fourth grade students performing at grade level throughout the state (Education Week, 2016).

Rationale

Researchers have found that literacy activities in the classroom that engage students continuously in the reading and writing process are crucial elements of reading achievement in students of all learning abilities (Routman, 2014). Each of the five principles of the Daily 5 routine was formulated through research and observation (Boushey & Moser, 2006; Boushey & Moser, 2014). For example, Allington (2013)

found that struggling readers must have lessons that allow them to actually read instead of participating in tasks that require little reading. Because the Daily 5 literacy routine aims to create a student driven literacy block where students choose which books to read and options in writing and spelling, examining what independent literacy behaviors are developing could reveal what practices within the framework are supporting the desired independent literacy skills.

Results from standardized test scores can indicate an improvement or decline in literacy over time resulting from instructional practices. However, Summit's administrator noted that the test scores do not indicate if a student is developing the five core principles of the Daily 5 program that promote long term reading success, which is a principal identifier of success according to the Summit Academy administration. Therefore, I concluded that examining teacher perceptions of independent student literacy behaviors, reviewing written responses by the teachers on the five core components, and interviewing parents regarding the independent reading behaviors they are seeing from their children would help determine what literacy practices and behaviors have developed since the implementation of Daily 5.

Educational reforms concerning state standards and high stakes testing have frequently been revised and adjusted over time. Educational policymakers have made extensive changes seven times in the past 30 years; however, the test scores are still not yielding desired results (Thomas, 2015). The state Department of Education has set a goal that 95% of third graders will be reading on grade level by 2020, yet in 2015 only 21.6% of students in the district where Summit Academy is located scored at grade level

in reading on the ACT Aspire (State Department of Education, 2016). Identifying whether the Daily 5 literacy routine produces independent literacy skills could help determine if this curriculum change is just another educational reform or if this instructional approach actually improves academic achievement in the area of reading.

For all but nine states, the literacy curriculum standards are defined by the English Language Arts (ELA) Common Core State Standards (CCSS; Porter, Fusarelli, & Fusarelli, 2015). The ELA standards identify exactly what students should understand about reading and appropriate performance levels. Balanced literacy approaches are common and known for combining phonics, writing, and whole language approaches to teach students reading skills (Bingham & Hall-Kenyon, 2013). Similar to Daily 5, the goal of most balanced literacy frameworks is to “move from demonstration, to shared practice, to scaffold instruction, to independent reading” (Souto-Manning & Martell, 2016, p. 30).

If a daily balanced literacy routine such as the Daily 5 is shown to improve independent literacy skills in students at Summit Academy, then there are implications for the district, state, and beyond. According to Boushey and Moser (2014), developing an instructional routine with focused teaching balanced with students’ need for choice and independence can support learning in any classroom. Such a routine leads to children who are self-motivated lifelong readers. A considerable amount of research on similar literacy routines such as balanced literacy has been completed by researchers such as Allington (2013), Bartlett and Frazier (2015), Burns, Pulles, Kanive, Helmen, and Preast (2015), Fountas and Pinnell (2012), and Weber (2014). However, I my review of the

literature, I found that little research has been conducted on the Daily 5. Thus, additional research specifically on Daily 5, such as this study, is needed.

The purpose of this qualitative study was to explore what independent literacy behaviors have been observed in first through fourth grade students at Summit Academy since the implementation of the Daily 5 literacy routine. My ultimate goal was to determine if Daily 5 has produced independent literacy skills that are not measured by standardized testing. I used a constructivist approach to better understand teacher perceptions of independent literacy skills and what independent literacy skills are now being demonstrated by first through fourth grade students. Examining the Daily 5 at Summit Academy may help illustrate the benefits of a literacy routine in first through fourth grade classrooms across the state and nation.

Definition of Terms

Balanced literacy: An approach to literacy instruction that includes instruction in phonics, phonemic awareness, vocabulary, fluency, and comprehension that serves students of all reading levels (National Reading Panel, 2000). Educational researchers such as Clay (1993), Fountas and Pinnell (1996), and Routman (2004) are some of the key leaders in developing a systematic method of balanced literacy.

Basal reader: Commercially produced reading material that typically contains a program of instruction that is grade- and reading-level specific (Chard & Osborne, 2017). Teachers' guides often include a literacy script alongside student reading materials.

Guided reading: Teachers use guided reading to work with small groups of students who are reading on the same level. During this time, the teacher will provide

reading material that the students can read with 90-94% accuracy (Tompkins, Campbell, Green, & Smith, 2014). The Fountas and Pinnell literacy method (1996) provides time for the teacher to support students' reading abilities while teaching new reading strategies during guided reading.

Gradual release of responsibility: Instructional model that requires the teacher to shift from the full responsibility for performing a learning task to requiring the students to assume the responsibility of learning (Pearson & Duke, 2002). This process takes place over time and teaches students to be capable learners and thinkers.

Just right book: Another phrase for a "good fit book." This type of book is at a child's instructional level and provides an appropriate amount of challenge without frustration (Boushey & Moser, 2009)

Literacy center: A physical station in a classroom that provides developmentally appropriate materials for students to work independently or collaboratively to meet literacy goals (Spear-Swerling, 2018). Teachers can create literacy centers that integrate literacy concepts and other content areas. In literacy centers, students are encouraged to explore, invent, discover, and create to support reading comprehension and writing development (Fountas & Pinnell, 1996).

More knowledgeable other (MKO): A term from Vygotsky's social development theory that acknowledges someone or something that has a better understanding of a task, process, or concept (Vygotsky, 1978). In relation to this study, the MKO could be the teacher or student who has more knowledge about a reading or writing skill.

Shared reading: Interactive reading experience that allows students to join in or share the reading of a text while being supported by the teacher (Fountas & Pinnell, 2002). The teacher uses this time to model skills of proficient readers.

Scaffolding: A variety of instructional strategies used to move students progressively towards a stronger understanding of a concept. The ultimate goal of scaffolding is to progressively move the student towards greater independence in the learning process (Vygotsky, 1978).

Social development theory: Vygotsky (1978) believed that social learning precedes cognitive development. His theory was one of the foundations of constructivism and is widely accepted.

Significance of the Study

In this project study, I addressed the local problem by focusing specifically on the independent literacy behaviors that have developed since the implementation of Daily 5 at my study site. This study is unique because it provides valuable insight for educators, district leaders, and parents as to what independent literacy behaviors teachers and parents have observed in students since Summit Academy implemented the Daily 5 literacy routine. Local evidence of insufficient independent literacy skills from students at Summit Academy can be verified through the curriculum management tool, literacy standardized test scores, documentation from a curriculum team meeting, and personal communication from teachers and administration.

Data presented in the state report card indicate that students in each grade level are underachieving in literacy. Students who do not read or write well often experience

difficulties, and more than likely continue to fall further and further behind in school (Miller, 2013). Dreher and Kletzien (2015) found that in many elementary classrooms, a 90-minute reading block might only produce 10-15 minutes of actual reading time, which equates to less than 20% of the day. To foster students' capacity to lead literate lives, educators need an increased understanding of meaningful reading instruction (Miller & Kelley, 2013). I selected a case study design for the study to provide in depth knowledge of independent literacy skills and the Daily 5 literacy routine at Summit Academy.

Summit Academy, as well as educators and district leaders examining literacy frameworks and considering changes in instructional strategies, could benefit from the results of this study, which may show how the Daily 5 routine supports state educational mandates. The Read to Succeed program was adopted by the state in 2015 as a statewide literacy program (State Department of Education, 2016). This program includes key elements and practices that are also found in the Daily 5 framework. According to the State Reading Plan (2015), literacy instruction throughout all state classrooms is now required to "provide opportunities for significant time devoted to actual reading and writing, provide numerous books matched to students' reading levels, and incorporate small group and individualized instruction" (p. 6). Educators, district leaders, and policy makers could also benefit from the findings of this study about the implementation of Daily 5 at Summit Academy as they examine whether this literacy routine fosters independent literacy behaviors. Consequently, they may consider changes to literacy routines in the classroom.

This study also includes implications for social change. Literacy encompasses a variety of skills and techniques students should possess for educational achievement (Dollins, 2014). Reading is one of the most powerful skills because it impacts a person educationally, occupationally, and socially (Allington, 2013). Students of all academic levels can learn to apply independent literacy skills to their lives through reading and writing often and finding just right books to share with their friends or family. Kennedy (2016) discovered that children engage with their parent or other caregiver in more meaningful ways when reading together. If students are engaging in reading at school, they can also apply these reading behaviors at home with a parent or caregiver. This could better connect home and school by students engaging in meaningful conversations while reading together with their family at home. Therefore, positive social change could happen if communities of readers are developed in students at Summit Academy through the growth of struggling readers who gain confidence in reading. Proficiency in reading is a strong predictor of a student's success in school and social standing in the community (Pressley & Allington, 2014). A more literate society positively impacts social change by increasing students' chances of being successful in future endeavors. Students who are active readers have a higher chance of attending college and are more likely to succeed in the work force (Miller, 2013). Study findings may lead to positive social change for students, as they can become more successful readers through effective literacy instruction.

Research Questions

The Daily 5 literacy routine aims to create a student driven literacy block where students choose which books to read and options in writing and spelling (Boushey & Moser, 2006; Boushey & Moser, 2014). The Daily 5 framework sets up a routine, which allows students to approach reading and writing through familiar activities before mastering a skill independently. Vygotsky's theory postulates that social learning leads to cognitive development where students effectively learn in their zone of proximal development (ZPD; Vygotsky, 1978). This theory proposes that students and teachers interact through untraditional roles; however, a teacher-led literacy environment is often encouraged by national standards instead of student-led literacy strategies such as Daily 5. I developed the research questions for this project study to help identify what independent literacy behaviors teachers and parents have observed developing in students since the implementation of the Daily 5.

RQ1: What independent literacy behaviors have the teachers and parents observed in first through fourth grade students since the implementation of the Daily 5 literacy routine?

RQ2: How do teachers' description of the development of independent literacy behaviors reflect students' learning in the zone of proximal development?

Review of the Literature

To support this qualitative case study, a complete analysis of literature from current, peer-reviewed studies and articles provides further information on the topic. The related literature substantiates the problem, highlights perspectives for understanding the

barriers to complete implementation of Daily 5, and shows how teachers view available systems for curriculum support.

The keywords used for locating peer-reviewed articles in academic databases included: *literacy frameworks, Daily 5, balanced literacy, literacy instructional strategies, literacy and research, basal reading strategy, shared reading, read alouds, and cognitive development in literacy*. I selected these keywords based on their connection to student preparedness for the next grade levels. The themes that I identified in the literature include (a) the conceptual framework, (b) curricular implementation, (c) curricular alignment, (d) understanding teacher roles, and (e) administrative and professional support.

Conceptual Framework

The work of educational theorist Vygotsky (1978) framed this study. Vygotsky's (1978) social development theory holds that social interaction with peers and a more knowledgeable other (MKO) is fundamental to the development of skills and strategies. I conceptualized the significance of the classroom social environment by linking cognitive development and social interactions. Vygotsky's research indicated that a child's cultural development "appears twice: first on the social level, and, later, on the individual level" (p. 57). Therefore, social interactions play a fundamental role in cognitive development. Within the context of a classroom that has implemented Daily 5, the teacher is facilitating learning, social interaction, and collaboration through repeated, consistent reading and writing activities. This aligns with Vygotsky's theory because during the Daily 5 literacy

routine, students play an active role in learning and it is a reciprocal experience for both the students and teacher (Daniels, 2016).

A component to Vygotsky's social development theory is the ZPD, which can be partially defined as "the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). During the Daily 5 routine, the teacher first conducts a mini-lesson with the students as a whole group, and then students choose one of the five choices. In this case, the learners are dependent upon the more experienced adult's guidance during the mini-lesson. The strategy or skill taught during the mini-lesson is supported throughout the five choices and small group guided reading instruction with the teacher. To teach students to become independent learners, strategies must be presented, modeled, and practiced (Boushey & Moser, 2014). Vygotsky (1978) argued that students are most successful in their learning when they can put instruction into practice within their independent skill range before working independently. Students who choose "read to someone" or "word work" are permitted to work collaboratively on reading and interactive phonics or spelling skills. The five areas within the Daily 5 routine allow students opportunities to participate in authentic literacy tasks that are meaningful, well organized, and enable students to generate individual responses and questions (Moore, 2014).

Another instructional method found in the Daily 5 framework and supported by social development theory is the gradual-release-of-responsibility method (Pearson & Gallaher, 1983). This instructional method emphasizes the significance of explicit,

individualized instruction and learning through interactions with others. When applying this instructional method, teachers gradually release the responsibility for a literacy task through demonstration, shared demonstration, guided practice, and independent practice (Fisher & Frey, 2010). The focus lesson allows the teacher to model the desired literacy skill while communicating the learning expectations to the students as a whole (Buchan, 2016). In addition to the focus lesson, the Daily 5 mode of instruction provides opportunities for teachers and students to work together to solidify thinking and understanding (Boushey & Moser, 2014). After each focus mini-lesson, the teacher gradually releases the responsibility of learning while providing support for students who need help mastering a certain skill (Allington & Gabriel, 2012). During Daily 5 independent practice, students are given the opportunity to use their knowledge to perform new literacy tasks within word work, work on writing, read to self, or read to someone. The strategies built within Daily 5 transfer the responsibility of learning from the teacher to the students (Fisher & Frey, 2010).

Review of the Broader Problem

In this review of literature, I examine peer reviewed literacy research that is specific to the Daily 5 literacy routine and how the components of the routine correlate with independent literacy skills. The three major sections include research specific to the five routines in Daily 5, instructional strategies in the routine, and other similar literacy routines. Resources I used in this review include peer-reviewed articles, books written by literacy researchers, and professional literacy organization websites. Limited research is available specifically on Daily 5, but there is extensive research available on the literacy

frameworks from which the routine is developed. I used research published from 2013-2017, as well as historically significant research. I gathered materials using Google Scholar and educational databases Taylor and Francis Online, Proquest Central, Education Source, Teacher Reference Center, and ERIC.

Daily 5 literature. During the literature review, I found that there were few peer reviewed articles published about Daily 5. Some were case studies exploring the implementation of the Daily 5 literacy routine. Pasfield (2014) examined the impact of the Daily 5 routine on student achievement, Abdullah (2015) reported classroom and behavior management throughout Daily 5, Swanson (2013) investigated the relationship between the Daily 5 routine and student engagement and motivation, and Metz (2014) reported on the effectiveness of the Daily 5 routine. Abdullah (2015) concluded that the only way to build a sustainable classroom learning environment is to have minimal disruptions. Having minimal disruptions could be challenging for teachers who are new to the Daily 5 routine or in inclusive classrooms.

Several studies have shown an increase in student achievement at the elementary level through the implementation of small group instruction using strategies from Daily 5 (Allington & Gabriel, 2013; Boushey & Moser, 2014; Miller, 2013). Although there is a limited research regarding the Daily 5 as a whole, there are significant bodies of research on each of the five components that make up Daily 5. This research shows that student achievement is increased when students are given intentional instruction that teaches independence, provides student choice, builds stamina, and offers repeated opportunities to complete literacy tasks.

Allington (2013), found that struggling readers must have lessons designed that allow them to actually read instead of participating in tasks that require little reading (p. 8). Therefore, three of the Daily 5 routines are “read to self,” “listen to reading,” and “read to someone,” which allow students to read texts with support. Implementing daily read-alouds, guided reading, and shared writing creates continuous opportunities for students to expand their reading and writing abilities (Routman, 2014). Often, learning in the classroom is organized around a rote set of instructional goals. Students are required to memorize grammar rules or sight words without any connection to a text or writing assignment (Moore, 2014). Optimal learning takes place when students are allowed to participate in meaningful, well-organized tasks where students can generate individual responses and questions. According to Moore (2014), an authentic literacy assignment is a task that students can mimic outside of school such as writing a letter to a friend or choosing an interesting book that is on their level (p. 315).

The current state standards do not require teachers to follow a certain literacy routine, but legislation does require teachers adhere to the Read to Succeed Act. The Read to Succeed Act has placed an increased emphasis on writing instruction (White, Hall, & Barrett-Tatum, 2016). There is little research on Read to Succeed since it is new legislation in the state. Yet, the Read to Succeed act has marked a shift in the focus of state legislature to research based outcomes in reading and writing. Shanahan (2016) observed, “Research shows that students can be taught the cognitive and linguistic skills that underlie reading and writing, and there can be both reading and writing outcomes” (p. 183). The Daily 5 was strategically designed to include common expectations of the

literacy block but also to incorporate a highly engaging structure that addresses the five tasks (Buchman, 2015).

In research on reading engagement, Swanson (2013) found that when students are allowed more choice and less structure, their stamina increases. The focal point in this particular case study was a first grade classroom that had implemented the Daily 5 literacy routine and the CAFÉ strategy (comprehension, assessment, fluency, and expanded vocabulary). The data collected in this study showed how the choices provided in the Daily 5 literacy routine affected student engagement and stamina. Data were collected for 4 weeks before choice was implemented in a first grade classroom. First grade students increased their stamina by 60% by the end of the school year and demonstrated an increase in engagement during literacy centers. While the case study by Swanson (2013) revealed an increase in engagement, only one classroom of 23 students was studied, which is a limitation. Another case study focusing on high-achieving first grade students showed that students were able to easily adapt to the Daily 5 literacy routine, build reading stamina, and become more independent with literacy activities (Meyer & Schendel, 2014). Meyer and Schendel (2014) believe literature circles are an extension of Daily 5 and provide increased support for reading stamina and independence. This information was based on results from one particular study focused on accelerated first grade students.

Boushey and Moser (2014) often refer to Allington's research in their Daily 5 writings. Allington and Gabriel (2012) provided research-based transformation strategies on creating a classroom full of readers implementing exemplary current reading

instructional strategies. The authors presented six elements of effective reading instruction that they discovered through classroom instruction and research. These six strategies are woven into the strategies of the Daily 5 literacy routine. Klingner and Vaughn (2013) observed independent learning skills in a unique classroom setting. By studying this particular classroom environment, the researchers provided insight into developmentally appropriate independent learning activities and how basal reading plans are not appropriate for some learners. Klingner and Vaughn (2013) found that it is unlikely for a basal reading plan to meet a diverse range of reading levels and interests found in a typical classroom. Learners who lack input often feel powerless and demotivated (Miller, 2013). Other studies in favor of a literacy routine instead of basal reading, have examined how almost any teacher can foster independent readers through motivation, engagement, self-regulation, and accountability, which are also found in the Daily 5 literacy routine (Russell, 2014). This body of research is pertinent to my study since Summit Academy is also transitioning from using a basal reading plan to a more student-led literacy routine.

In the following sections, I review the literature on the various components that comprise the Daily 5. This includes the five tasks relevant to Daily 5: work on writing, word work, conferring with the teacher, read to self, and read to someone. Additionally, I have included a section on the significance of independent literacy to consider why independent literacy skills are part of this routine. The reviewed studies are not specifically on the use of the Daily 5 in classrooms, but they offer insights regarding the role each component plays in developing independent literate behaviors. There is a gap in

literature specific to Daily 5, therefore some of the literature in the following section may contain outcomes from other literacy routines.

Work on writing. Writing is a complex and demanding task for students in elementary grades because it requires a great deal of cognitive effort and integration of a variety of skills and processes (Graham & Harris, 2013). Writing is a versatile classroom tool that can be used to accomplish a variety of educational goals. Depending upon the classroom, writing can take place during a workshop type routine, independently, or collaboratively. Research based around writing in elementary classrooms has discovered that when writing skills and word work are a central part of the classroom environment; students often perform better on both classroom assessments and standardized testing (Graham & Harris, 2013; Routman, 2014; Tompkins, 2015).

A growing body of research is based on prioritizing writing instruction within literacy frameworks. Graham, Gillespie, and McKewon (2013) provided critical research in writing skills while emphasizing the value of writing within a literacy framework. Some literacy curriculums only require planning for a brief time of independent choice writing, yet the researchers in this particular study uncover ways teachers can integrate meaningful writing activities into a literacy routine. A common thread found in this review of literature on writing found recurrent and consistent experiences with writing are key to the meaningful learning experiences. Frequent opportunities throughout the school year also provide students and teachers with concrete evidence of their personal growth as writers throughout the school year (Miller, 2014).

Consistent with research, the work on writing routine in Daily 5 provides students with abundant opportunities for meaningful writing experiences that allow students to make connections to both personal experiences and other literacy skills (Pressley & Allington, 2014; Troia, Olinghouse, Wilson, Stewart, & Mo, 2016). Writing can be used to not only practice literacy skills but also reinforce science, social studies, math, or other content area classes. Students understand material they read better if they write about it (Graham & Harris, 2013). Writing about a science experiment allows students to demonstrate their knowledge in a personal way. While integrating writing into any subject area can easily be done, it does not replace the set consistent time students should have every day to work on writing.

Students who are exposed to consistent writing times in the classroom often write assignments that are full of inquiry, engagement, and purpose (Brock, Goatley, Rapael, & Trost-Shahata, 2014). In their book, Brock et al. (2014), emphasize the significance of not just writing everyday but connecting writing to conceptual tasks. Recurrent writing opportunities provide time for students to record, analyze, and connect to the content they are learning. This broadens students understanding of writing to include persuasion (Brock et al., 2014). During a literacy routine, students can practice writing about other content areas to strengthen a variety of educational tasks (Wholwend, 2015). Emergent literacy theory and research has shown that students write in their own way before it mirrors conventional writing skills (Allington, 2014; Allington, & Johnston, 2002; Clay, 1993; Routman, 2014). Therefore, emergent students should have frequent opportunities to scribble and write in their own way before being expected to follow conventional

writing processes. Since reading and writing require a similar knowledge base and skill set, instructional strategies or routines that refine writing skills directly impact reading skills.

A common strategy for enhancing reading comprehension that is often overlooked is writing. One study from Hebert, Simpson, and Graham (2013) found that increasing how much students write led to better reading comprehension. In this study, the researchers compared studies to determine if some writing activities are more effective than others, so classroom teachers could modify their writing curriculum to enhance reading comprehension skills. This meta-analysis study identified writing about texts, answering questions, note-taking, and extended writing activities improved the overall comprehension of both average and struggling readers (Herbert, Simpson, & Graham, 2013). Based on the outcomes, the evidence in this study did not conclude that a particular writing activity was more effective in enhancing reading comprehension more than another. Since less than seven studies were compared, the authors did note the possibility of the study being underpowered (Herbert et al., 2013)

Word work. There is ample literacy research that relates directly to word work and how it positively impacts student achievement and builds independent reading skills. Yet, the research is not specific to the Daily 5 literacy routine. Some key research emphasizes word study or word work as a critical component to any literacy routine (Kleinpaste, 2014; Miller, 2013; Routman, 2014). Word study or word work can be defined as an approach to spelling instruction that does not involve memorization but instead focuses on alphabetic patterns (Williams, Phillips-Birdsong, Hufnagel, &

Hungler, 2014). By examining alphabetic patterns, students begin to understand how letter sounds make words and how to decode unfamiliar words. The routine involved in word work allows students to discover and explore spelling and reading strategies. Leipzig (2016) found through word study students not only gain knowledge about spelling patterns but how it is linked to reading abilities like phonics, word recognition, and vocabulary. Manipulating letters to make both real and nonsense words allows students to personally connect to the letter sounds to begin forming words.

Boushey and Moser (2014) believe intensive work and play during word work not only supports reading development also increases knowledge of words through the act of work and play. Since the gradual-release model is frequently found throughout the Daily 5, students are familiar with the modeling and repeated practice during word work. Teaching students gradually how to spot word patterns and apply spelling rules enables students to not only write familiar words by applying their learning to the practice of new words (Ehri, 2015). During word work, students can employ invented spelling writing and practice words that will often be found in reading.

Mckenna and Dougherty-Stahl (2015) provided effective strategies that can be used when assessing reading abilities related to word work as well as case studies. A case study focused on students who were given lists of words to divide into categories allowed the students to think critically about similarities and differences in each word. One particular student in one of the case studies was able to apply this pattern to unfamiliar words when reading (Mckenna & Dougherty-Stahl, 2015). For emergent readers, the authors found word work to be an effective way to assess foundational reading abilities

before formal reading instruction. During word work, students can use play dough, magnetic letters, or other reading manipulatives to spell out words and create letter patterns. The teacher can informally assess foundational reading abilities such as letter recognition easily while students are engaged in word work.

In word work, students might have the opportunity to spell out challenging words by identifying letter sounds and blends to employ invented spelling. Oullette, Senechal, and Haley (2013) presented a teaching study on whether invented spelling during word work time could facilitate phonological awareness in lower elementary students. This particular study emphasized a Vygotskian approach while teaching. Participants in this study included 218 kindergarten English speaking children enrolled in public school. Students in this study were from seven different schools and did not have a documented speech or learning disability. The researchers proposed the possibility that a Vygotskian-oriented teaching approach could help students increase their sophistication of invented spelling. Evidence was collected from the Peabody Picture Vocabulary Test, Comprehensive Test of Phonological Processing, and alphabet assessment (Oullette et al., 2013).

This study yielded results that indicated the invented spelling group performed better on the posttest in phonological awareness, early reading, and spelling than the students who were not given explicit invented spelling instruction. This study was also aligned with the Vygotskian approach guiding this study. The results of this study concluded that students who used invented spelling learned to read more words on the posttest and were spelling at a higher level.

Many elementary schools are modifying traditional spelling curriculums that require rote memorization and transitioning to word work or word study. Generally, word work or word study programs discourage the teacher from dictating words for students to memorize and write. In contrast to that method, word work encourages teachers to demonstrate methods that teach students how to become word detectives creating word patterns and making word discoveries (Leko, 2016). Despite the research in favor of word work, a review of studies that included 6,037 kindergarten through 12th grade students found consistent support for teaching formal spelling instruction. A meta-analysis of experimental and quasi-experimental studies was used to calculate spelling performance where positive outcomes were reported in favor of traditional spelling (Graham & Santangelo, 2014). The study did not list specific instructional strategies that were used.

Word work or word study challenges the traditional seatwork model that entails students completing worksheets. This type of traditional seatwork where students focus on just finishing is largely a thing of the past, at least in current research that addresses effective reading instructional strategies. More than 70% of teachers surveyed by Worthy, Maloch, Pursley, Hungerford-Kresser, Hampton, Jordan, and Semingson (2015) responded that students do not complete seatwork but instead work in literacy centers while the teacher worked in guided reading group. This same study found that implementing independent literacy centers led to improvement in teacher instruction time and few distractions when working with a small group.

As students participate in independent literacy centers, they are not only engaged in their work but also learning how to be more communicative and collaborative (Fontno & Brown, 2015). When cycling through different literacy centers they are able to experience different resources and meet objectives in various content areas. The case study from Fontno and Brown (2015) focused primarily on higher education but connected their research and results to experiences in K-12 classrooms. Since this study is not specific to lower elementary, the outcome of the study proposed information for implementing learning centers that is pertinent to higher education.

Conferring with the teacher. The expectation of balanced literacy instruction that includes meeting with the teacher or conferring is presented throughout research from Pressley and Allington (2014), Miller (2013), and Pfeiffer and Wessberg (2013). Conferring can be an effective way of providing a deeper understanding of reading and writing strategies while supporting students' understanding of complex texts (Berne & Degener, 2015). Personal interactions while conferring with students helps grow their ability to understand and evaluate complex reading and writing tasks. This theme in research is also consistent with the Daily 5 literacy routine, which sets precedence on conferring with students weekly. Conferring with students throughout the week provides time for the teacher and student to discuss progress and struggles, while allowing the teacher to work individually with students consistently on reading and writing strategies (Kuhn & Levy, 2014). This strengthens the relationship between the teacher and the student.

Porath (2014) said, “conferring with readers is a small part of a teacher’s overall instruction in the reader’s workshop, but it can be indicative of other classroom interactions” (p. 16). According to Boushey and Moser (2014), one of the goals embedded within the Daily 5 routine is to create readers who have a lifelong interest in reading. Calkins (2001) calls this a community of learners that support student independence and development of positive dispositions towards reading. Therefore, teachers who take time to confer with students on a regular basis can enrich the classroom learning environment while spending one on one time with each student. The Daily 5 literacy promotes independent literacy habits so the teacher is free to confer with small groups or individual students (Boushey & Moser, 2014). Boushey and Moser (2014) completed most of the research in their own classrooms or in other classrooms that were established with the routine which could be regarded as a limitation in their research.

Developing independent literacy skills in students requires frequent opportunities to read, write, and discuss (Miller, 2013). Frequent opportunities to discuss reading and writing skills with a student provides the teacher with time to talk with students individually about their progress and encourage independent literacy skills in reading and writing. Costello (2014) presented a case study that examined how reading conferences should be conducted. The study revealed that student centered conferences were more successful because the communication between teacher and student was not about a specific reading program but instead their strengths as a reader. This discussion based student centered focus is supported by the Daily 5 framework. Another similar case study

on writing routines in a kindergarten classroom found that conferring with students encouraged sharing writing with peers and writing stamina because students were more engaged in the process of writing (Bahnsen Snyder, 2013). To make the most impact, conferring with students should focus directly on the strengths and needs of every individual student (Costello, 2014).

Calkins (1994) refers to conferring as the heart of any writing workshop or routine. Yet, in reality conferring can be one of the most difficult components of a literacy routine for a teacher to successfully implement due to lack of time or other factors in the classroom. While research supports conferring with students, many teachers may not understand what to do while conferring with a student. Wepner, Gomez, Cunningham, Rainville, and Kelley (2017) focused their research on literacy leadership and found that teachers should work collaboratively to analyze student work and watch video recordings of conferences. A case study completed in three prekindergarten classrooms found that the early childhood teachers who spent just a couple of minutes conferring with students while writing were able to give students direction and support to guide their writing (Kissel & Miller, 2015). As with any strategy in the classroom, teachers should take time to establish routines that will empower students to expand their knowledge.

Read to self. According to Boushey and Moser (2014), “read to self embodies the language, routines, expectations, and the behaviors on which all the components of Daily 5 are based” (p. 66). Emergent readers can build their stamina for reading by reading independently for shorter periods of time while more proficient readers can attribute

longer periods of time to reading. An increase in oral reading activities creates students who understand how to read aloud faster with no improvement in their silent reading skills (Allington, 2016). This result was concerning to Allington (2016) because the “ultimate goal of literacy is independent reading with good comprehension” (p. 16). As students move through elementary school, they might have the ability to read all of the words on a page expressively but lack the ability to comprehend the text. Read to self or independent reading plays a vital role in fostering reading achievement and independent literacy skills.

Students who enjoy reading are going to choose to read independently and engage in other reading activities. The National Literacy Trust conducted a survey that included over 8,000 primary and secondary students for Reading Connects to collect evidence about children’s reading preferences. The survey concluded that among children of various reading levels who read every day, a record number of these children actually enjoy reading (Clark & Foster, 2015). This survey found that students were more likely to read books if given a choice and preferred to bring books home from school to share with their families. Half of the students surveyed indicated that they would read more at home if they could choose from websites, magazines, or reading games (Clark & Foster, 2015).

Through reflection of personal classroom practices, Miller (2013) asserted the core belief that students should be reading independently every day because students will begin a path to lifelong independent reading. While Miller (2013) did review standardized test scores, fluency checks, and comprehension quizzes to indicate if the

students were mastering the reading process, time was also spent surveying the students and having intentional conversations about what it means to be an independent reader. The foundation for creating independent readers and writers is allowing students adequate time to independently read. A growing body of research has concluded undeniably that reading books every day in the classroom is one of the few instructional strategies that directly relates to proficiencies and often creates avid readers (Hudson & Williams, 2015).

A foundational independent literacy skill that students must be taught authentically is the ability to self-select appropriate books (Boushey & Moser, 2014). Teaching students how to choose developmentally appropriate books is a key component of the Daily 5 routine. Teachers will set the example of independent reading by modeling how students should choose appropriate books and then later confer with students to assess their comprehension of the text (Moss, 2016). Encouraging students to try books within different genres and subject areas can help them acquire experience make an informed good fit book choice (Miller, 2013). While teaching students to self-select appropriate books is vital to independent reading, teachers may find it challenging to find ample time in the school day to teach students this skill or have enough books in their classroom library to indulge every reading interest.

According to Parsons, Malloy, Parsons, and Burrowbridge (2015), collaboration and choice are two components of classroom instruction that have had significant empirical support for motivating students to read. Parsons et al. (2015) completed a year-long case study in a Title One classroom to determine what engaged students in literacy

tasks. Students in the classroom were observed during the literacy routine and interviewed by the researchers. The study revealed that students in the classroom were not engaged in tasks that required little student involvement (Parsons et al., 2015). Teaching students how to choose an appropriate book in the classroom allows the student to be directly involved in a literacy task. Choosing books that are not only interesting but also on an appropriate reading level, strengthens a student's independent ability to read to self. If the learning task is too challenging or easy, students will most likely disengage. Thus, teaching students how to choose a book on an appropriate level is an effective instructional strategy (Burns, Pulles, Maki, & Kanive, 2015)

The Commission on Reading recommends that every week students should engage in two hours of silent sustained read to self (Miller, 2013). Finding this much time every week devoted to independent reading can be challenging for any classroom teacher. One study found that setting aside 30 minutes every day for independent reading allowed students adequate classroom time for independent reading and time for the teacher to confer with students throughout the week (Miller, 2013). Another study from Sanden (2014) described a year-long qualitative study reviewing how effective teachers implement independent reading in their classrooms. The author interviewed teachers and conducted classroom observations during independent reading time. Students in this study were observed reading independently silently, whisper reading to themselves or a partner, and reading aloud to a teacher. The research presented in this study, and other similar studies, substantiate the importance of independent reading in the classroom and the significance of not forcing students into reading roles that are unnatural or at odds

with their development. This is similar to research completed by Kenyon Cassey (2017), which stated “teachers whose literacy program reflect the unique needs and interests of students will have more success” (p. 48). Providing time for read to self creates a classroom environment that supports student reading independence, focuses on students’ reading growth, and commits to student centered practices (Sanden, 2014). Sanden (2014) recognizes that a lack of clarity regarding authentic classroom uses of independent reading may result in all classroom reading exercises being combined in one category.

Read to someone. Boushey and Moser (2014) have also found that reading to someone helps readers increase in areas of comprehension, accuracy, fluency, and prosody (p. 28). When reading to someone, students are collaborating and focusing attention on both their reading and their partners’ reading. This fluency strategy is also encouraged in research from Allington (2013), Kuhn and Levy (2014), and Pressley and Allington (2014). This approach to reading significantly increases the amount of reading a student can complete while providing an opportunity for students to practice becoming active listeners. Ultimately, partner reading provides additional opportunities for students of all levels to practice reading in a collaborative setting. This strategy also allows the teacher to scaffold reading instruction by guiding students as necessary while still allowing space for practice in decoding and fluency (Rasinski, Rupley, Paige, & Nichols, 2015). In the past, classrooms have implemented a round robin reading strategy to allow multiple students to read texts together. Yet, round robin type reading routine is often criticized by researchers such as Allington (2015), Rasinski, Paige, Rains, and Stewart (2017), Miller (2013), and Hougen (2015) because this strategy does not provide students

with enough reading practice to develop reading fluency. Round robin reading only allows students to read a brief portion of the text which decreases the opportunity to improve fluency and word recognition (McKenna & Stahl, 2015). Patterned partner reading like read to someone promotes strategic reading to help students stay focused on reading (McLaughlin, 2013).

Variations of the read to someone strategy can be implemented through small guided reading groups, literature circles, or reading buddies. Lenters (2014) examined literacy-in-action during an upper elementary literature circle. This case study analyzes students' roles, interactions, objects, and practices that are associated with literature circles. The exact format of a typical literature circle is not typically used in the Daily 5 literacy routine, but this study provides information and research about the importance of utilizing student led practices to engage readers. This case study articulated the process of students leading a literature circle in a fifth-grade classroom. Since Daily 5 emphasizes the importance of student-led literacy practices, this case study provides practices that could easily be implemented into a Daily 5 classroom model. The read to someone model within a literature circle could also allow students to not only read with a partner but engage in a discussion about the book. This type of strategy enables all students to participate and engage students in literate conversations (Allington, 2016).

The read to someone strategy can be implemented in the classroom in partners or through teacher read alouds. In emergent classrooms, students can learn read to someone procedures through the teacher modeling during read alouds. Dollins (2014) provided a case study in a kindergarten classroom on the importance of read alouds in a classroom

setting. The author created lesson plans that incorporated scaffolding and teacher modeling based on Vygotsky's ZPD and how students use comprehension and higher order thinking during read alouds. Vygotsky's (1978) key components of the ZPD found in the Social development theory explain the significance of the routines found in the Daily 5 literacy routine. Social interaction and collaboration with peers and the teacher is a component of "read to someone" and "word work." The Daily 5 literacy routine spotlights the use of read alouds in the classroom as a tool for providing explicit instruction in various content areas. Giroir, Grimaldo, Vaughn, and Roberts (2015) discussed the research base on evidence-based practice in a linguistically diverse elementary school classroom. The authors presented research that champions the importance of using read alouds in the classroom for the development of vocabulary and meaning based contextual information. Thus, read to someone is a strategy that can benefit students across all learning levels including ELL students.

Implications

Literature was reviewed and discussed exploring the Daily 5 framework and the 5 distinctives: (a) work on writing, (b) word work, (c) conferring with the teacher, (d) read to self, and (e) read to someone. The literature review led to the identification of important themes. One theme that emerged in the research revealed students who read and write every day are more likely to be successful in reading and writing skills (Allington, 2013). A part of this theme was allowing students to choose their own reading material or writing topic. This practice led to greater engagement in reading and writing in the established literacy framework and practice at home.

Another theme that emerged in the research was the importance of collaboration between the students and the teacher. The significance of collaboration is noted by Vygotsky's concept of the more knowledgeable other (MKO) which correlates directly to the zone of proximal development. When students are collaborating together in the classroom to read a book or complete literacy task, proficient and non-proficient students can work alongside each other to develop skills and strategies. Within this same concept, teachers can confer with students to guide and encourage students to develop independent literacy skills. Collaboration in the classroom promotes positive interactions with literacy activities and can lead to higher level thinking skills (Berne & Degener, 2015). At the heart of the Daily 5 literacy routine is the belief that learning should be social through collaborative learning experiences (Kenyon Casey, 2016).

The literature reviewed also challenges teachers to create routines in the classroom that inspire and motivate students to read and write often. Implementing a literacy routine such as Daily 5 could help create a classroom environment that instills independent reading skills in both developing and proficient readers (Hall, 2016). Since the reviewed literature indicates that each element of the Daily 5 is effective, there is the implication that the use of the Daily 5 will positively affect a child's literacy achievement and attitude toward literacy.

However, there has been little research into Daily 5 as a whole, and there is no empirical evidence at Summit Academy or other schools in the district that is providing necessary information, thus there is the need for more research. The implications of this study determined that independent literacy skills are being observed in students at

Summit Academy. The findings of this study found that even though independent literacy were being observed, the teacher participants determined a need for more professional development to streamline the routine between grade levels. Based on the findings of this study, other literacy routines are not going to be investigated by the school at this time. The findings of this study did result in professional development project addressing the concerns from teacher participants. The professional application is that the results of this study have offered district officials, policy makers, researchers, and practitioners additional research on Daily 5 and independent literacy skills.

Summary

The focal point of this study is determining if independent literacy skills are developing in first through fourth grade classrooms that have implemented the Daily 5 literacy routine. The achievement gap between the strongest and weakest readers has continued to grow despite the fact that many students receive reading interventions during emergent grades (Miller, 2013). No matter what instructional or intervention methods are employed, students must have ample time in the classroom to apply reading skills and strategies throughout the school day. As shown in the research, children must have frequent opportunities to read and write throughout the school day to instill lifelong independent reading behaviors (Allington, 2013; Boushey & Moser, 2014; Russell, 2014). The five routines within the Daily 5 can fit into any literacy curriculum while providing a framework that allows students to read independently, read in partners or small groups, complete word work activities, confer with the teacher, and work on writing. With increasing demands on teachers to prepare students for standardized

testing, developing independent literacy skills can be a challenge to fit in without an established literacy routine. The Daily 5 frame encourages independent literacy skills by providing choices in reading materials and multiple opportunities for students to concurrently refine reading and writing skills (Boushey & Moser, 2014).

Because the goal of literacy in the classroom is to teach every child to read, educators need to understand how a literacy routine can teach students independent literacy skills that will apply to real life literacy tasks. Creating time for students to read and write consistently at school can often motivate students to read more at home (Miller, 2013). The Daily 5 literacy routine, as well as the implementation of the routine at Summit Academy, will be examined to determine if independent literacy skills are being fostered. This study may inform educators moving forward about the Daily 5 literacy routine and the significance of independent literacy skills. In Section 2, a detailed methodology and appropriateness of this study will be presented. Data collection and data analysis plans will be examined and referenced. Results of the study will be addressed in Section 3 along with the conclusions and recommendations.

Section 2: The Methodology

Research Design and Approach

I used a qualitative case study design to identify the independent literacy behaviors teachers and parents have observed developing in students since the implementation of the Daily 5. I selected this design because it was best suited to the purpose of this study, which was to understand the perspective of the participants (see Creswell, 2014). According to Merriam (2009) and Yin (2010), qualitative researchers focus on analyzing and understanding the meanings people have constructed and how they make sense of their worlds and experiences. The case study design provided a comprehensive platform to elicit the perceptions of teachers at Summit Academy and brought a clear understanding of what independent literacy skills they are observing. Researching the experiences and the perspectives of the teachers at Summit Academy provided pertinent information on the impact of the Daily 5 literacy routine on independent literacy behaviors.

I used the general inductive approach as the analytic strategy guiding this study. According to Thomas (2015), this inductive approach requires that the researcher “(a) condense raw textual data into a brief, summary format; (b) establish clear links between the evaluation or research objectives and the summary findings derived from the raw data” (p. 1). This approach was most appropriate because I compiled a summary of findings from the research site on Daily 5. The outcome of this analysis revealed themes most relevant to the Daily 5 literacy routine (Thomas, 2006).

A qualitative case study approach was best for this study because it enabled me to examine the perspectives of the first through fourth grade teachers at Summit Academy. Multiple sources and techniques of data collection are the significant strengths of a case study (Soy, 2015). By analyzing the qualitative data collected throughout this study, I was able to provide a rich description of the teacher perspectives on the Daily 5 literacy routine. In particular, the case study method ensured the data collection process was comprehensive because each individual teacher had the opportunity to share pertinent information and experiences based on their perspectives. In this study, the primary method of data collection was the interviews with teachers and parents completed at the study site. In addition to the interviews, open-ended email questionnaires and lesson plans from the participating teachers provided multiple data sources for triangulation. Case studies can generate copious amounts of data from various sources, which offers researchers the opportunity to triangulate data and themes that support and extend previous research (Soy, 2015).

A mixed methods study was not appropriate for this research because gathering quantitative data alongside qualitative data would not have allowed me time to fully explore the rich data collected from the open-ended interviews and questionnaires. Incorporating quantitative data such as standardized test scores would not have helped determine if the teachers are observing independent literacy skills. The teacher and parent participants in this study were encouraged to respond openly throughout the interviews and offer their perspective on the Daily 5 literacy routine. By focusing on qualitative data for this study, I was able to sustain an in-depth analysis of the perspectives of a small

number of purposely selected individuals regarding a specific phenomenon (Creswell, 2014).

Participants

I purposefully sampled participants from a private school in urban southeastern United States. The goal of qualitative research is to gain rich details of the phenomenon being studied, so my choice of participants was relevant to the problem and research questions of this study (Polkinghorne, 2005). Since the participating teachers and parents are immersed in the Daily 5 literacy routine, they were able to provide accurate rich descriptive information about the routine. Parents that participated in this study provided a distinct perspective on the Daily 5 literacy routine based on their knowledge of the routine from their children's actions outside of school. The table below identifies grade levels of teacher and parent participants as well as the experience of the teaching participants.

Table 1

Teacher and Parent Participants

Teacher participants	WM	MT	BH	BM	LB	HC	GE
Grade level	3 rd	3 rd	4 th	1 st	1 st	2 nd	2 nd
Teaching experience	25 years	31 years	4 years	7 years	10 years	6 years	12 years
Experience with Daily 5	5 years	5 years	3 years	5 years	7 years	5 years	3 years
Parent participants	TL		SC			AE	
Number of children	1		2			3	
Grade level	3 rd		2 nd and 4 th			1 st , 2 nd , 4 th	

According to Patton (1987), maximum variation sampling is a strategy for purposeful sampling aimed at capturing and describing central themes from diverse participants. The selection of teacher and parent participants was important to this study because the participants represented various grade levels and offered extensive insight into the phenomenon under study. Maximizing variation in a smaller participant sample begins with selecting participants with diverse characteristics to represent within the study (Patton, 1987). Not only did the teacher participants represent various grade levels, but they also represented diverse teaching experience and Daily 5 experience levels. This sampling of participants was appropriate for this study because all of the participants were either a teacher working at the study site or a parent of a student at the study site. The selection criteria for all participants in this study was appropriate because each

teacher has knowledge of the Daily 5 literacy routine and observes independent literacy skills throughout the school day.

Participant selection first began with the identification of teachers and parents at the study site who meet the criteria for this study. My goal was to have a total of 12 research participants (8 teachers and 4 parents) chosen via purposeful sampling at the study site. I chose this number of teacher and parent participants based on Onwuegbuzie and Leech (2007) observation that it is important to determine a sample size that is not too large so as to not compromise the ability to extricate rich, detailed data. After I sent out invitations to participate in this study, a total of 7 teachers and 3 parents agreed to participate. The 10 research participants made the data collection and analysis process easier to manage and provided the depth of exploration and investigation needed to accurately research and answer the research questions. The maximum variation sampling with a smaller number of individual cases, such as 10 participants, is a strength of the study because any common patterns that emerge capture the core experiences that are central to the program (Patton, 1987). According to Polkinghorne (2005), qualitative researchers most often use a small number of research participants to compare and contrast essential aspects that appear across all participants as well as identifying variations in the experience. The 10 participants in this study provided first hand experiences, which allowed me to move beyond just a single view of the Daily 5 experience and understand different experiences (see Polkinghorne, 2005)

Participant Selection and Process

Teachers. There are 11 first through fourth grade teachers at the study site, and each teacher received an invitation to participate with the listed criteria for the study. The participation letter is in Appendix B. The criteria I set for participation included: (a) currently teach in a classroom in first through fourth grade at Summit Academy, (b) have had at least two years of experience with the Daily 5 literacy routine, and (c) are willing to provide lesson plans and participate in an interview. Having some prior experience with the Daily 5 literacy routine may have helped the teacher participants throughout the interview process since they possibly had more knowledge about the routine. All teachers who met the criteria and accepted the invitation were invited to participate in the study. Even though all 11 teachers were invited, only 7 teachers agreed to participate. The goal of this study was to have 8 teacher participants, but since 7 teachers met the requirements of the study and agreed to participate, I proceeded with the data collection process.

The 7 teacher participants represented first through fourth grade classrooms at the study site with variation in teaching experiences: two first grade teachers, two second grade teachers, two third grade teachers, and one fourth grade teacher agreed to participate in this study based on the terms listed in Appendix B. There is equivalent representation across first through fourth grade teachers in the teacher participants who participated in this study. The teacher participants were diverse in their classroom teaching experiences and knowledge of the Daily 5 routine. Classroom teaching experience of the participants ranged between 4 and 31 years. Only two of the teacher participants had experience with Daily 5 before teaching at the study site. The other 5

teacher participants began their experience with Daily 5 at the study site. Five of the teacher participants have had 5 years or more of Daily 5 experience, while the other 2 have had only 3 years of Daily 5 experience.

Parents. Appendix B includes the invitation letter that I sent to each potential parent participant recommended by the administration at Summit Academy. The goal was to have at least 4 parent participants who were willing to participate, but after sending out the invitations, only 3 parents agreed to participate. The 3 parent participants represented students in first through fourth grade. One parent participant had children in first, second, and fourth grade, another had children in second and fourth grade, and the final parent participant had a child in third grade. Parent participants were valid for this study because parent involvement in a child's education has been consistently found to be a positive force in a child's academic performance (Wilder, 2014). Involving parents in this study provided information about Daily 5 from a different perspective.

Protection of Participants

The teacher and parent participants were given pseudonyms to maintain confidentiality throughout the process. Identifiers such as grade levels and specific responses were discreetly written and embedded in the text so participants are not identifiable. For example, each participant was referred to by initials throughout the transcribing and reporting process. The specific grade levels of the participants were not revealed in the reporting process. Interview recordings and transcripts, questionnaire responses, and reviewed documentation have been kept completely confidential. All data is stored on my personal computer under a protected password and will remain on my

computer for 5 years. After 5 years, all data will be destroyed. The written consent form provided participants with detailed information about the study. Participants were able to ask to me any questions before returning the signed consent form. Before each interview date, I ensured that the signed consent form was completed via email. I also provided each participant with specific information about the interview, answered any questions about the interview, confirmed the time and place of the interview, and included my contact information.

Participants in this study were interviewed on campus and were allowed to choose between a private office area or another location on campus of their choosing. Many teacher participants elected to have the interview in their classroom during a time when they did not have students in the classroom. Allowing the participants to choose the interview location guaranteed their comfort throughout the interview.

Role of the Researcher

Although I was a former educator at the study site, I have never held a supervisory role at the study site. Due to my previous employment at the study site, I have professional relationships with several of the teacher and parent participants who were invited to participate in this study. Creswell (2003) believed an important step in collecting data is to establish good rapport with participants so the data will be rich and meaningful. I believe my professional relationship with the parents and teachers helped release any sense of obligation to participate in this study while allowing the participants to feel comfortable about sharing their experiences. The teacher and parent participants

were informed that their participation is completely voluntary and confidential and were informed in writing about the purpose of this study before agreeing to participate.

Every precaution was taken to protect the rights of the participants and maintain researcher accountability. Based on The Belmont Report, published by the Department of Health, Education, and Welfare, research participants must be treated with three basic principles: respect for persons, beneficence, and justice (HHS, 1979). Respect for persons was met by providing each participant with detailed information about the study and a voluntary consent form. Beneficence was met by caring for the well-being of each participant protecting by maintaining confidentiality through a pseudonym and confidential documentation. Participants in this study have the unique opportunity to positively contribute to the teaching profession by providing relevant information on a literacy routine. The principle of justice was met because I did not offer any form of payment, gift, or preferential treatment for participating in the study. Absolutely no protected populations such as children, prisoners, mentally or emotionally disturbed individuals, or elderly persons were pursued as a potential participant. As stated earlier, every participant received an email outlining the study with a consent form. Participants also received a copy of the signed consent form for their records. These non-negotiable precautions are set in place to protect the rights of the participating individuals and maintain researcher accountability as stated in the Belmont Report (1974). Ensuring the protection of the participants also included approval from Walden University's IRB. This approval was received on March 29, 2018 and the approval number issued is 03-29-18-015473.

Data Collection

The data collection process for this case study included teachers' perspectives on the Daily 5 literacy routine collected through interviews, open ended email questionnaires, lesson plan review, and documentation from curriculum team meetings. The data collection process took place in the spring and students had been actively engaging in the routine all school year. At the time of this data collection, Summit Academy had officially implemented the Daily 5 routine for 5 years as part of the required literacy block.

Using multiple methods of data collection will enhance the credibility of the study results (Creswell, 2014). The data collection process aimed to answer RQ1, what independent literacy behaviors have the teachers and parents observed in first through fourth grade students since the implementation of the Daily 5 literacy routine? and RQ2, how do teachers' descriptions of the development of independent literacy behaviors reflect students' learning in the zone of proximal development? Table 2 provides the timeline for the data collection process along with the research questions that were specifically addressed.

Table 2

Data Collection Timeline

Steps	Data collection method	Research question addressed
Step 1	Teacher and parent interviews	1
Step 2	Open-ended email questions	1&2
Step 3	Review of documentation (lesson plans and curriculum team)	1&2
Step 4	Follow-up teacher interview	1

Creswell (1998) noted the importance of selecting a good place to study and establishing good rapport with the participants so they will provide good data. Since I had professional rapport with the administration and teachers at the study site, I anticipated that collecting quality data through interviewing would be a possibility. After receiving approval from the study site and all participants, the face to face data collection process began.

A series of two interviews with each teacher-participant focused on the implementation and effectiveness of Daily 5. The interviews took place at Summit Academy and lasted approximately 45 minutes. Participants were told the interview would take no more than one hour, and all interviews lasted between 30-45 minutes. The first interview included open-ended questions, noted in Appendix C, about the literacy routine, and the second interview provided a follow up time for teachers to expand on any additional observations or perceptions since the first interview as noted in Appendix C. The second interview was scheduled for three weeks after the first interview. Yin (2014) noted the two jobs of the researcher during the interview: “(a) to follow your own line of inquiry, as reflected by your case study protocol, and (b) to ask your actual (conversational) questions in an unbiased manner that also serves the needs of your line of inquiry” (p. 110). Figure 1 provides a step-by-step instructional diagram of data collection.

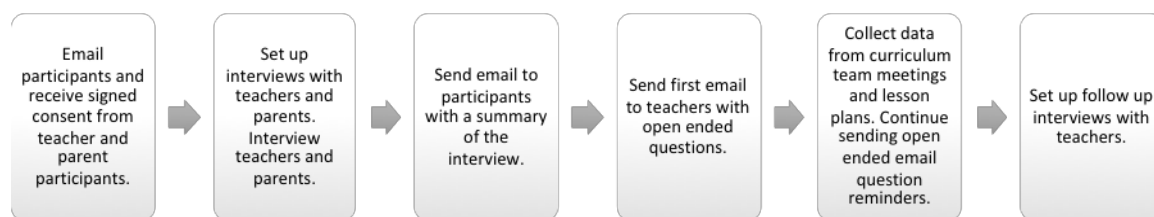


Figure 1. Step-by-step data collection process at the study site.

Interview Process

The interviews provided specific insights from the teachers and parents at Summit Academy about independent literacy skills and the Daily 5 literacy routine. Throughout the study, the opinions and concerns of the participants were respected through active listening. During the interviews, I made every effort to create a safe and comfortable environment for the participants. The location of the interview was determined by the participant. All interviews took place in either a classroom with no students or in a private office at the study site to increase confidentiality. Remaining professional and friendly during the interview time was of utmost importance to me throughout the process. The interview questions were asked in a conversational manner with time for participants to consider the question before responding. Providing ample time for participants to answer and reflect on the questions will facilitate rich data responses (Yin, 2014).

At the beginning of the interview, I asked a few warm up questions and provided other related information to help make the participants feel relaxed and calm. Warm up questions and conversation starters are also listed with the interview questions in Appendix B. All interviews were recorded on my telephone, so I could focus on the conversation during the interview and not take handwritten notes. I followed Yin's (2014) interview protocol and ask conversational questions in an unbiased manner. I did have a printed copy of the questions to use as a reference throughout the interview. At the end of each interview, participants were asked if they would like to make any additional comments or statements. Each interview concluded with me reassuring the participants of

their confidentiality and thanking them for taking time to participate in this study (Creswell, 2012).

Teacher participants also participated in follow up interview three weeks after the initial interview. The follow up interview questions are also noted in Appendix B. Teacher participants were again allowed to pick the time and location for the final interview. The final interviews with teachers lasted between 15-20 minutes each. During this interview, teacher participants were able to share any additional information, observations, or questions with me. Biklen and Bogden (2007) emphasized the importance of the conversation during the interview to gain information from the other person. The final interview was also recorded on my phone to eliminate any bias throughout the transcription process and allowed me to engage more actively with the interviewee.

Email Questionnaire Process

After the first interview, an email was sent to teacher-participants that included open ended questions pertaining to Daily 5 and independent literacy behaviors in their classroom. Included in Appendix D are three open ended questions the teachers were asked to answer. The questions in the email documented literacy behaviors, challenges, and other details from the Daily 5 literacy block that were not discussed in the interview. Asking open-ended questions was an important aspect throughout the qualitative data collection process. The open ended email questions allowed teacher participants time to reflect on the first interview and make additional observations in their classrooms during the Daily 5 literacy block. This process provided triangulation to the data collection

process because the teacher-participants were able to expand on any information from the interview. The email questionnaires were one piece of evidence used to corroborate the data collected from the interviews, lesson plans, and team documentation. A follow up email was sent four days after the first email if the teacher participant did not respond to the initial email. After the initial request and one reminder email, 5 of the 7 teacher participants responded to the email questionnaire.

Lesson Plans and Curriculum Team Documentation Process

Yin (2014) asserts that rich data offers an in-depth examination of the central phenomenon and adds validity to the overall study. In addition to the teacher and parent interviews and email questionnaires, a teacher selected sample of lessons plans and documentation from two recent curriculum team meetings was also reviewed. These multiple data sources provided a means of triangulation. The first curriculum team meeting reviewed was held at the end of the 2017-2018 school and the second curriculum team meeting reviewed was held at the beginning of the 2018-2019 school years. This review schedule created by the administration at Summit Academy determines what curriculum the team discusses at the meetings. The curriculum team was formed to support the administration in reviewing curriculum while providing teacher perspective. A teacher leader is appointed by the administrator to facilitate the meetings, take minutes of the meeting, and work alongside the administration to review curriculum as teacher liaison. Currently there are 6 teachers on the team and 3 members of administration. The curriculum team meetings are held every other month.

Documentation from the curriculum team meeting following the Daily 5 implementation helped determine what conversations the team has had about Daily 5 and independent literacy behaviors. A reflexive journal, noted in Appendix C, was used to log relevant information from the lesson plans and documented minutes from the curriculum team meeting as well as documentation of my thoughts and learning during the data collection process. The documentation determined that the curriculum team was discussing materials and curriculum that is needed for Daily 5, but not independent literacy skills. Since the curriculum team was primarily discussing ELA curriculum, the notes provided valuable information regarding the established phonics and grammar curriculum. The meeting notes are not detailed but did specify that the established phonics and grammar curriculum would be renewed for another three years. Another record in the notes indicated that teachers would continue utilizing the curriculum alongside Daily 5. The information in the curriculum team documentation was not as valuable to my findings as the interviews, email questionnaires, and lesson plans. The meetings' notes contained specific information about curriculum and not independent literacy skills. This information was also uploaded to Atlas.ti, a qualitative analysis software, for further analysis. Atlas.ti is a sophisticated software that arranged and reassembled the data I collected once I imported the information. I was able to use the tools built within Atlas.ti to explore and analyze collected data to produce a visual representation for interpretation.

Yin (2009) asserted almost every case study can benefit from the use of documents as a significant part of data collection. The meeting minutes from two recent

curriculum team meetings provided me with some background information on how different areas of instruction are assessed based on the curriculum that is used. The study site has a curriculum review schedule that determines which curriculum must be reviewed every year. The ELA curriculum was reviewed throughout the 2016-2017 and 2017-2018 school years. Since the curriculum team is mostly made up of teachers who use Daily 5 in their classroom, reviewing this particular documentation helped me answer my first research question regarding teacher perception of the development of independent literacy skills. Even though the documentation did not indicate a specific conversation on independent literacy skills, there were notes about how various classrooms were building in specific set times for independent reading and how any curriculum revisions must accommodate this essential part of Daily 5. There was also a note about an increase in upper elementary student participants in the reading buddy program. This is one example of how students are demonstrating independent literacy skills by voluntarily participating in a program that encourages younger students to read by reading with a buddy.

Likewise, reviewing the lesson plans provided support for both of the research questions guiding this study. Reviewing the lesson plans provided a unique opportunity for analysis of how teachers are scaffolding instruction in accordance to Vygotsky's ZPD. For example, the lesson plans demonstrated how teacher participants are scaffolding instruction by first teaching a mini lesson on a topic and then providing time for students to work on the skill through both guided and independent practice. The lesson plans from one teacher participant indicated that a mini-lesson on the diagraphs sh,

ch, and wh would be taught first, and then students would be reading a book focused on the diagraphs in guided reading and building words with these diagraphs in the word work rotation. In the lesson plans, there were other examples of mini-lessons and an emphasis on read alouds in their classrooms. The lesson plans provided evidence demonstrating how the read alouds were used in the classroom to support comprehension and fluency during the Daily 5 rotation. These examples from the lesson plans align with the transcripts from the interviews with the teachers.

Merriam and Tisdell (2016) explained that using documents, like interviews and observations, provides valid data for qualitative research. During the interviews, teacher and parent participants could easily answer any question based on their perceptions and interpretations. They could also choose to answer the question based on what they believe is the correct answer. Including the lesson plans in the analysis phase allowed me to discover either consistencies or discrepancies between the lesson plans and the interview transcript data. I discovered many consistencies between the lesson plans and interview transcripts. Many of the teacher participants listed their specific time frames for independent reading and writing. The lesson plans provided another way for me to capture the perception of the teachers in a different way. In particular, the lesson plans provided insight into how the teachers prepared their classroom learning environment.

The teacher-participants shared four to six Daily 5 lesson plans from the previous month. The teachers were not asked to do any additional planning or write any additional lesson plans. Previous lessons plans were easily accessible through the online lesson plan database that is used at Summit Academy. Since Summit Academy does not require a

specific format for lesson plans, the format of each lesson plan was different for each teacher participant. Some of the teacher participants created bullet points listing out the activities in each Daily 5 rotation, while other teachers used abbreviations and acronyms that were not distinguishable. Each lesson plan varied in the depth of details for the ELA block. The lesson plans outlined the daily literacy routine, Daily 5 activities for the day, title of the read aloud, and any other literacy activities. The lesson plans that were detailed contained specific information about writers' workshop and how the teacher will use a mentor text to scaffold instruction. At the beginning of writers' workshop, the teacher indicated that she would review a read aloud text that was read earlier. The next point on the lesson plan indicated that the students would write a short paragraph together with the teacher, then with a partner, and then independently in their writing journals. The lesson plans with less detail did not yield as much as data to support the interview transcripts. Of the 32 lesson plans I collected, 22 lesson plans were detailed enough for analyzing. This means 69% of the lesson plans data provided valuable information to the study.

The lesson plans were examined to determine if independent literacy skills and strategies are included in the planning process for the Daily 5 literacy block. The lesson plans did not contain information about teacher perception of Daily 5 but instead provided information that supported comments from the interviews. Examining the lesson plans helped identify the objectives for the Daily 5 literacy block set by each teacher participant. The lesson plans were uploaded to Atlas.ti for coding and analysis after I recorded my observations in the reflexive journal noted in Appendix C. Teacher-

participants chose which lesson plans to submit to me and sent the lessons plans to me via email or brought a paper copy to their interview. Only the Daily Five literacy block lesson plans were analyzed. The lesson plans revealed how each teacher participant plans the Daily 5 block and in which literacy activities students were engaging. This information was pivotal during the analysis phase when comparing and contrasting the data collected from other sources.

Data Analysis

The qualitative data for this study was generated from the interviews, responses to open ended email questions, curriculum team documents, and review of lesson plans. Yin (2014) affirmed the importance of case study databases as a method of organization and documentation of the data collected. In addition to organizing the collected data, I took notes throughout the data collection and analysis process. Taking notes throughout the data collection and analysis process created a reflexive journal. According to Lincoln and Guba (1985), a reflexive journal contains the logistics of the study, entries that record reasons methodological decisions, and reflections (p. 318).

Process

Creswell (2014) described data analysis as “peeling back the layers of an onion” (p. 195). Rich textual data came from the transcription from the interviews and examination of the lesson plans, curriculum team documentation, and email questionnaires. Through the data collection process, I kept the data organized in preparation for analysis. Qualitative data should be methodically prearranged before beginning to officially analyze the data (Yin, 2011). To begin data analysis, I gathered

the transcribed interviews, interview recordings, and the reflexive journal which contained notes from the lesson plans, email questionnaire, and curriculum team documentation. I listened to each interview recording a second time to ensure accuracy in my transcription. Listening to the interviews a second time revealed similarities and differences that proved to be a critical component in the analysis process. I read and reread all of the transcriptions and notes multiple times. At this point, I was looking for words and phrases that were frequently repeated on the interview transcripts and reflexive journal. This process took several weeks which helped me discover the emerging themes.

Throughout the data analysis process, identifying information such as real names, grade levels, and locations were protected under pseudonyms. Since the grade levels of each teacher participant were not pertinent to the study, this information was excluded from the analysis process. All other demographic information was left confidential. The specific city or location of the study site was not included in the reporting. I analyzed and categorized all of the data. Originally, I thought I would have a qualified transcriber transcribe the interviews, but I decided that I would transcribe the interviews to expand my understanding of the data. Creswell (2003) encouraged qualitative researchers to analyze data for codes that specifically address topics that are expected by the readers and address a larger theoretical perspective.

An inductive approach helped establish clear links between the research questions and findings throughout the data collection process (Thomas, 2003). Inductive coding begins with a close reading of the findings to find multiple meanings that are in text segments. A label for each text category is given and additional text segments are added

to the most relevant category (Thomas, 2003). Reading through the transcripts several times identified the themes and categories. A total of thirteen categories emerged from the codes. Each code and category is listed under the corresponding theme below in Table 3. All transcripts were read through by me and a subsample of each interview was sent in an email to each teacher and parent participant. Participants were given the opportunity to review the sample and ensure the transcripts were accurate. All participants in the study agreed that the email subsample accurately represented their interview. Below is a table with the theme, categories, codes, and data source

Table 3

Summary of Codes, Categories, Themes, and Data Sources

Data Source	Codes	Categories	Themes
Interviews	Meeting with students Conferring	Conferring with students	Classroom Routine
	Writers Workshop Choice Writing Free choice reading Independent reading	Students reading independently	
Lesson Plans	Instructional Planning Guided reading groups Basal readers Novel studies Setting up rotations	Planning for Daily 5	
	Curriculum Team Documentation	Literacy curriculum planning Basal readers	Planning for literacy
Email Questionnaires	Novel Studies Independent reading Rotation schedule		
Interviews	Mentor texts Interactive read aloud	Read alouds	Read Alouds
	Lesson Plans	Shared reading Novel studies Text Connections	Novel Studies
Interviews	Just right books Listening to reading Reading stamina Writing stamina Leveled readers Accelerated Readers	Independence in reading	Stamina
	Email Questionnaires	Reading to someone Timed reading Journal writing Library	
Interviews	Classroom observations Mentoring Collaborate Sessions Daily 5 Conference	Collaboration	Professional Development
		Professional Development opportunities Mentor Teachers	

After all interview participants confirmed the subsample, I uploaded the transcribed interviews into Atlas.ti and began color coding repetitive words and phrases, which began the coding process. Examples of repetitive words and phrases found in the transcribed interviews are: reading aloud, students reading independently, accelerated reader, plan time, shared reading, shared writing, routines, rotations, set up, partners, collaboration, help, professional development, and reading together. At this stage, I also began organizing the codes based on the pseudonymous initials given to each participant. As I organized, I was able to see how many times a teacher or parent participant mentioned a certain word or phrases which could be developing into a code. I listened to the audio recordings of each interview again while going through the transcription in Atlas.ti. I highlighted statements that were repetitive and stood out to me. I highlighted the word read aloud in pink over 100 times. One teacher participant said read aloud 26 times. This process of highlighting indicated that read aloud would more than likely be a major theme. Because I had listened to the interviews several other times, I was able to identify repeating statements and other significant information.

During this phase, I coded the data by sorting it and constantly comparing and expanding the emerging codes. The highlighted statements were given a code label and color coded to represent the corresponding theme that was emerging. Free choice was a code that developed and was highlighted with a dark green color. In the interview transcripts and lesson plan data, free choice related to free choice independent or partner reading or writing time when students were able to choose their own book or writing topic. Conferring was another code that developed from the interview transcripts, email

questionnaires, and lesson plan data. Conferencing was highlighted with a light green color and referred to any mention of conferencing with students throughout the day about their reading and writing process. Other code highlights: Accelerated Reader was highlighted orange, novel studies was highlighted yellow, plan time was highlighted gray. I quickly learned color coding everything was the best way for me to organize the vast amount of information. I also kept a separate document for every code to ensure that the codes could be easily analyzed. This coding process allowed me to begin collapsing the information and grouping it into themes.

Next, I printed out the color-coded transcriptions from Atlas.ti, and I read through the transcriptions again and looked for information that stood out or statements that I had missed that matched the codes and themes that had already emerged. By printing out the color-coded transcription, I was able to make notes in the margins and affirm the themes that were emerging. The themes that were emerging were: professional development, stamina, reading aloud, conferencing, classroom routines, and phonics/grammar curriculum. One emergent theme from the interview transcripts, email questionnaires, and curriculum team documentation was the mention of the established phonics and grammar program used in first through fourth grade classrooms. After reviewing the documents again, there were 44 mentions of the phonics and grammar program compared to the 121 mentions of classroom routines. Even though the phonics and grammar code was significant, it did not develop as one of the major themes since it was not referenced to as often as the other major themes. Significant information about the phonics and grammar pattern as well as the major themes is included in the Data Analysis Results section below.

The next read through of the analyzed data was straightforward since the transcriptions were already color coded and easy to reference. I also printed out the document that I created with each code on separate pages. In this process, I began learning more about the perspective of the teacher participants based on all of the combined data instead of just the interview transcripts. I began to learn how much the teachers emphasize read alouds and choosing a just right book in their classroom routines. Every teacher participant talked about different read alouds and how their classroom library was set up. The read alouds were used in writing projects as well other literacy activities. By rereading the analyzed data, I learned the heart of Daily 5 for the teachers at Summit Academy is creating time and space for teachers to read aloud often to the students.

According to Lodico et al. (2010), coding categories can include setting, activities or actions, concepts, perspectives of participants, and cultural context (p. 183). It was important to represent the multiple perspectives and different viewpoints from the teachers and parents in the data analysis. For example, both teacher and parent participants discussed read alouds in the classroom and the lesson plans indicated that teachers are implementing daily read alouds. This information helped determine if the findings from this study revealed support for the Daily 5 literacy routine or proposed a rival explanation (Creswell, 2012). This inductive approach also allowed the teacher and parent perspectives to be compared with the raw data collected from the lesson plans.

Emerging categories were developed by studying the transcripts and reflexive journal repeatedly while considering how the categories could fit into developing themes

(Thomas, 2003). Many of the highlighted codes promoted understanding of my study and could be developed into themes. First, I looked at the highest number of codes to determine what similarities and differences could be found. Some of the codes that had developed into categories began merging into a theme. Free choice, conferring, daily schedule, daily routine became the first major theme, classroom routines. Since all of these activities fit into the daily classroom routine and how the teacher structures the day, it made sense to collapse the codes into this theme. The importance of daily read alouds and the desire for professional development was evident in the interview transcripts and was written down early in the analysis phase as an emerging theme.

During the first round of interviews, several teachers expressed the desire for more professional development about Daily 5 and more understanding of how other teachers in the school structure the Daily 5 block. While transcribing and rereading the interviews, I realized the need for a professional development category. This was not a category I expected to emerge from the data since this study focused on independent literacy skills. A total of seven categories emerged from the codes: classroom routine, established phonics and grammar routine, read alouds, professional development, stamina, novel studies, and small group instruction.

As I reexamined the data analysis, I began the process of interpreting the analyzed data. Merriam and Tisdell (2016) believed combining, condensing, and interpreting data requires explaining people's responses about what was heard and understood by the researcher. As I interpreted the data, I began identifying information that was directly related to the research questions guiding this study. Since the focus of RQ 1 was teacher

perception, looking for repetitive language helped me learn more about teacher perception based on common words and phrases participants used to express themselves. Creswell (2013) asserted the final piece of data analysis is interpreting the findings as they relate directly to the research questions. Table 4 in the data analysis results section reveals how the themes align with the research questions guiding this study.

Finally, I concluded my data analysis results by compiling the themes and patterns on one document alongside the reflective notes that I had taken throughout the data collection and analysis process. This helped me determine the larger meaning of the study on Daily 5 (Yin, 2011). Taking time to reflect on data analysis also allowed me to process the results and begin determining the findings of the study. According to Thomas (2003), “the outcome from an inductive analysis is the development of categories into a model or framework that summarizes the raw data and conveys key themes” (p. 4). The outcome of my inductive analysis process developed categories that clearly defined key themes. The themes that emerged were: Classroom Behaviors, Read Aloud, Stamina, and Professional Development. The data analysis methods supported the connection between the research questions guiding this study and the data collection instruments. This process also allowed me to think about how the data informed the initial study questions, which gave more comprehensive insights to the data (Yin, 2011).

Evidence of Quality and Procedures

According to Lodico et al. (2010), “to be as scientific and unbiased as possible, the researcher must be systematic in the data collection process and record the data with accuracy” (p. 112). As part of my systematic data collection process, I recorded the

teacher interviews on my phone and uploaded the recording to my computer. After each interview, teacher participants were sent an email with a few follow up questions. These emails provided an opportunity for teachers to expand on anything that they may have forgotten to say in the interview and provide additional information on what independent literacy they may observe. The iterative process also allowed me to compare the emergent codes from my analysis of the interview data with the teachers' email responses. In particular, the responses I received from teachers provided more in-depth information about their classroom routines, which emerged as a theme.

Member Checking. One of Creswell's (2012) validation strategies is member checking which solicits participants' views of the findings. Member checking is considered to be one of the most critical strategies for establishing credibility in a study (Lincoln & Guba, 1983). Each participant received an email subsample via their personal email account to ensure that the major themes in their interview were accurate. Each participant was given the opportunity to add additional data to their interview through the email subsample and email questionnaire (Creswell, 2012). This provided an opportunity for teachers to expand on anything that they may have forgotten to say in the interview and provide additional information on what independent literacy they may observe. Part of the member checking process was to note and correct any errors or additions requested by participants. No participant noted any errors or additions to the summaries I sent out via personal email.

Triangulation. Researchers make use of multiple and different sources of data to provide evidence that is consistent with the data collection (Lincoln & Guba, 1985).

Triangulation typically involves incorporating evidence from different sources to shed light on a theme or perspective (Creswell, 2012). The data collected from the lesson plans and curriculum team documentation were used as triangulation to confirm the data from the interviews and email questionnaires. Using my reflexive journal as a log, the lesson plans from 7 teachers were reviewed. Only the plans for the Daily 5 literacy block were reviewed. Since this process happened after the interviews with teachers, I looked for patterns and themes in the lesson plans that emerged from the interview data analysis. There were several instances where teachers spoke about a particular activity or lesson during the interviews, and then while analyzing the lesson plans, I found evidence of the teacher planning the activity or lesson. For example, one of the third-grade teacher participants talked about a specific writing lesson during the interview. I discovered her specific daily plans for this same writing lesson while analyzing the lesson plans.

Discrepant cases and avoiding bias. Yin (2014) affirmed that being open to contrary evidence is one way to avoid bias. Examining information from other similar literacy routines and literacy practices outside of Daily 5 was considered throughout this study and included in the literature review. There was no data collected that did not coincide with direction of this study. An unexpected notable subtheme emerged during the data collection process and is explained in the findings in Section 3. Avoiding bias is significant to any qualitative study. As an educator who has taught in a classroom that implemented the Daily 5 literacy routine, my viewpoint about the routine does present researcher bias. In the past, I have had first-hand experience implementing the Daily 5 literacy routine so I have observed students reading growth during the Daily 5 routine. I

have planned and implemented lessons in an elementary classroom that executed the Daily 5 literacy routine. The familiarity of the routine allowed me to understand the position of the teachers who participated in the interviews. The content of the data collection was protected by recording the interviews, providing documentation from the participants, and using my reflexive journal as a documentation tool helped ensure only factual evidence was considered during the analysis.

Reflexive Journal. Throughout the data collection and analysis process I kept a journal that documented the methodological decisions I made as well as reflective thoughts (Lincoln & Guba, 1985). Keeping a journal creates transparency in the research process. As a former employee at the study site, I was familiar with the school setting, some of the participants in the study, and the established literacy routines. Since I was allowed to research at a familiar study site, I was an unobtrusive professional guest at the study site. During two interviews, I had to remind the teacher participants to answer the questions as if I were a stranger who did not know anything about the routine. As an interviewer with the familiar teacher participants I had to be non-reactive to increase reliability of the responses (Lincoln & Guba, 1985). At times this was difficult because the familiar teacher participants were looking for a response from me to determine if they were answering correctly. I gently reminded the participants that there were no right or wrong answers. Four of the teacher participants were not employed at the school when I was working there. I noted in my journal that their interviews were not as long, but two of these participants did ask me questions about Daily 5 during the interview.

Keeping a journal allowed me to record my growth as a researcher, interviewer, and interpreter of data (Ortlipp, 2008). I am interested in literacy routines and how routines like Daily 5 are impacting students' literacy goals. Since this is an area of interest for me, it was beneficial for me to keep notes throughout the process as I listened and examined multiple narratives. I noted in my journal elements from the interviews that were surprising to me. I was not expecting the majority of the teacher participants discussing their professional development concerns and desires. This was surprising to me because I did not ask a specific professional development question. I made several notes in my journal about professional development and how I feel about the professional development. Keeping the journal throughout the process helped me acknowledge my own opinions as part of the research design (Ortlipp, 2008)

Limitations

The purpose of this doctoral study was to examine if independent literacy behaviors are being observed by teachers in first through fourth grade at one study site. A serious limitation to this study is the lack of independent verification of this since I was the only one who gathered and analyzed the data. Another serious limitation of this study is the lack of verification of specific strategies the teachers reported throughout the interviews and in the lesson plan data. Classroom observations were not part of the data collection process.

This research does not extend past fourth grade and will only be conducted at one study site. A potential threat to the validity of this study was the small purposeful sample size of teachers and parents that was smaller than the minimum number that was

originally established. Parent participants were recommended by the administrator which could possibly mean that only the most positive parents were recommended. There is a slight risk that teacher and parent participants desired to please the researcher and possibly answer questions based on what they think I wanted to hear.

Certain teachers in this study had more knowledge about independent literacy behaviors than other participants, thus potentially implementing the Daily 5 routine more effectively in their classroom. There is also an assumption in research (Allington, 2013) that a consistent time reading and writing in the classroom will improve independent reading and writing and skills in students. If an improvement in independent literacy skills is observed by the teachers, this could have been a result of more time in the classroom schedule dedicated to reading and writing instead of the entire Daily 5 routine.

Data Analysis Results

Organizing the information into patterns and themes helped me form answers to each of the research questions presented in this study (Yin, 2011). The data analysis plan that I utilized used the research questions as a guide. The two research questions that were derived from this study's problems were: what independent literacy skills are teachers observing since the implementation of Daily 5 and how are these perceived literacy behaviors reflected in students' learning within the zone of proximal development. In support of the research questions, the data collected and analyzed included four sources: interviews, lesson plans, open ended email questionnaires, and documentation from curriculum team meetings. The Atlas.ti program was used as a coding tool. According to Hatch (2002), data analysis is a logical search for meaning, a

way to process qualitative data so that what has been learned can be communicated to other individuals. The data analysis process included the following steps:

1. Audio recorded interviews were transcribed
2. Member checking of each interview through email summary
3. Transcripts were reviewed for patterns and themes
4. Email questionnaires, lesson plans, and documentation reviewed for patterns and themes
5. Conducted coding using Atlas.Ti
6. Coded data were reviewed again for additional patterns and themes

Two research questions stemmed from this study's problem: are independent literacy developing in first through fourth grade students since the implementation of Daily 5. The interview questions (Appendix B), email questionnaire (Appendix C), and the documentation review were formulated for the purpose of answering the two research questions and eventually the study's problem. In this section, I discuss in detail the themes that emerged from the codes during the data collection process. The themes that emerged from the codes include: classroom routines, reading aloud to students, lack of professional development, varying classroom routines and schedules, allowing students time to read in class, and integrating the established phonics curriculum with the Daily 5 routine. These themes relate to the research questions and helped guide the analysis and findings process of the study.

I used three sources of data to answer RQ1 and two sources of data to answer RQ 2. After investigating the perceptions of the teachers and parents and the documentation, I

pinpointed themes that were salient with the data collected. Reading and rereading the interview transcriptions and the notes from the email questionnaires, lesson plans, and curriculum team documentation determined the themes that emerged. The research questions, themes, and findings are summarized below in Table 4.

Table 4

Research Questions and Themes

Research questions	Theme Abbreviation	Themes
RQ 1. What independent literacy behaviors have the teachers and parents observed in first through fourth grade students since the implementation of the Daily 5 literacy routine?	CB, RA, S	Students are exhibiting more confidence in literacy, reading and writing independently for longer periods of time, and choosing books on their level.
RQ2. How do teachers' description of the development of independent literacy behaviors reflect students' learning in the zone of proximal development?	CB, RA, PD	Teachers are implementing a variety of read alouds in their classroom on a regular basis. Teachers are scaffolding instruction during the routine and are supporting students through the routine. Teachers need more professional development in Daily 5 to continue developing independent literacy skills in students.

Note: Classroom Behaviors (CB); Read Aloud (RA); Stamina (S); and Professional Development (PD).

Theme 1: Classroom Routines

The first major theme that emerged during data analysis was labeled classroom routines. This theme is broad and covers a variety of codes that are consistent with the student or teacher behaviors that were noted in the classroom during the Daily 5 literacy block. The patterns categorized under this theme include: choice, role of the teacher, mini lesson, writing, and planning process. During the teacher interviews, all of the participants revealed that since the implementation of Daily 5, they have a better understanding of what a literacy routine is and why it is an essential part of the classroom routine. For example, one teacher participant (WM) noted that since the implementation of Daily 5, she has set up a daily literacy routine that incorporates more choice for students and has given her students more independence in the classroom. WM found that her students “enjoy choosing a book on a topic that interests them to read independently or with a friend” (WM, personal communication, April 26, 2018). Another teacher participant (MT) noted that her role during small groups had changed since the implementation of Daily 5. Prior to Daily 5, MT assigned seatwork for her students to work on independently while she led small reading groups. In the first interview, MT shared, “While I am leading small leveled reading groups, the students who are not reading with me are rotating through literacy centers that are independent and collaborative working on listening to reading, reading to someone, working on writing, or completing grammar assignments.”

During the interviews, each teacher participant described how hard they work to create a classroom routine that engages students in literacy activities. They each

described how the routine is managed in their classroom and how they have chosen to implement to core concepts Daily 5 into their daily and weekly plans. While the teacher participants were describing their classroom routines, it became clear that each teacher had their own unique way of implementing the Daily 5. Four of the teacher participants indicated that their students completed the Daily 5 rotations four or five times a week, while other teachers indicated that their students would only complete the routine two or three times a week. BH stated, “sometimes we only have time to complete the routine twice a week and it is easier for me to do a whole group lesson and then pull students who need extra support.” While BM stated, “I try no matter what to have Daily 5 time four times a week. Even if I have to adjust the time we spend on Daily 5.”

Another difference was how each teacher had the rotation set up in their classroom. Some teachers allowed students to choose which Daily 5 rotation to engage in, while other teachers had students rotate around the room in set groups and centers. One teacher participant (GE) indicated that she varied the routine dynamics the beginning of every school year. WM assigns her students to certain stations “so I can plan activities for students on different levels or have them work on a skill that they need to practice.” Reviewing the lesson plans also helped me have a better understanding of how each teacher implemented the routine throughout the week. The lesson plans highlighted what rotations the teachers were implementing throughout the week.

Six teachers described their mini lesson procedures and how they established the procedures for the Daily 5 routine in their classroom. For example, one of the teacher participants (LB) has a set rotation for her students to follow after mini lesson. “My

students are young, so I try to focus their attention on a certain skill like a new word blend I have put in the word work center.” Every day, the students in BL’s class, engage in small reading group instruction, word work, and work on writing. During their word work and work on writing rotations, students can choose from a variety of options to practice word work and writing skills. BL sets aside time “later in the day for students to read to self, read to someone, or listen to reading.” Another teacher participant (HC), conducts a mini lesson, and then her students independently chose which rotation to engage in while she works with students that need extra support. Each teacher participant described working with small groups, but how the students engaged in the routine was varied between each participant. The majority of the teacher participants discussed completing a mini lesson before the Daily 5 block.

Another classroom routine that emerged in the data analysis phase was an emphasis on independent free choice writing. According to one teacher participant (MT), “incorporating choice in writing has been very beneficial for my developing writers who sometimes do not like writing activities.” Since incorporating choice in writing, MT has observed her students creating comic strips and Minecraft instruction manuals. Her students are authentically writing and enjoying the process. One teacher participant (WM), recalled “before Daily 5 there was no writing routine, and our students did not have a daily writing routine it just happened when it happened.”

Students only wrote about topics from the curriculum and were not given opportunities to choose their own topics. Now, WM has a writing station set up in her classroom, and students are allowed to write short stories or create books on any topic of

their choice. Since the implementation of Daily 5, WM has observed her students choosing to spend additional time working on their stories and writing for fun outside of the daily writing time. Another teacher participant (HC), allows her students to write in their journals every day on any topic. Before daily 5, she gave her students a topic to write about, and now her students are more engaged in the writing process.

One of the interview questions asked teacher participants about the planning process for Daily 5. The majority of the teacher participants indicated that the initial set up for the Daily 5 routine at the beginning of the year takes a considerable amount of time and planning, but once the students understand the routine, planning becomes easier and more streamlined. This is consistent with the claims made by the founders of the Daily 5 routine who contend that if the first few weeks of school are dedicated to launching the Daily 5 routines and instilling literacy habits, teachers will not need to spend as much time planning literacy activities for students because they will know effective literacy habits (Boushey & Moser, 2014). One teacher participant (MT) has noticed that “I rarely have to put out fires or deal with students misbehaving or not following the rules during Daily 5 after just a few weeks of launch.” She is very organized and intentional about setting the expectations for Daily 5 at the beginning of the year and uses the suggested anchor charts for students to reference.

Theme 2: Read Alouds

Another major theme that emerged during data analysis was the significance and emphasis of reading aloud to students. This theme emerged while transcribing the interviews and reviewing the lesson plans. Every teacher who was interviewed shared

during the interview about books they read aloud every day with their students. One teacher participant (MT) noted that when she read aloud to her students, she observed that students who did not usually enjoy reading were more engaged.

MT shared a story about a student who “usually does not like to read ever in class brought in a silver dollar to show everyone in class because we were reading *The Chocolate Touch* which talks about a silver dollar.” This showed her that he was connecting to the story even though during the literacy block he usually struggles to read independently or make a connection to the text. Another teacher participant (GE) noted that when she read aloud to her students, she was able to read more difficult texts and get her students excited to engage in reading practice with the goal of reading more difficult chapter books.

This theme was also present during the parent interviews. All three parent participants indicated their children loved to be read to at home by a parent or sibling. CW said her son “begs to read with her every night and also tells me often how to choose a just right book even though we do not have as many science books as they have at school.” Parent participants indicated they were encouraged by their child’s teacher to read together at home. One parent participant, (TL) noticed that after the second year of Daily 5 at school, her child was no longer a reluctant reader. “I noticed that she was reading the menu or at least trying to read the menu at restaurants and telling me how the pictures on the Starbucks menu match some of the words.” Before Daily 5, her child never wanted to read together at home, but now her child will often bring home books from the classroom library to read.

Novel studies were coded under both classroom routines and read alouds. Almost every teacher and parent participant delineated how novel studies were used in the classroom. One teacher participant, (MT) believes novel studies are an essential element of a literacy routine even though the Daily 5 framework discourages the use of novel studies. In her classroom, MT uses novel studies as a teacher read aloud and assigned student reading. Another teacher participant (GE), shared similar insights during her interview about novel studies. She uses novel studies to promote partner discussions, independent reading, small and whole group shared discussions and reading. Both participants (MT and GE) align their novel study with the current social studies unit. Novel studies discouraged within the Daily 5 framework because students do not have a choice in what book they are reading (Boushey & Moser, 2014). Yet, teacher participants (MT and GE) contend the rich discussions and student engagement during the novel study are unparalleled in exclusive independent reading.

Theme 3: Stamina

The third major theme that emerged was increased reading and writing stamina in the students. Reading and writing stamina is the ability to focus and read or write independently for increasingly longer periods of time (Boushey & Moser, 2014). Since stamina is word commonly associated with the Daily 5 literacy routine, the teacher participants and most of the parent participants used this word frequently throughout the interviews and open ended email questionnaires. Teacher participants described how students in their classrooms are able to pick out just right books, read books independently, listen to reading, read with someone, and write for longer periods of time

since the implementation of the Daily 5. One parent participant (SC) found that her child “really enjoys going to the library and picking out books to read together at home or in the car.” During the interview, this same parent participant reflected on a recent trip to the library where her child was able to pick out a just right book independently. She did not know what a just right book was, but her child explained to her what a just right book was and why it was important. She went on to say, “he was telling the librarian at checkout that there are so many just right books but he can only take home 3 at a time.”

Six teacher participants believe that the Daily 5 routine encouraged them to create intentional time every day to read and write. One teacher participant (WM) described how before Daily 5, “I did not have students read independently unless they were reading to me during guided reading or maybe while reading a poem in class.” Now her students have book baskets with just right books that they can spend time reading throughout the day and during Daily 5. Another teacher participant (BH) keeps track of how her students’ stamina to read and write builds throughout the year. At the beginning of the year, her students can read for three minutes and write for five minutes without any interruptions. She sets a timer, and the majority of her students are able work consistently until the timer goes off. By the end of the year, her students are able to read for 20 minutes and write for 25 minutes without interruptions. Building their stamina is a practice that she implemented after being introduced to Daily 5.

Several teacher participants described how they now have a listen to reading routine since the implementation of Daily 5. Summit Academy is a 1:1 iPad school, so students have access to an iPad throughout the day. Many of the teachers discussed how

the EPIC app has supported listen to reading in the classroom. EPIC allows students to choose a book to listen to, and some of the books have comprehension quizzes for students to complete. During the Daily 5 block, students can choose listen to reading and find fiction and nonfiction books on the EPIC app either with a partner or independently. MT recounted several occasions where her students have asked her if they could listen to books outside of the Daily 5 block.

Theme 4: Professional Development

The final major theme that emerged was the desire for more professional development. Every teacher participant indicated that they desired more professional development about Daily 5 and how to create and implement effective literacy routines in the classroom. When Summit Academy first launched the Daily 5, the school sent several teachers to a two day professional development with the founders of the Daily 5 literacy routine. Since then no professional development in Daily 5 has been offered, and several of the teachers who attended the training are no longer employed at Summit Academy.

Only two of the seven participants in this study attended the professional development, thus the other five participants have never received any professional development on Daily 5. The two teacher participants who did attend the professional development indicated the training was very helpful getting Daily 5 started, but they would like to learn more advanced strategies and new information. In fact, MT, one of the teachers who attended the professional development stated, “I barely remember the training because so much happened and changed since we went. I really would like to go

through it again now that I have tried to incorporate what I learned- or some of what I learned- at the conference.”

As I read the interview transcripts and reviewed the lesson plans, I noticed how almost every teacher participant mentioned the desire to learn from one another. This led me to believe that the teachers not only supported collaboration in their classroom but desired a more collaborative learning experience between the teachers as a form of informal professional development. During one interview, a teacher participant (HC) expressed concern because she has little experience with the Daily 5 literacy routine and feels that she implements the routine very differently than the other teachers. HC indicated that she would like to not only observe other teachers at Summit Academy but also attend a professional development training on Daily 5. Even though MT was able to attend the Daily 5 professional development training, “I would really like the chance learn from other teachers and observe their classroom and how they handle Daily 5.” Another teacher, GE, mentioned the desire to collaborate with other teachers to learn how they plan for Daily 5 and reach students who are struggling.

Phonics and Grammar Routines

Other themes and patterns emerged, and those codes were collapsed into other themes, but the phonics and grammar theme did not fit into the other themes. Summit Academy has a long standing established phonics curriculum for lower grades and grammar curriculum for upper elementary and beyond. Both the phonics and grammar curriculum require teachers to teach certain targeted lessons and the provided curriculum also supplies worksheets and other materials for the students to complete. Five of the

teacher participants described how challenging it can be to integrate the already established phonics/grammar curriculum alongside or separate from the Daily 5 literacy block. LB said, “it is hard to make enough time in my scheduled every day to teach a good phonics lesson and give my students enough time for Daily 5.” WM said the phonics instruction is “so important to my student’s foundational reading abilities so I make time every day to review the letters, sounds, or special sounds.”

Six of the teacher participants indicated that it was difficult to find time to integrate the subjects during the Daily 5 block and would sometimes forgo the Daily 5 literacy block to complete the other curriculum requirements. For example, BH said that she will “make time to complete the required grammar lesson for the day even if that means no Daily 5 routine for the day.”

One teacher participant (LB) has adapted the Daily 5 literacy block to work with multiple small groups of students on the established phonics curriculum along with only 2 or 3 Daily 5 elements every day. LB believes, “this is the only way I could figure out how to fit both the Daily 5 and phonics curriculum into the school day.” HC has her students complete their assigned grammar work independently before engaging in Daily 5 activities. Another teacher participant (HC) discussed some of her challenges integrating the rigorous phonics program alongside the Daily 5 routine. Most of the phonics routine requires teachers to teach whole group mini lessons, and then students are to complete worksheets to practice the concepts from the mini lessons. Since parents have to purchase the phonics worksheet packets, HC has her students complete the worksheets independently even though this takes time away from Daily 5. This information is

consistent with the findings from the first theme surrounding classroom routines indicating that each teacher distinctly implements the routine.

One of the parent participants also mentioned that she did know the difference between the Daily 5 and grammar homework. AE stated that her child “completes two pages of grammar review homework almost every week.” She recalled that the grammar homework sent home each week reviews what they are working in class and included parts of speech, punctuation, capitalization, and writing a paragraph. Since the phonics and grammar curriculum has worksheets and other activities that students must complete, three of the parents believed this was part of the Daily 5 literacy routine. SC asked during our interview, “are the grammar worksheets sent home every completed during Daily 5?” This question indicates that at least one parent participant is confused about the work completed during the Daily 5 literacy routine.

Findings Based on Themes and Research Questions

Four major themes emerged after the data were collected and analyzed. The four major themes were classroom routines, reading aloud, stamina, and professional development. The outcomes from the data showed that based on teacher perception students are developing independent literacy skills since the implementation of Daily 5. Both teachers and parents noted that students were able to read and write independently for longer periods of time. This was salient data because all of the interviews yielded information that was also found in the documentation data (email questionnaires, curriculum team documentation, and lesson plans). A table is included in Appendix G

that demonstrates the instrument used to collect data, the related theme, and corresponding research question.

In order to answer the first research question, interview and email questionnaire data were collected. The first research question focused on what independent literacy behaviors teachers and parents have observed since the implementation of the Daily 5 literacy routine. The interviews with both teachers and parents revealed several perceptions of students exhibiting independent literacy skills that are included in this study. Specifically, teachers have perceived students with confidence to pick out a book on their level and reading frequently either independently or with a partner. Both teachers and parents noted that students are habitually requesting more read aloud books. Since the focus of this study was teacher perception, the open ended email questionnaires provided specific information about teacher perception. The interview data from both teachers and parents revealed that based on their perception, an increase in independent literacy skills has been perceived since the implementation of Daily 5. Teachers did point out in the interviews that more Daily 5 professional development is needed to continue advancing independent literacy skills.

The second research question focused on how the perceived independent literacy skills reflect students' learning in the zone of proximal development. Specific information about student's learning in the ZPD guided the analysis of the lesson plans and curriculum team documentation to determine how teachers' descriptions reflect independent literacy skills and student learning. It also allowed me to explore what the teachers know about students' ZPD throughout the interviews. After analysis, the

interview transcripts, lesson plans, and curriculum team documentation were used to answer this research question. The table in Appendix G exhibits the association between each research question, the instrument used to collect the data, and themes that emerged during the analysis phase. The lesson plans allowed me to analyze how the teachers are scaffolding during the Daily 5 literacy block. Specifically, I noted in my reflexive journal examples from the lesson plans when teachers would activate prior knowledge or connect the lesson to a skill taught earlier in the week. Activating prior knowledge and making connections to previous lessons or skills works within the ZPD (Vygotsky, 1978). Analyzing the curriculum team documentation also determined how this team is specifically providing curriculum that helps students build on concepts and knowledge.

The conceptual framework for this study was Vygotsky's (1978) social development theory which conceptualized the significance of the classroom social environment by linking cognitive development and social interactions. Vygotsky's (1978) zone of proximal development was emphasized in this study through the research and interview questions. Reading aloud was a theme that emerged from the data analysis. This theme aligns with Vygotsky's theory because the teachers are scaffolding learning by reading books that are challenging to help students develop reading fluency and comprehension skills. These findings from the data analysis align with the conceptual framework because the data collected from the interviews and open ended email questionnaires revealed specifically how teachers facilitated learning, social interaction, and collaboration through repeated consistent reading and writing activities. The data

collected revealed that teachers desire for their students to become independent learners and have implemented classroom routines that support this desire.

Validity

Lodico et al. (2010) specified how researchers can often use multiple data collection methods to substantiate the findings. Several measures were put in place to secure credibility and dependability. To establish validity and ensure member checking, I emailed each parent and teacher participant a subsample summary of the interview. This email summary ensured that the participants did not feel like their responses were prejudiced by the biases of the researcher (Lodico et al., 2010). The email also stated that the participant could request the full transcript of the interview instead of the summary. Interview participants had five days to review the summary and let me know of any discrepancies. The email also stated that participants could request longer to review the summary if needed. None of the participants requested a full transcript or identified any discrepancies. The follow up interview with the teacher participants also provided time for the teachers to clarify anything from the initial interview or open ended questionnaires.

Consistency of Findings

The literature illustrated the effectiveness of the five routines found within the Daily 5 literacy routine. The five routines are read to self, read to someone, work on writing, word work, and listen to reading. During the interviews, the teacher participants spoke about read to self, read to someone, listen to reading, work in writing, and word work in the context of Daily 5. Many of the teachers complete work on writing outside of

the literacy block because the writing routines align with the established phonics/grammar curriculum. The teacher participants indicated the difficulty between balancing the Daily 5 block as well as the other curriculum requirements. The data logged from the lesson plans and curriculum team meeting also aligned with this difficulty pointed out in the interviews.

Creating a more student driven routine was another consistent finding in the findings and the literature. Most of the teachers at Summit Academy used basal readers before the Daily 5 literacy routine. The basal readers routine was based all around busy work and when the teacher would meet with small groups. The Daily 5 routine has encouraged the teachers to step outside of that routine and create a routine that fully engages students in reading and writing.

An emphasis on providing students with choice was also identified in the findings and in the literature. All of the teacher participants indicated in the interview process various ways that they have integrated choice. In the email questionnaire response, MT stated, "I started this week having my students put four books in their personal book boxes Boushey and Moser (2014) contend that with the introduction of choice, a child's work changes because it is highly motivational and encouraging. Many of the teacher participants believe that they now have a better understanding of the significance of choice and have created routines in their classrooms that allow students to choose reading material or writing topics.

Project

Evidence from the findings from the research clearly indicated a need for professional development concentrated on specific aspects of the Daily 5 literacy routine. Since the findings indicated a desire for professional development and lack of a consistent routine, I developed a project that will address how to set up a consistent daily routine, integrate all five routines throughout the block, and provide opportunities for teacher collaboration. The specific details about the project are included in Section 3. This project will be on going throughout the first part of the school year providing teachers with three full day professional development sessions and collaborative classroom observations. Two days of sessions will occur before the school year begins to provide teachers with an opportunity to begin collaborating together while providing new knowledge about how to implement the literacy routine consistently. The final session will occur several weeks after the initial session to provide teachers with opportunities to refine their practice after implementing the new routine schedule. Each session throughout the professional development will provide teachers with intentional strategies to more effectively implement the routine and build independent literacy skills.

Conclusion

Implementing an effective literacy program that not only improves reading skills but also builds a genuine love of reading is a significant challenge educators face. Summit Academy faced this challenge by implementing the Daily 5 literacy routine that offers students five choices that build independent literacy skills. This qualitative case study research was designed to investigate what independent literacy behaviors teachers have observed since the implementation of Daily 5. Teachers and parents were both invited to participate in this qualitative case study to determine what independent literacy skills are being observed at school and at home. The sample for the study was a purposeful, homogeneous sampling of teacher participants who were all certified teachers in 1st-4th grades at Summit Academy, and the parent participants had children in 1st-4th grades.

I collected, analyzed, organized and reported the findings on data collected in using four different data collection tools. The data collection consisted of interviews with teachers and parents, open ended email questionnaires, lesson plans, and curriculum team documentation. Both the interview and email questions were open ended and semi structured (Creswell, 2012). Seven teacher participants and three parent participants agreed to participate in this study. Credibility and validity of the data were ensured through data triangulation and member checking (Creswell, 2012).

Through this study, I was able to learn more about teacher perception about the Daily 5 literacy routine. Based on teacher perception, independent literacy skills are being observed by the first through fourth grade teachers. Students have been observed

choosing a book on their level, reading and writing independently for longer periods of time, and showing more interest in reading at home. Thus, the Daily 5 routine is having the intended effect on the reading. However, the findings also revealed a need for additional professional development in implementing the Daily 5. Section 3 of this project study provides details on the project rationale, timeline, and goals.

Section 3: The Project

Introduction

I designed this qualitative case study to gather teachers' perception of the Daily Five literacy routine in first through fourth grade classrooms. The Daily 5 encompasses five areas: read to self, read to someone, work on writing, word work, and listen to reading. The Daily 5 literacy routine claims to provide students with opportunities to become independent learners who actively engage in reading and writing strategies (Boushey & Moser, 2012). The focus of this case study was to research teacher perspective on the routine's ability to develop independent literacy skills in first through fourth grade students. This case study also addressed how the routine reflected students' learning in the ZPD. For this study, a qualitative case study research design was the most appropriate choice because a case study is, by design, particularistic and illuminates how people make sense of their world and experiences (Merriam, 1998). Thus, a qualitative case study provided a clearer understanding of the experiences of the first through fourth grade teachers and parents who have students participating in the Daily 5 literacy routine. To develop a better understanding of teacher perception, I collected and analyzed multiple sources of data for the purpose of triangulation.

Findings from the data analysis revealed that although teachers were observing independent literacy skills since the implementation of Daily 5, there was a lack of established Daily 5 procedures in each classroom. Teacher participants reported their distinct Daily 5 procedures throughout the interview process and indicated that an absence of professional development impacted their execution of the routine. With this

professional development project, I aimed to create a streamlined routine that can be implemented in various grades. Creating a streamlined routine would help both novice and experienced teachers implement the routine in their classrooms while incorporating the established phonics and grammar curriculum. At the conclusion of this professional development, the teachers will have a better understanding of effective strategies for the Daily 5 block and scheduled opportunities to observe other classrooms during the Daily 5 block. The following are the goals of the project:

1. Increase teacher knowledge about the components of the Daily 5 routine.
2. Provide experiences that foster collaboration and effective feedback for the teachers.
3. Provide interactive literacy strategies for both novice and experienced teachers.
4. Equip teachers with information to share with parents about the Daily 5 literacy routine.

In the following sections, I describe a professional development project that represents diverse strategies that educators can use to improve knowledge or practices. Also included is a review of literature that supports the elements within the professional development project.

Rationale

In this study, I focused on the independent literacy skills teachers were observing since the implementation of the Daily 5 literacy routine. During the data analysis phase, the lack of professional development emerged as a theme that required attention. Literacy and creating an effective literacy environment is a prevalent topic in schools across America. This study was motivated by a problem at Summit Academy but can be applied to other schools across the state and nation that are also implementing the Daily 5 literacy routine. The findings I reported in the previous section were generated through data collected at Summit Academy. Once the analysis was complete, I felt the best support for the teacher participants would be a professional development project. I used this analysis of the individual interview responses and documents to inform the development of this professional development project. The majority of the teacher participants are passionate about independent literacy skills and desire to implement a routine that increase students' independent literacy skills.

Professional development is a powerful strategy for raising student achievement (Kennedy, 2016). There is distinct, documented evidence of the most effective teaching practices that drives student learning. According to Hervey (2017), effective teachers of literacy understand each child has a reading process through which the child constructs meaning by interacting with text and using prior knowledge. With this in mind, I integrated the findings of this study and chose to create an extended professional development project that provides teachers with an opportunity to better understand how their students can engage in all of the Daily 5 routines while creating more opportunities

for teacher collaboration. Since this study was based on teacher perception, I wanted to intentionally create a professional development project that considered what the teachers indicated that they wanted to know more about during the interviews.

Quality professional development increases opportunities for quality instruction (Kennedy, 2016). Since the teachers at Summit Academy desire more professional development, I wanted to create a quality professional development project that would engage the teachers throughout the ongoing training sessions. The most effective professional development engages teachers to focus on the needs of the students in their individual classrooms (Good & Lavigne, 2017). I kept this in mind when planning the sessions and collaborative opportunities. Darling-Hammond, Hyler, Gardner, and Espinoza (2017) found seven widely-shared features of effective professional development:

1. Is content focused.
2. Incorporates active learning.
3. Supports collaboration.
4. Uses models of effective practice.
5. Provides coaching and expert support.
6. Offers feedback and reflection.
7. Is of sustained duration.

By integrating these elements, teachers will gain confidence in their instructional abilities, which can result in widespread improvement within and beyond the school

level. As a researcher, I took into consideration the information from the literature review and findings of this study.

Review of the Literature

Any education system that attempts to raise literacy standards must give some thought to maximizing the expertise of its teachers in teaching literacy (Fullan, 2018). This powerful declaration expresses my rationale for creating a professional development for this study. In the literature review, I examined recent research related to the elements of effective literacy instruction as it relates to professional development and supporting teachers. I use the following key terms to search academic databases: *effective literacy instruction, issues literacy teachers face in the classroom, professional development, effective professional development, teacher collaboration, peer professional development, and literacy routine expectations*. I searched major databases via the Walden University Library and Google Scholar such as Taylor and Francis, Education Source, and SAGE Journals.

Based on the analysis of my research data, I determined that professional development would be an appropriate solution for the teachers at Summit Academy. Since the teachers are observing an increase in independent literacy skills, professional development opportunities would help improve their knowledge and expertise in Daily 5. Research has shown how to build expertise in literacy through a well-designed professional development plan and an ongoing commitment from teachers and administration (Morrow, Kunz, & Hall, 2018).

Professional Development

Teachers ranging from beginner to experienced can benefit from professional development. Professional development can range from off-site conferences to coaching sessions held at a school. To maximize the likelihood of affecting change in educators' knowledge and beliefs, professional development should be intensive and ongoing (Piasta, Justice, O'Connell, Mauck, Weber-Mayrer, & Schachter, 2016). Consequently, researchers have used surveys, studies, and other forms of research in attempt to identify specific strategies that effectively influence educators' knowledge and classroom practice. The results of these comprehensive studies have indicated that professional development is more likely to have a positive impact on educators when it focuses on improving teachers' content knowledge, provides opportunities for active learning, observation, and reflection (Cunningham, Etter, Platas, Wheeler, & Campbell, 2015; Matherson & Windle, 2017).

In many cases, professional development happens outside of the classroom but impacts what happens inside the classroom. Many teachers who participate in professional development have already developed their practice and found a balance in their classroom. This is consistent with the data collected from the teacher participants during the interview phase of this study. Therefore, any new ideas presented in this professional development project must inspire the teachers to not just adopt the new idea, but also to abandon their prior approach (see Kennedy, 2016). According to Matherson and Windle (2017), teachers want professional development that is sustained over time

and is teacher driven. Providing professional development that is consistent and teacher driven may help teachers abandon their prior approaches and implement new strategies.

Professional development learning has the potential to significantly impact teacher practices. An essential element of professional learning is creating an extended process that includes consistent opportunities for growth in teaching practices (Bayar, 2014). Opportunities for growth in professional learning can include collaborating with colleagues, meaningful learning opportunities from experts, and ongoing continuous education. The idea that individuals learn best through collaborative endeavors with a more skilled other is rooted in Vygotsky's (1978) perspective on learning. The Vygotskian perspective also encourages problem solving tasks that are slightly more difficult than what they can do alone. Professional development is an ideal opportunity for teachers to work together to solve issues within the school together (Johnson & Golomek, 2016).

Teacher Collaboration and Professional Development

The findings from the teacher participant interviews determined my choice about developing a professional development project. The expressed needs of the teacher participants helped me focus on the topic of teacher collaboration and classroom observations. Literature also has supported these identified needs. Teacher collaboration has been identified as a substantial benefit to the quality of teaching and learning (Forte & Flores, 2013). A number of benefits arise from a collaborative teaching environment. Forte and Flores (2013) have contended that a collaborative teaching environment “allows teachers to respond to problems and difficulties overcoming failures, frustrations,

and personal insecurity. It also allows teachers to gain new ideas by encouraging a reflective and questioning process” (p. 93). Research has shown that teachers need on-the-job support to make the new ideas part of their daily practice. This evidence suggests that states reap greater benefits in terms of student achievement when they invest in classroom-based coaching as opposed to more costly changes such as smaller classes (Hervey, 2017).

A study completed by Forte and Flores (2013) analyzed the relationship between teacher collaboration and teacher professional development within the school setting. This mixed methods study analyzed questionnaires, interviews, and individual essays from 80 teachers. The results indicated that on a professional level teacher collaboration promoted motivation within the school culture and inspired teachers to try new experiences while raising student achievement scores. Likewise, Wells (2013) discovered through research that a collaborative professional environment promotes reflective practices and promotes a “community in which teachers, share, cooperate, understand and support each other and be connected to the larger model of change associate with the educational context” (p. 490).

In one case study, Owen (2015) examined three innovative school contexts to determine how innovation was related to professional development. The teachers in this study commented that their biggest wow moment during professional development related to co-planning, co-teaching, observing, co-assessment, and co-reflection (Owen, 2015). Owen (2015) discovered that teachers in this case study found intentional ways to engage students in learning outcomes and not just complete busy work thought

collaboration and reflection. One teacher was quoted in the study advocating for collaboration because it develops “a really rich environment of discussion with ideas coming for all sorts of discipline perspectives because we’ve all got different backgrounds and training” (p. 67). Vygotsky (1978) believed strongly that community plays a central role in the process of making meaning. This type of positive atmosphere is conducive for teachers to learn new strategies and skills from each other. Teachers who are trained by experts and teachers who are trained by colleagues were found to be equally capable of effectively implementing a comprehensive intervention program in their daily classroom practice (Koster, Bouwer & van den Bergh, 2017).

While many studies specified the positive features of teacher collaboration, Vangrieken, Dochy, Raes, and Kyndt (2015) provided a systematic overview of literature on teacher collaboration that emphasized the depth of collaboration as well as the positive and negative consequences. The overview showed that teacher collaboration is diverse and ranges from superficial to deep-level collaboration due to the culture of teacher isolation and individualism. In studying teacher collaboration, Vangrieken et al. (2015) asserted that teacher collaboration should not be seen as a “magical solution that solves all the problems as it can entail negative consequences” (p. 25). One of the negative consequences derived from literature was the concern that teacher groups may not always function correctly because of a lack of supervision or administrative expertise. Some teachers have even referred to the need for training in the field of collaboration (Forte & Flores, 2013).

Establishing a Literacy Routine

Routines can be defined as deliberate procedures that teachers establish in their classrooms to offer structures to their learners (Hoingsfeld & Dodge, 2014). To support literacy development, an alternative to seat work is small group instruction with literacy centers or stations. This model fits the Daily 5 literacy routine, which maintains the predictable routine of Daily 5 not only allows children to be successful in literacy but also provides a sense of safety in the classroom. The predictability of routines structures how the school day is shaped so students know what to expect. This reliability provides safety in the classroom for students whose home lives may lack structure and routines (Boushey & Moser, 2014). Many strategies for literacy development are interpreted differently between teachers. The findings from this study indicated that the teacher participants were distinctly implementing the routine in their classrooms. Defining an established routine will help the classroom run more smoothly, support literacy development, and nurture the desire to learn in students (Hoingsfeld & Dodge, 2014). Understanding the Daily 5 practices in a consistent manner could help students and parents know what to expect when it comes to literacy learning (Morrow et al., 2018).

Within the literacy routine, stations should be based on strategies or skills that have been previously taught with built-in accountability for students (Morrow et al., 2018). This aligns with the constructivist theorist which contends that learning occurs when students integrate new knowledge with their existing knowledge (Mertens, 2014). The more students already know about a topic, the easier it is for them to comprehend new

information and accommodate new learning (Tompkins, Campbell, Green, & Smith, 2014).

Vygotsky (1978) states that students learn very little when they perform tasks that they can do independently. More challenging tasks can be completed with teachers scaffolding within the zone of proximal development. Often literacy routines also include small group reading instruction where the teacher guides students as they read leveled books and readers. This type of routine was referred to by the teacher participants in my study. Small group reading routines address the individual needs of students. According to Tompkins et al. (2014), an effective strategy for literacy instruction is combining approaches or components from several approaches to ensure students receive both explicit instructional and opportunities for authentic reading and writing.

Determining what reading identities and literacy behaviors students should adopt is one of the first steps in establishing a literacy routine. Miller (2013) refers to literacy routines as rituals because no matter what pedagogy a teacher is devoted to, the consistent actions and behaviors of teachers reveal what they truly value. The rituals set in a classroom construct and communicate to students what reading identities they should adopt even after leaving the classroom (Miller, 2013). The concept of rituals or an everyday practice aligns with the Daily 5 literacy routine framework. Boushey and Moser (2014) contend that trust must be coupled with any structure or routine for children to learn how to manage themselves independently. When trust is combined with a ritual or routine that has been explicitly taught, students acquire the skills necessary to become independent learners (Boushey & Moser, 2014).

Established Phonics/Grammar Programs

Many literacy programs are built around an established commercial reading program which can include basal readers, whole group instruction, reading or writing workshops, and literature units. Many of the teacher participants in this study indicated that they are still juggling the school's previously adopted phonics or grammar program alongside Daily 5. The phonics/grammar curriculum at Summit Academy provides students with text materials to read and workbooks to complete. The Daily 5 literacy routine was implemented to transition elementary classrooms from a commercial basal reading program to a comprehensive literacy program. Commercial direct reading programs often separate reading from other subjects and often do not help students develop an appreciation for good literature (Tompkins et al., 2014). A complete literacy program involves more than just reading because students need opportunities to learn the writing process through drafting and revisions.

The majority of commercial direct reading programs are designed to facilitate print-processing skills. According to Morris (2015), no matter how well written, many stories are still limited in regard to fostering meaningful vocabulary development and knowledge of written language structures. A mixed methods study by Brighton, Moon, and Huang (2015) focused on the literacy growth in the most advanced K-3 students. The study revealed that core basal type programs were a poor fit for advanced readers. The areas identified included a) leveled readers were too easy for advanced readers; b) the whole group design maintains the same pace for all students in the grade level; and c)

very few opportunities for open ended tasks that promote higher level thinking skills (Brighton et al., 2015).

Research contends that there is not just one way to teach literacy because integrating approaches can be successful when teaching a diverse range of students (Brookfield, 2015; Folsom, Smith, Burk, & Oakley, 2017; Tyner, 2014; Tompkins et al., 2014). A case study by Grant (2017) monitored the effectiveness of a direct reading instruction program for diverse students through pre and post assessment. The results of the posttest revealed that all students in the group benefited from the explicit nature of the reading program. The goal of the direct instruction program was to implement a routine that gave students intensive instruction in word study and reading comprehension on their predetermined Lexile level (Grant, 2017). Even though Grant (2017) examined a direct reading instruction program, the explicit nature of the instructional strategies is comparable to the Daily 5 literacy routine.

The established phonics/grammar curriculum provides students with opportunities to practice word study and language writing skills. Through the interviews, some teachers revealed that they still believe in practicing a traditional spelling instruction that requires students to memorize spelling words. Yet, research has shown that this traditional approach or a standalone phonics program does not help students understand the writing system (Bowers & Bowers, 2017; Ouellette, Martin-Chang, & Rossi, 2017; Treiman, 2018). Therefore, by integrating the established curriculum with the Daily 5 framework teachers will have direct instruction opportunities while also encouraging students to practice independent reading and writing skills. Integrating literacy instruction can save

precious time in the classroom, but more importantly it teaches students how reading, writing, speaking, and listening fits together in a meaningful context (Souto-Manning & Martell, 2016). Thus, the proposed professional development program aims to help teachers effectively integrate the established curriculum with the Daily 5 literacy routine.

Independent Reading

Research has shown that independent reading time during the school day can improve student achievement in literacy and other content areas (August & Shanahan, 2017; Miller, 2013; Wooten, Liang, & Cullinian, 2018). Read to Self is one of the five routines in the Daily 5. Teacher participants all agreed that read to self was one of the most important times during their routine. Even on days when the full version of the Daily 5 routine did not happen, the teachers indicated that they still make time for read to self. Serravallo (2014) proposed a goal directed independent reading that is based on the understanding that “kids won’t grow as readers if they are simply given time; they need to be engaged during that time with clear reading goals” (p. 54). To encourage student engagement, Serravallo (2014) began using an engagement inventory. The engagement inventory is a running record type document that records details and behaviors about individual students when they are reading to pinpoint which area of literacy development is most significant to their personal growth. Students will be able to grow as independent readers while cultivating the habits and behaviors of avid readers (Wooten et al., 2018). The engagement inventory would be integrated into the professional development project as a resource for the teachers.

Throughout the interviews, the teachers indicated that they would often have students complete read to self or independent reading at the same time instead of including it in the Daily 5 routine. One teacher participant (BT), concluded that her students are able to build stamina faster for independent reading when the room is quiet and all of the students are focusing on the same goal. Another teacher participant (HC), shared a similar perspective sharing how she builds in 20-30 minutes every day to allow her students to read to self collectively. Boushey and Moser (2014) insist read to self should be included as a choice during the Daily 5 routine because it motivates students to choose, builds trust between the teacher and students, and allows teachers to confer with students. They also contend that if teachers implement the routine correctly, students will be successful even if all five choices are going on around them (Boushey & Moser, 2014). Behne (2017) believes if we “train children to ignore distractions and provide them with the opportunity to practice independent reading daily, we enable them to be successful- not only within the four walls of the classroom, but outside those as well” (p. 15).

Encouraging students to make goals during independent read to self can support student engagement and focus. During conferring time, the teacher can work with each student on setting an appropriate goal. According to Serravallo (2014), the goal should make a notable difference in literacy skills which could focus on engagement (stamina, focus, choice) or address an area of comprehension to improvement engagement (main character, plot, character). Specific independent reading goals increase performance because it equips students with the tools and actions needed for success (Cabral-Marquez,

2015). Setting independent reading goals also helps students learn how to effectively self-assess their reading progress. Self-assessment during independent reading encourages students to know when they being successful readers and identify difficulties that can be addressed (Afflerbach, 2017). Eventually, this type of external assessment will inspire concrete independent literacy skills. The literature determined that helping students set personal, meaningful reading goals would be a key component of the professional development project.

Project Description

The professional development project would offer an elementary wide opportunity for teachers to improve their implementation of the Daily 5 literacy routine. Before beginning the professional development, I would set up a meeting with the school administrator to share the findings of this study and the model for a Daily 5 professional development. Once I have approval from the administrator to complete the professional development at Summit Academy, I would then go over the timeline, agenda, and resources needed to complete the professional development with the academic instructional coaches. The academic instructional coaches would help communicate the details with the elementary teachers that the 3-day professional development would occur during two days and of their pre-planning in August and one day during a scheduled teacher work day in October. In addition to the initial training, teachers would also have three scheduled classroom observations during the fall to see how other teachers are implementing the routine in their classroom.

The professional development would take place in the media center and one of the second grade classrooms. Both the media center and classroom are equipped with computer, smartboard, and projector which will be needed throughout the sessions. Teachers would also be asked to bring their school issued laptops and some books from their classroom library. Teachers would be provided with a PowerPoint presentation and digital handouts that include the agenda for professional development sessions and other session notes. The presentation materials are listed in Appendix A. The school would also provide access to materials such as chart paper, post it notes, markers, copy machine, and refreshments.

Potential Barriers

A potential barrier for my professional development project could be concern from the administration of Summit Academy about implementing a new professional development project. Since this professional development is scheduled to occur during preplanning time, the administration may already have other professional development opportunities lined up. There could also be concerns from administration about finding time to add another professional development day to the calendar. To bring new perspective to the administrator, I would first highlight the findings of the study and remind them that every teacher participant indicated that they need more professional development in Daily 5. I would also remind administration that the reason Daily 5 was implemented was to increase independent literacy skills that cannot be measured by standardized testing scores. Even though the teachers indicated that they have seen an

increase in the independent literacy skills, there is still room for growth which will continue to make the routine successful.

Not having access to the resources at the school could be another barrier for my project. Even if the administrator agrees to the professional development, the school resources such as media room or classroom space may not be available for use. First, I would try to find out why the resources are not available. If the media room is not available on certain dates or times I could find another available space within the school such as the classroom library. To convince the administration, I would give them a very specific list of what I would need in the space and offer to help set up and clean up. I would also share the importance of having the professional development onsite. This will promote teacher engagement and allow teachers to participate in activities in a real life setting. I would also reach out to the PTA to see if they could partner with this professional development by providing breakfast, snacks, or coffee.

The final barrier for my project could be the lack of interest or support from some of the teachers. Since my study only reached some of the teachers at Summit Academy, there could be teachers who do not desire to learn more about Daily 5. In many cases, teachers are not given the opportunity to choose the content of meetings or professional development opportunities required at the beginning of the school year. Some teachers may feel like they need to complete work in their classrooms or other content areas. To address this barrier, I would share the findings of the study with any hesitant teachers. I would specifically highlight the connection between student achievement and teacher collaboration. Hopefully, any hesitant teachers would be interested in having more

opportunities to collaborate with their colleagues. I would also provide the dates for the ongoing professional development so teachers could plan ahead.

Addressing any barriers is imperative to the success of this professional development project. Having the administration's support will be vital not only because they will provide access to school's resources but because they will encourage teachers to attend the professional development. Hopefully, since the teachers who participated in this study are interested in the professional development, they will help encourage any hesitant teachers. The teachers will hopefully recognize the overall benefit to the professional development even if it means taking time away from their classroom set up and organization time.

Proposal for Implementation and Timetable

The table below outlines the proposed timeline for the implementation of the Daily 5 professional development project (Table 5). I will collaborate with the administration and academic coaches to create the final details of the plan. The project will be implemented during the 2019-2020 school year.

Table 5

Proposed Timeline

Date	Task	Person	Communication
March	Meet with the administration to receive approval	Administration & researcher	Face to face meeting with handout
June	Meet with academic coaches and administration to determine space and funding	Administration, academic coaches, & researcher	Face to face meeting and some email corresponding
July	Work with academic coach and other teacher leaders to establish training modules.	Academic coaches, teacher leaders, & researcher	Face to face meeting and some email corresponding
August	Conduct PD sessions 1 & 2	Teacher participants & researcher	PowerPoint slides and digital handouts
September- November	Classroom Observations	Teacher participants	Google doc
October	Conduct PD session 3	Teacher participants & researcher	PowerPoint slides and digital handouts

As displayed in Table 5, several people will have a role and responsibilities throughout the implementation of this professional development. My role as the researcher will include all aspects of coordination, communication, organization, and facilitation. I will coordinate and communicate all of the details and key information with administration and academic coaches throughout the professional development project. Together we will create a learning environment for teachers that is conducive for collaboration and meaningful learning experiences. As the facilitator of this professional

development, I would create and present each presentation and activity with creativity, innovation, professionalism, and significance. The presentation and agenda is included in Appendix A. Each presentation and activity has been designed to specifically address how the teachers can more effectively implement the routine every day in their classrooms and how they can proactively continue to build literacy lessons that create independent readers and writers. The presentation would include materials and resources from the creators of the Daily 5 literacy routine. In addition to the presentations, I would ask the academic coaches to identify some teacher leaders who could be interested in working alongside us throughout the professional development. The teacher leaders would help us develop a routine and collaboration schedule that is conducive for the teachers at Summit as well as share their own strategies during the final session.

Administration would also play a key role in securing resources at the school, communicating their expectations to the researcher, academic coaches, and teachers, and providing support to the teacher throughout the professional development. The academic coaches provide a vital perspective throughout the professional development sessions. On the second day of the professional development, academic coaches would meet with each grade level to work specifically on issues related to their students. The academic coaches would help bridge communication between the researcher and teachers. A representative from either administration or the academic coaches would also be asked to briefly share at the professional development sessions. The teacher participants will have the responsibility of actively participating in the sessions and classroom observations.

Project Evaluation Plan

The goal of this project was to provide professional development and support for the teachers at Summit Academy on the Daily 5 literacy routine. A formative evaluation system would be used throughout the professional development to determine how the professional development is progressing based on the perception of the participants. According to Fisher and Frey (2014), a comprehensive formative assessment must have a clearly established purpose and learning outcomes. When participants understand the goal of the professional development, they are more likely to be active participants. A clear purpose is also necessary when aligning understanding checks throughout the professional development (Fisher & Frey, 2014). This would help me provide effective feedback to the participants and help improve their understanding. At the end of each session, participants will be given a digital exit ticket with brief questions to determine what they have learning. This type of assessment would help me adjust instruction throughout the professional development and determine what skills are mastered. Appendix A contains all of the materials for the professional development.

The professional development project has been designed to provide teachers with explicit instruction and practice centered on the Daily 5 literacy routine and independent literacy skills. I would provide two full days at preplanning and another full teacher work day to demonstrate how the Daily 5 literacy routine can fit into a daily schedule. Teachers would also have three scheduled opportunities to observe the routine in other classrooms. This would provide teachers with opportunities to collaborate and share effective

feedback with each other. The schedule and content for the professional development is included in Appendix E.

Project Implications

Social Change Implications

The traditional view of literacy was simply the ability to read to write. While having the ability to read and write is very important, the concept of literacy has expanded to include a sociocultural and political perspective. Literacy is not just a skill to be learned, but a situated social practice that belongs not only to the school but also to the home, community, and society at large (Cappello, 2017). The kindergarten through fourth grade years are a critical phase in student achievement. Studies (Afferbach, 2017; Brighton & Moon, 2015; Ferrer, Shaywitz, Holahan, & Marchione, 2015; Serravallo, 2014) have shown that students who read proficiently by the fourth grade are four times more likely to graduate on time and are at less of a risk for incarceration, poverty, and teenage pregnancy. The professional development project that I have created focuses on effective strategies to develop independent literacy skills during the Daily 5 literacy routine in elementary students.

The implications for social change are far reaching. Literacy proficiency promotes academic achievement across all content areas and directly impacts student success. By improving how teachers approach the Daily 5 literacy block, teachers can build students' reading fluency, vocabulary, background knowledge, spelling, and motivation. This will have a positive impact on their reading achievement which will more than likely increase

their chances of being successful throughout their educational career. The ultimate goal is to create lifelong learners that will positively contribute to society.

Local Implications

In June 2014, South Carolina passed the Read to Succeed Act with goal of closing the reading gap and ensuring that all students graduate high school with the reading and writing skills they need to be college and career ready. So far, the reading proficiency of fourth graders have risen from 28% to 34% (South Carolina Department of Education, 2017). While this increase in reading proficiency is encouraging, there is still significant room for growth. The participants in this study indicated that they are observing some independent literacy skills at school and at home, yet the teacher participants identified a specific professional development need to increase the development of independent literacy skills. Increasing the teachers' understanding of effective routines that build independent literacy skills will directly impact students' reading abilities. This study incorporates both home and school and has the potential to impact social change at the local level by creating a positive literacy culture that disseminates at school and home. Success in literacy can encourage life-long learning and critical thinking skills which are included in the 21st century learning skills. The social change in literacy instruction is valuable to the local school, district, and state. Both colleges and future local employers will benefit from increasing literacy proficiency rates.

Section 4: Reflections and Conclusions

Introduction

The objective of this qualitative case study was to understand teacher perceptions of independent literacy skills since the implementation of the Daily 5 literacy routine. Through the data collection and analysis phase, I found that all of the teacher participants noted an increase in independent literacy skills in the classroom by identifying motivation during read to self and interest surrounding interactive read-alouds. Interviews with teacher participants alongside the data collected from their lesson plans indicated that even with the structure of the Daily 5 framework, there was a lack of consistency between each grade level. In response to these findings, which I reported in Section 2, I created a 3-day professional development project to give the teachers more opportunities for collaboration and knowledge about setting up a consistent routine.

The goal of this project was to provide the teachers with new knowledge about the Daily 5 literacy routine, and also to provide a structured framework that allows teachers, academic coaches, and administration to work together. The professional development sessions will promote collaboration and were designed based on teacher perception. Throughout the professional development project, teachers will have set opportunities to observe other teachers during Daily 5 both in their grade and in other grades. The following final section provides my reflections and concluding thoughts on the completed study and project creation.

Project Strengths

Collaboration is integral to teacher learning and effective professional development. The 3 full days of professional development will provide teachers with an opportunity to expand their knowledge as well as collaborate with other teachers and staff. In addition to the 3 full days of professional development, the teachers will have multiple opportunities to observe other teachers and collaborate. This type of professional development has several strengths for addressing how the Daily 5 literacy routine is implemented in the classroom. One strength is the teacher-centered design of each session. Each session is focused on the findings of my study, which was centered on teacher perspectives. Bayar (2014) emphasized the value of teacher voices when deciding on professional development because they are responsible for translating the knowledge into effective classroom practices. I addressed themes based on teacher perspectives, which emphasized the absence of professional development, routines, and collaboration. Embedded in the project are materials and strategies that allow teachers to strengthen their practices within the Daily 5 literacy block.

A second strength of this project is the process of evaluation and self-reflection in which the teachers will examine their current Daily 5 classroom routine and will then take that knowledge and work alongside other teachers in their grade level to streamline the routine. Allowing the teachers to first self-evaluate may create a sense of ownership in the learning process, thereby building a sense of meaning. The professional development sessions provide the teachers with self-reflection tools that can be completed independently or with a small group. Adult learning is often socially

interactive and working towards a goal together can provide the necessary environment to facilitate learning (Kelly & Cherkowski, 2015). The collaboration built throughout the professional development will encourage a structure for collegial dialogue.

Another strength of this project is the integration of academic coaches throughout the project. The academic coach is a newer position at the study site, but reflects similar positions in other schools, such as instructional coaches and literacy coaches. Engaging teachers and administrative staff throughout the professional development will help encourage the success of the Daily 5 routine. Multiple opportunities for collaboration between professionals within the school allow for continuous learning and enhanced accountability (Kelly & Cherkowski, 2015). Fostering relationships and common goals will also strengthen the support systems built within the school system. Building strong relationships within the school could also lead to positive social change.

Project Limitations

This project does have a few limitations. One limitation is the limited size of the professional development. This project is designed for implementation at just one school at a time and would be challenging to present at as a district wide initiative. The project could be redesigned in some sessions to accommodate a larger number of teachers, but it would be challenging to coordinate opportunities for multiple teachers to observe each other and reflect on their practices during the Daily 5 block. Another limitation of this study is the lack of additional support past the follow up session in October. Since the majority of this professional development program is happening outside of the classroom, some teachers may need some additional support in the classroom to ensure

effectiveness. To remedy this limitation, lead teachers and administrative staff could provide support in the classroom to teachers who are having challenges with the implementation of the routine in their classroom. Funding could also be provided for some of the lead teachers to attend a Daily 5 workshop conference so they can offer some additional expert training in a larger setting.

Recommendations for Alternative Approaches

Teachers have access to multiple types of literacy curricula and the liberty to choose what to incorporate into their classroom. This issue was highlighted throughout the one on one interviews with both teachers and parents. In my study, some teachers disclosed a practice of reducing the time allotted for Daily 5 to do novel studies or other components of other phonics/grammar curricula. In the interviews, teachers expressed frustration because of the lack of consistency and similar procedures throughout every grade level. Another way to address the issue of independent literacy skills as it relates to Daily 5 would be to develop a streamlined curriculum and expectations for each grade level.

A possible alternative way to address the local problem could be to use a quantitative approach to determine a relationship between independent literacy skills and the Daily 5 literacy routine (see Creswell, 2009). An experimental and control group could be established at the study site to test effectiveness of the Daily 5 in relation to independent literacy skills. The experimental group could have a teacher with extensive professional development in Daily 5 and have a set routine built in the daily classroom schedule that supports the Daily 5 framework. Since teacher perception was the focus of

this study, which provided insight into whether independent literacy behaviors were being observed, a quantitative approach could determine which specific literacy skills are present in the classroom with the Daily 5 literacy routine. The specific literacy skills, such as reading level or comprehension, would vary somewhat from the independent literacy behaviors because these skills could be measured by standardized tests.

I also interviewed parents who contributed their knowledge and perspectives about the independent literacy behaviors they had observed and what the Daily 5 literacy routine has meant to their children at home. The majority of the parent participants indicated that they were not aware of how exactly the Daily 5 literacy routine was implemented in the classroom and how their child engages in the five routines. Engaging more parents in a professional discourse to brainstorm how parents can support the routine at home _____. The school could also offer short interactive informational meetings with the teachers to teach parents more about the routine and how to support their child at home. Obtaining commitment from all stakeholders can lead to more success (Dotterer & Wehrspann, 2016).

One of the limitations of the project is the lack of additional support past the follow up session in October. Continuous ongoing professional development allows teachers more opportunities to collaborate while applying the knowledge and skills gained continuously in the classroom. An alternative approach to this professional development project could be to have academic coaches work with teachers in their classrooms during the Daily 5 literacy block once a month for the entire school year. Professional development that includes mentoring and peer observation can be more

effective because it involves greater time on task (Bayar, 2014). Incorporating a mentoring component in the professional development could influence teaching practices and improve how teachers apply the knowledge presented throughout the professional development sessions. In addition to the mentoring options, administration could offer teachers an online subscription to the official Daily 5 website that would provide them with access to research based strategies, blog posts, advice, and other resources. The online subscription would provide teachers with multiple viewpoints and present effective remedies for issues they may be having during the Daily 5 literacy routine. The resources available through the online subscription could also help teachers organize their routine and create consistency.

Scholarship, Project Development and Evaluation, and Leadership and Change

When I first began this study, I had some knowledge about the Daily 5 literacy routine and some ideas about what literacy strategies should be implemented in the classroom. As I began to research and learn more about Daily 5 and literacy routines, research from Allington (2014), Allington and Gabriel (2015), Boushey and Moser (2014), Hudson and Williams (2015), and Miller (2013) richly informed my own knowledge of literacy. Scholarship allows the researcher to look at what has already been done and determine what information can be added and applied to the task at hand (Stahl, 2017). Creating the professional development project helped shape my thoughts on what professional development should look like for classroom teachers.

Before this study, I highly valued collaboration in the classroom but did not understand how collaboration among teachers benefits the entire school. Creating a

project that was meaningful for teachers proved to be a worthwhile challenge that changed my outlook on professional development. While designing this professional development project, I had to focus on the findings of the study and not my own opinion of what information should be included. I sought to create a professional development project that teachers would not only want to attend but through which they would discover effective literacy instructional strategies to promote independent literacy skills. Integrating several opportunities for collaboration in the professional development was based on the findings from the data. Using this information helped me determine what the teachers needed to be more successful.

Fully immersing in a review of literature impacted me greatly throughout this journey. Researching and examining work from a variety of educational researchers in the field of literacy was both fascinating and thought-provoking. Learning how to apply this knowledge with the findings of the study taught me how to critically review literature and not just find research that supports my own views. For instance, Shanahan (2012) believes that Daily 5 establishes a very low standard for teaching because of the emphasis of activities over outcomes. There were also ample opinions about how Daily 5 does not integrate well with the Common Core Standards. Reviewing both viewpoints decreased any of biases I may have as a researcher and strengthened my objectivity throughout the interview process with the teachers and parents.

New technologies are emerging at an accelerated rate and educators must continually be adapting and changing. State and national standard requirements are reorganized or modified every 3-5 years. To create 21st century learners, educators must

keep pace with the current issues and trends in education. Every student is unique, and learning how to reach every student requires flexibility and developmentally appropriate practices. It can be difficult to change a classroom routine or structure once it has been established, yet a change that promotes student achievement and growth is worth the time and effort. By collecting and analyzing data from this study, I learned what needed to change to create a better environment for the students at the study site. Learning what needs to be improved or changed through collecting reliable data can establish a healthy culture of improvement within a school.

Reflection: Personal Learning Scholar, Practitioner, and Project Developer

I have experienced tremendous personal growth and change throughout this journey. As I continuously worked on this study, I found myself identifying as a researcher and not just as a student. One of the main areas of my personal growth has been the dedicated efforts towards teaching and learning effective literacy practices. Before beginning this study, I was passionate about literacy practices, but now I desire to apply my knowledge and help other teachers and educational leaders improve their literacy instructional strategies. Working with other teachers throughout this study inspired me as an educator to always continue learning. The interview process was a valuable process for me because I learned how to listen objectively without offering my opinion throughout the conversation. This skill will positively impact any of my future endeavors.

After serving as an elementary school teacher and now as a college professor, the experience and knowledge gained from this study has created a desire within me to

pursue other research projects investigating effective literacy instruction. Recognizing a problem within the local school district, and then persevering through the many steps in this project to research, collect data, and analyze the findings strengthened my resolve to be a source of positive influence not just in the classroom but throughout the district. I can play a major role in positive social change in education by continuing to take initiative and work towards solving issues that our students and teachers are facing. The experience of learning more about other teachers as a teacher myself has been an invaluable learning experience for me. I hope to carry this passion forward as I work alongside both new and experienced educators.

Throughout this project I have grown as a scholar, practitioner, and project developer. As a scholar, I have completed complex doctoral coursework on fundamental educational issues and explored subjects such qualitative and quantitative research methods. I have also read numerous scholarly articles and dissertations related to the education field while learning how to conduct a qualitative research project. I have learned that I can persevere throughout a challenging doctoral program by setting goals, being organized, and consistently moving forward in the research. Every week I would set certain goals to either read and analyze scholarly articles, write so many words, edit my work or complete research needed for my study. I found that to avoid frustration or writers' block, I needed to step away from the study and start again another time. I also had to develop an organizational system so that I did not get lost in all of the paperwork. I managed to find a system that utilized both digital platforms and hard copies in a filing system.

As a practitioner, I learned the value of listening to the voice of teachers. The one on one interviews provided me an opportunity to learn more about the Daily 5 based on teacher perspective and how to better support educators implementing the Daily 5 literacy routine. Creating a project based around what teachers are desiring to learn made me feel excited and accomplished. As someone who trains teachers, it is my responsibility to develop their abilities as effective educators. I was very interested to learn more about teacher perception about the Daily 5 routine and what support they need. Throughout the study, I found myself advocating more for myself as a researcher and learning how to speak up for both students and teachers. The completion of this study has expanded my knowledge and helped me develop my abilities as an educational leader.

My capacities as a project developer grew throughout this study as I learned research based professional strategies and how to put the research into action by creating a project. Creating a project that will enhance teacher knowledge from scratch was both challenging and powerful. The development of professional development integrated my knowledge as a scholar and as a practitioner along with the findings of this study to create a project that was relevant and appropriate for teachers. Making meaning of data was a very beneficial process for me to learn as a project developer. Designing a professional development project based on my findings and knowledge developed my abilities as a project developer.

Reflection on Importance of the Work

The five components of Daily 5 create a literacy framework within the classroom that provides a strong foundation for independent literacy skills (Boushey & Moser,

2014). My study determined based on teacher perception if independent literacy skills were being observed in students after implementation of the routine. A major area of importance in my study was the focus on teacher perception which identified independent literacy skills were being observed and also discovered gaps that could be addressed with a professional development project. I did not expect to discover how the teacher participants felt inadequately prepared to implement the Daily 5 in a consistent manner across all grade levels. It was enlightening to learn how the teacher participants were desiring more opportunities to collaborate and observe each other. This one significant theme in my findings laid the groundwork for my professional development project which provided relevant training sessions. The sessions were relevant to the teachers because each session was designed around the findings of this study. Effective professional development provides both new and experienced teachers with relevant effective literacy strategies that will positively impact the students in their classrooms.

Additionally, the findings showed that while the teachers felt the Daily 5 increased independent literacy skills, a streamlined routine was not present across all grade levels. A clearer understanding of how each teacher implemented the routine brought needed awareness to how the routine was being implemented and what improvements could be made. This important discovery propelled how teacher classroom observations would be executed throughout the professional development project. Experiencing other classrooms in action will help the teachers build their knowledge of the Daily 5 and find ways to streamline the routine across all grade levels. Moreover, the

knowledge from the sessions coupled with a more collaborative environment will support teachers as they build a successful classroom environment.

Implications, Applications, and Directions for Future Research

The professional development project that I created has significant implications for the teachers at the study site. Built within the professional development project is a framework for teachers to collaborate on their approach to the Daily 5 literacy routine, share knowledge about effective literacy instructional strategies, and consult one another on any issues or concerns. This type of structure creates a positive school culture that benefits students, parents, teachers, and administrative staff. Furthermore, with the state wide Read to Succeed initiative, the proposed professional development project will meet some of the ongoing literacy education requirements for teachers. Since the Daily 5 literacy routine meets the standards set in the Read to Succeed act, teachers will have the opportunity to refine their classroom literacy routine and apply this knowledge successfully in their classroom.

The Read to Succeed Act has brought literacy instruction to the forefront of educational reform and policy decisions. This study is applicable to schools across the state seeking to meet the state standards while increasing student literacy achievement. The professional development project is designed to meet the needs of teachers implementing the Daily 5 literacy routine. The sessions developed in the project could be modified and adjusted to meet the needs of teachers in other schools or preservice teachers. To be successful in other schools and districts, teachers will have to work

alongside administration and literacy coaches to forge collaborative teams focusing on the Daily 5 literacy routine.

Future researchers may be interested in researching how the professional development built around teacher perception influenced student literacy achievement. This type of targeted research could determine additional areas of professional development and reveal if the teachers were able to apply the knowledge from the sessions effectively. Another interest of future researchers could be applying the parameters of the professional development project to other literacy skills or content areas. Guided math groups are becoming increasingly popular in classrooms and could also use a similar examination based on teacher perception.

Social Change

Educators have the distinct honor of being at the forefront literacy education and reform. While many educational decisions are not made at the local level, classroom educators are the primary facilitators of new educational initiatives. This project has the potential to impact social change at the local level by creating a positive literacy culture that circulates within the school and home. Collaboration and sharing ideas that encompass literacy instruction can create positive social change within the local school. The study provided both teachers and parents with an opportunity to share their perceptions and ask questions about effective literacy practices. In addition, the project was based around the perceptions of the teachers and provided multiple engaging opportunities for collaboration within the school. Through the doctoral study at Walden University, I have learned why positive social change is a vital need for educators to

understand and apply. The emphasis placed on social change throughout my course work and research at Walden University has shaped my convictions as an educator and leader to now incorporate social change.

Conclusion

“Every child a reader” is a phrase coined by Allington (2015) with the belief that every day every child should have the opportunity make a choice in their reading material, write something personally meaningful, read accurately, discuss what they are reading and writing with their peers, and listen to fluent adult reading (p.1). Yet, creating routines that engage every child every day in reading and writing can be challenging for teachers to implement. Thus, many schools are implementing literacy routines that provide a framework for the every child every day model. Even with an established literacy routine such as Daily 5, many teachers have not yet had the opportunity to develop their expertise and implement the routine effectively in their classroom.

Literacy instruction is a highly debated and discussed topic in education, but this study did not focus on literacy instructional strategies. Instead, this study focused on the indispensable voice and perception of teachers in elementary classrooms. Through this study, my purpose was to explore what independent literacy behaviors have been observed in first through fourth grade students since the implementation of the Daily 5 literacy routine. I confirmed through my findings that teachers were observing independent literacy skills but needed some additional support. It was discovered that teachers at the study site did not have a streamlined routine and were desiring more collaborative professional development. The success of literacy routines within the

classroom is contingent upon how teachers implement the routine structures. Literacy routines, such as a the Daily 5, can build independent literacy skills in students by creating a structure that allows students to read and write often in the classroom.

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Appendix A: Professional Development Project

Day 1

Time	Topic
8:30-9:15	Breakfast and Sign In
9:15-9:30	Welcome from Administration, Introduction
9:30-9:40	What do you expect?
9:40-10:40	What is Daily 5 really?
10:40-11:00	Break
11:00-11:45	Setting up a Routine Part 1
11:45-1:00	Lunch on your Own
1:00-1:30	Setting Up a Routine Part 2
1:30-2:15	Grade level routine development
2:15-2:30	Share rough draft routine development/peer feedback
2:30-3:00	Interactive Read Alouds
3:00-3:15	Exit Ticket (formative assessment)
3:15-3:30	Review and Closing


Day 2

Time	Topic
8:30-9:15	Breakfast and Sign In
9:15-9:30	Welcome and Reflection
9:30-11:00	Break into Groups Group 1: Go to 2 nd grade classroom with Presenter Group 2: Meet with Academic Coaches Group 3: Meet with Grade Level to create rotation powerpoint
11:00-11:15	Break
11:15-12:00	Literacy activities during Daily 5
12:00-1:30	Lunch on your own
1:30-2:00	Independent Reading/Read to Self
2:00-2:30	Administrative Remarks and Expectations
2:30-3:15	Grade level Planning
3:15-3:30	Share Planning with other grade levels
3:30-4:00	Review and Closing (formative assessment)


Day 3- October

Time	Topic
8:00-8:30	Breakfast and Sign In
8:30-9:00	What Has Happened Since?

9:00-9:30	Admin/Academic Coaches share any data/observations
9:30-10:00	Teacher Leaders Share
10:00-10:15	Break
10:15-11:00	Engagement Check during Read to Self
11:00-12:00	How Is Your Routine?
12:00-1:15	Lunch
1:15-2:00	Grade level Planning
2:00-2:30	Reflect and Review




**The Daily 5
Session 1**
Fostering Literacy Independence in
the Elementary Grades



Welcome | Administration
Academic Coaches
Presenter/Researcher

Who is Kim Penland?



- Professor in the College of Education at Anderson University
- Taught K-2 for 15 years
- Trained by "The Sisters"
- Implemented routine for 6 years in the classroom
- Completed doctoral project study on the Daily 5 literacy routine

What do you Expect?

Use the chart paper and markers on your table to answer these questions with your table:

- What do you hope to learn?
- What questions do you have?
- What are you excited about?
- What are you nervous about?

WHAT IS DAILY 5....REALLY?
Professor Kim Penland


What does the research say?

- "...the way **teachers structure the learning environment** and the way **students spend their time** influences the **level of reading proficiency** the students have attained at the end of the academic year."
-Leinhardt, Zigmund, and Cooley, 1981
- "...children should spend a **minimum of one and a half hours** a day **reading** in school."
-Allington, 2001

What is "The Daily 5?"


- Combination of classroom management and curriculum framework
- Helps students develop daily habits of **reading, writing, and working independently**
- Helps students build stamina for reading and writing
- Allows teacher to work in small groups or with individual children

(Boushey & Moser, 2014)



Foundations of the Daily Five


- Trusting students
- Providing choice
- Nurturing community
- Creating a sense of urgency
- Building stamina
- Staying out of students' way once routines are established
- **Consistent routine**



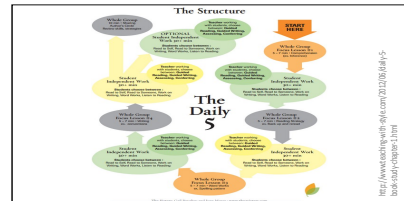
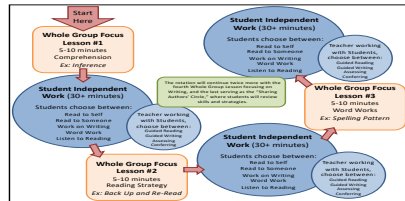
8/25/18

What does it look like?

- Students rotate through 30-minute blocks of the Daily 5:
 1. Read to Self
 2. Read to Someone
 3. Work on Writing
 4. Word Work (Vocabulary)
 5. Listen to Reading
- Between each rotation, teacher leads "Whole Group Focus Lesson" for 5 to 10 minutes.



The Daily Five
...are five low- or no-prep literate tasks chosen by the students to perform independently while the teacher works with individuals or small groups.

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Daily 5 Literacy Block


- Students are responsible for ensuring they have accomplished a different component of the Daily Five in each half-hour work period.
- Teacher will maintain a checklist of students' activities.
 - See example, "Daily Five Tracking Sheet" in digital resources

Review: Foundations of the Daily Five

- Trusting students**
 - "Without trust in the teacher, the step toward independence and the mastery of a new skill is less likely to happen. At that moment, with fear balanced against hope, it is trust that makes the difference." -William Bridges
- Providing choice**
 - The order students choose varies day-to-day depending on goals, motivation, and mood.
 - Purpose + Choice = Motivation

- Nurturing community**
 - Sense of community provides students with ownership to hold others accountable for their behaviors.
 - When one student is disruptive, others will join together to encourage, support, and hold this child accountable for these behaviors.
- Creating a sense of urgency**
 - As we teach about the Daily Five, we start with explaining *why*:
 - you should read to yourselves;
 - you should read to someone;
 - you listen to reading;
 - you write;
 - you do word work.


- Building stamina**
 - Reading is like exercising; it takes time and effort to improve your abilities.
 - If we expect a child with no stamina for, or the lack of ability to do, they are doomed to frustration and failure.
 - (Do you think they will want to try again?)
 - Children will need:
 - support
 - manageable tasks that gradually increase in time and difficulty



4

- **Staying out of students' way**
 - We DO want students to make decisions on their own and to monitor themselves regarding their progress.
 - We DO NOT want students to rely on our constant reinforcement to keep them on task.
 - As students learn the routine and become successful in making positive choices, you may ask yourself:
 - "What am I doing now that I could trust the kids to do?"
 - "In what ways could I trust the children where I haven't before?"

Other Key Features of the Daily 5



- Students learn to choose "good fit" books using the "I PICK" method.
- Teacher maintains "book box" for each child, containing 3-8 good-fit books.
- Anchor Charts (or "i-charts") are created with student and teacher, and remain posted for future reference throughout the school year.
- A signal is developed and used to gather students and check in with the teacher.



The Daily 5

Session 2 & 3

Setting up the Routine

What Was My Study About?

The Problem

- Implemented Daily 5
- Before Daily 5, literacy scripts and traditional curriculum was the primary source for ELA
- Documentation noted gaps in independent literacy skills
- Low literacy test scores within the state and district


Research Questions

- What independent literacy activities have the greatest and greatest observed impact through level of implementation of the Daily 5 literacy routine?
- How do teachers' perceptions of the implementation of independent literacy activities reflect students' learning in the area of personal development?

Findings

<p>What is Working</p> <ul style="list-style-type: none"> • Read alouds • Independent reading • Stamina • Motivation • Connection between home and school with reading 	<p>What Could Work Better</p> <ul style="list-style-type: none"> • Daily routine • Consistent routine • Read to self during Daily 5 block
--	---

Why This PD?



The presence of literacy activities in the classroom that engage students continuously in the reading and writing process has been found to be a crucial element of reading achievement in students of all learning abilities (Routman, 2014).

An effective literacy routine makes a difference in the classroom!

Setting Up the Routine

- The predictable routine of Daily 5 not only allows children to be successful, but also provides safety even if their home lives lack safety and routines (Boushey & Moser, 2014).
- *Structure reinforces independence*
- Defining an established routines will help the classroom run more smoothly, support literacy development, and nurture the desire to learn in students (Hoingsfeld & Dodge, 2014).

Phase 1: Foundation Lessons

"Always start with Read to Self- once students are familiar with this they will be ready for the 10 steps."
Gail Boushey

Teach these lessons before launching Read to Self:

- Three ways to read a book
- Reading materials
- I PICK a good-fit book

Phase 2: Launch

Use the 10 steps to Teaching and Learning Independent to launch **Read to Self**:

Step 1: Identify what is to be taught: Read to Self
Create a T Chart

Step 2: Set a purpose: Create a sense of urgency.
Make sure students understand how valuable reading is.

Step 3: Identify the behaviors of Read to Self
Instead of saying "don't," show students the EXACT behaviors you do want to see.

Sample T-chart

- Do not create beforehand!
- Complete with students! Older students can help document.
- Hang up somewhere in the room where students can refer to it.

Picture from @thedaily5

Phase 2: Launch

Step 4: Model most-desirable behaviors
Take the time to do this!

Step 5: Model least desirable, then most desirable behaviors
Students will LOVE this part. Younger students- focus on desirable

Step 6: Place students around the room
Have students find a spot in groups of 5

Step 7: Practice and build stamina
Document on a stamina chart.

Phase 2: Launch

Step 8: Stay out of the way. When necessary- confer with students and set behavior goals
The students are not really independent if we are hovering over them giving direction or praise all the time.

Step 9: Use a quiet signal
Use a music wand, chimes, song, ringtone, etc. Ensure the sound is calm and peaceful.

Step 10: Group check-in: "How did we do?"
Ask students to reflect on their personal behavior. Have them rate themselves based on the T Chart.

Phase 3: Repeat

- Repeat JUST read to self 3 times two days to build reading stamina.
- On the third day begin teaching **Work on Writing** along side the **Read to Self** rotations.
- The other rotations will be added in the following days and weeks.

Beginning of the Year

- Take time to set up the procedures and routines.
- Be **ENACTIVE!**
- **MODEL!**
- Make time and space at the beginning of the year and you will be successful throughout the year.
- **Celebrate!!!**

Read To Self STAMINA

15									
14									
13									
12									
11									
10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
Week	1st	2nd	3rd	4th	5th	6th	7th	8th	9th

CELEBRATE

- Track their stamina! This will help students see their progress!
- Celebrating small steps will build confidence and independence!

Turn and Talk

With your table, discuss these questions...

Which step makes the most sense?

Which step is the most confusing?

We will share the answers with the whole group!

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LUNCH BREAK!!!

Please return by 1:40! We will begin promptly at 1:45!!

Share Time

Use the post it notes on your table to answer the following questions on the chart paper up front:

- What stuck with you so far?
- Any lunch brainstorms?
- What questions do you have for the second session?

How to Set up a Routine

- Set up your overall daily schedule
- This will help you determine exactly how much time you have for each area.
- Include:
 - Related arts
 - Transition time
 - Younger grades: bathroom breaks?
 - Lunch

Example Full Day Schedule

This schedule has an uninterrupted block. Note how there is a specific time for Read Aloud, not during Daily 5.

FIRST GRADE A DAY IN THE LIFE	
8:15-8:30	Morning Meeting
8:30-8:40	Prepare for Day
8:40-10:20	Daily 5
10:20-10:35	Read Aloud & Snack
10:35-11:30	Guided Math
11:30-12:15	Specials
12:15-12:50	Read Aloud
12:30-12:55	Lunch
12:55-1:15	Recess
1:15-1:25	Calendar Math
1:25-1:55	RI Math
1:55-2:25	RI Reading
2:25-2:40	Finish Guided Math
2:40-3:10	Writing/Theme
3:10-3:20	Reflection
3:20-3:30	Pack Up & Dismiss

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Example Daily 5 Schedule

This schedule has space for a break. This breaks down how to make 3 rounds possible in one block.

Daily 5 schedule	
9:45-9:55	Words Their Way Sort
9:55-10:05	Reading Lesson
10:30-10:35	Recess
10:35-10:50	Round 1
10:50-11:00	Grammar Lesson
11:00-11:15	Round 2
11:15-11:20	Brain Break
11:20-11:35	Round 3
11:35-12:00	Writing Lesson

Weekly Rotation

Students are placed in groups based on ability and/or fluency. This rotation encourages accountability.

Daily 5 Rotation 1					minutes
Wk	Word Work	Math	Reading	Writing	Learning
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

Accountability Log

This releases you from keeping track! Students can reflect and make their own choices! Digital or paper version.

Ideas for Younger Students

- This releases you from keeping track!
- Visual for students to see how many other people are at each station
- Could be implemented for any age

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Grade Level Planning

- Create a streamlined rotation
- refer back to the examples provided
- include a sample rotation and format that works for your room!

Programs & Rotations
Monday
Tuesday
Wednesday
Thursday
Friday

Read Aloud
Phonics
Writing
Math
Science
Social Studies
Art
Music
Garden
Gym

CELEBRATE SNAPS

Peer Feedback

KS & 1st grade SWITCH
 2nd & 3rd SWITCH
 4th and 5th SWITCH

Look over the routine created by the other grade level. Offer any advice, suggestions, adjustments, concerns or encouragement!!

**The Daily 5
Session 4**
Interactive Read Alouds

Findings

Every teacher interviewed values and actively implements read alouds!

Parents have noticed more excitement from their children!!!

Often both read alouds and read to self is happening outside of the Daily 5 block.

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WHAT IS AN INTERACTIVE READ-ALOUD?

How is it different?

- The teacher is doing the word decoding work and the students are doing the thinking work.
- Teachers are modeling reading, comprehension, and vocabulary strategies. (Allington, 2012; Wiley, 2015)

Run, Run As Fast as you can...

Mrs. Daily

How?

- Research has demonstrated that the most effective read-alouds are those where children are actively involved in asking and answering questions, and making predictions rather than passively listening. (Allington, 2012; Wiley, 2015; Wiley, 2014)
- Talking, writing, and drawing in response gives kids a an opportunity to make their thinking visible.

Interactive Read Aloud Demo

PARENTS WHO SHARED READ-ALOUD TIME ENJOY IT!

87% MORE OFTEN LOVE TO READ-ALOUD TIME
82% MORE OFTEN ENJOY TO READ-ALOUD TIME

91% OF PARENTS WHO READ-ALOUD TO THEIR CHILDREN ENJOY IT

TEACHERS WHO LOVE READ-ALOUD TIME

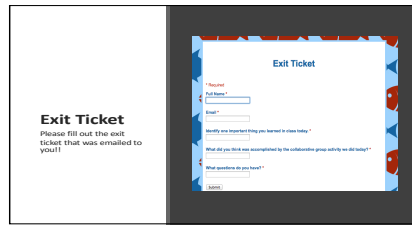
72% MORE OFTEN LOVE TO READ-ALOUD TIME
77% MORE OFTEN ENJOY TO READ-ALOUD TIME

66% MORE OFTEN LOVE TO READ-ALOUD TIME
67% MORE OFTEN ENJOY TO READ-ALOUD TIME

Connecting home and school while building literacy!

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Group 1- Round 1

We will meet in (insert classroom) and together we will:

01	02	03
Put the routine you designed yesterday in action	Discuss room arrangement for Daily 5	Observe materials needed for Daily 5 rotation

Group 2- Round 1

You will meet with (insert Academic Coach) in (insert classroom) and you will:

01	02	03
Go over grade level specific ELA standards and objectives	Discuss grade level plans for streamlining Daily 5	Review materials needed for your grade level

Group 3- Round 1

You will stay in the media center and

01	02	03
Go over the routine you designed with your team	Create a powerpoint or paper rotation for students to follow	Determine how students will be held accountable

Final Instructions

You will have 30 minutes in each rotation area.

We will reflect and share our experiences together at the end.

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The Daily 5
Session 6
Daily 5 Resources

Read to Self

- Teach students the IPICK method
- Use books from the school and public library
- Have students switch out their baskets every week
- Use technology
 - EPIC, RAZ-Kids, Skybrary

Read to Someone

- Teach students the EEKK method
- Can use BIG books to add excitement
- Use books from the school and public library
- Read to a stuffed animal
- Voice Level
- Use technology
 - EPIC, RAZ-Kids, Skybrary, Kindle books

Listen to Reading

- Secure spot for devices
- QR Codes on books record teachers or parents reading the book
- Awesome Apps:
 - Epic
 - Sparklefish
 - Tumblebooks
 - Farfaria

Work on Writing

- Have a writing center with materials such as:
 - Paper
 - Pens/Pencils
 - Crayons/Markers
- QR Codes on books record teachers or parents reading the book
- Awesome Apps:
 - Epic
 - Sparklefish
 - Tumblebooks
 - Farfaria

Word Work

- Have a writing center with materials such as:
 - Paper
 - Pens/Pencils
 - Crayons/Markers
- Word Sorts
- Magnetic letters/tiles
- Playdough
- Spelling challenges
- Puzzles and Crosswords
- Partner games
- Phonics/Grammar Practice

Table Work

Use the chart paper and post it notes to come up with activities for your grade level.

Think about what your students interests are and what they will enjoy doing both independently and collaboratively.

LUNCH BREAK!!!

Please return by 1:25! We will begin promptly at 1:30!!



The Daily 5
Session 7
Independent Reading and Read to Self

Findings

Every teacher interviewed indicated that independent reading or read to self is a valued part of the school day!

Every teacher interviewed makes time in their schedule EVERYDAY!!

Read to Self is mostly happening outside of the Daily 5 block.

“You could be the most eloquent teacher, the best strategy group facilitator, the most insightful conferrer, But if you send your kids back for independent reading and they don’t read, they won’t make the progress you are hoping and working for.”

Jennifer Serravallo

Independent Reading Essentials

Students choose books- with teacher support if needed.

Just right books- can be read with 95% accuracy

Should be a choice during the Daily 5

Teachers are conferring with students

Independent Reading Hacks

According to Serravallo (2016), think through the following things to encourage independent reading:

- Does your room accommodate a variety of reading spots?
- What kind of lighting is in your room?
- How can you in your own way convey these strategies?



CHOICE

Provide students with choice in books!!


Provide students with choice in where to sit!

Teach students in the first few weeks of school how to choose the right book and right spot to read.

This allows students to take responsibility for their reading and learning which builds INDEPENDENCE!

Atkins, 2012; Miller, 2013; Boushery & Moser, 2014; Serravallo, 2016

Reflection




With your table discuss and reflect what you have learned.

What are you going to implement in your classroom?

Exit Ticket

Please fill out the exit ticket that was emailed to you!!



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**The Daily 5
Session 8**
Reflection and Admin Remarks

SO????

With your table, use the chart paper and post it notes to share:

- What has happened since our first sessions?
- What have you done differently?
- What is working?
- What is challenging?
- Any questions? Comments?

Share

Share some of your most significant insights with us! One person per table please!

Administrative Welcome


Let's welcome your administration and academic coaches to share some data and insights with us!

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Teacher Perspectives

Let's welcome some of your teachers to share some data and insights with us!



**The Daily 5
Session 9**
Engagement Check During Read to Self

Why?

- 1 Why is engagement during read to self important?
- 2 What do you do to ensure your students are engaged during read to self?
- 3 Do you have any challenges with engagement during read to self?

Engagement

- *Engagement* refers to a reader's motivation and desire to read, as well as his or her ability to read for sustained amounts of time.
- *Engagement* during read to self ensures that students will be able to grow as independent readers while cultivating the habits and behaviors of avid readers

8/25/18

Reading Interest Survey

Reading interest surveys can be completed orally during a conference or by having the student write their answers down.

A reading interest survey asks questions about a student's interests, habits, and attitudes around reading, and can help you learn what students like to read, as well as their attitudes about reading (Serravallo, 2015).

These surveys can you introduce students to texts that are engaging and of interest to them.

Reading interest surveys can be administrated throughout the school year to see how your students grow and change!

Let's Practice!

First, I will model a sample conference with a reading interest survey.

Then, you will find a partner and complete a reading interest survey together!

Engagement Inventory

According to Jennifer Serravallo (2015) an *engagement inventory* is essentially a kidwatching tool. Spend time literally watching your students. Record what you see for an entire independent reading period. Do you see when a student reacts to a text? Do you see if a child finishes reading one book before starting a new one? Do you see when a student becomes disengaged from a text?

Engagement inventories can help you understand what kids do as they are reading—avoidance behaviors, distractibility, or signs of engaged reading.

Engagement Inventory

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Let's Practice

Follow the directions on the card being passed out! You will either be a teacher or student. If you are a student, your behavior is listed on the card.

The Daily 5 Session 10

How is Your Routine?

Step 1: Review Schedule

How is the routine schedule we designed a few months ago working?

What is working?

What needs to change?

Daily 5: Reading Rotations

	Rotation ONE	Rotation TWO	Rotation THREE	Rotation FOUR
GREEN Jack, Jill, Katie, Dave, Pat	Ms. W	Word Work	Listening to Reading	Read to Self/Lexia
YELLOW ONE Dekris, Don, Shari, Rick, Liana	Word Work	Ms. W	Read to Self/Lexia	Listening to Reading
YELLOW TWO Michelle, Sara, Dee Dee, Harmah, Temi	Listening to Reading	Read to Self/Lexia	Ms. W	Word Work
BLUE Christy, Sara, Beth, Kara, Elizabeth	Read to Self/Lexia	Listening to Reading	Word Work	Ms. W

Working Hard to Become Better Readers and Writers

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Let's Take a Closer Look

- Do students have an opportunity for choice?
- Is this consistent?
- What grades would this work for? Not work for?
- What do you like about this?
- What would you change?

Daily 5: Reading Rotations	Rotation ONE	Rotation TWO	Rotation THREE	Rotation FOUR
RED Check-In, Exit, Sign-Out	Ms, W	Word Work	Listening to Reading	Read to Self/Essay
YELLOW Micro-SQL, Exit, Sign-Out, Lams	Word Work	Ms, W	Read to Self/Essay	Listening to Reading
TEAL Micro-SQL, Exit, Sign-Out, Lams	Listening to Reading	Read to Self/Essay	Ms, W	Word Work
BLUE Exit, Sign-Out, Lams	Read to Self/Essay	Listening to Reading	Word Work	Ms, W

Working Hard to Become Better Readers and Writers

Step 2: Revise Schedule

Take a look at your Daily 5 schedule.

- What works?
- What doesn't?

With your table, make any adjustments.

Step 3: Implement Schedule

- Now that you have revised your initial schedule, you will now implement the new schedule on Monday!
- Talk to your students about the changes.
- Explain why the changes.
- Revise anchor charts or powerpoints to reflect the new schedule.

Routine

- Keeping the routine and schedule is pivotal to the success of Daily 5!
- Remember- routine breeds independence!!
- Sticking to the schedule will help your students be more independent!!
- Ask a fellow teacher to hold you accountable and give you support when your routine becomes challenging.

Routine Benefits

- If we train children to ignore distractions and provide them with the opportunity to practice independent reading daily, we enable them to be successful- not only within the four walls of the classroom, but outside those as well!!
- When trust is combined with a ritual or routine that has been explicitly taught, students acquire the skills necessary to become independent learners (Boushey & Moser, 2014).

References

Allington, R. L. (2013). What really matters when working with struggling readers. *The Reading Teacher*, 66(7), 520-530. doi: 10.1002/TRTR.1154

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Parsons, S. A., Malloy, J. A., Parsons, A. W., & Burrowbridge, S. C. (2015). Students' engagement in literacy tasks. *The Reading Teacher*, 69(2), 223-231. doi: 1. 893591-15-8.

Routman, R. (2014). *Read, write, lead: Breakthrough strategies for schoolwide literacy success*. Alexandria, VA: ASCD.

Serravallo, J. (2016) *The Reading Strategies Book*

Appendix B: Invitation to Participate in Interviews

You are invited to take part in a research study about First through Fourth Grade Teacher Perceptions of the Daily 5 Literacy Routine at Summit Academy. The researcher is inviting teachers and parents from first through fourth grade to participate in this study. I obtained your name/contact info via Dr. Michelle Cutler, administrator of Summit Academy. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Kim Penland, who is a doctoral student at Walden University.

Background Information:

The purpose of this study is to learn the perceptions of both teachers and parents concerning the Daily 5 literacy routine and independent literacy skills. Independent literacy skills include both reading and writing.

Procedures:

If you agree to be in this study, you will be asked to:

- Teachers will participate in two interviews that will be tape recorded for my use only. The first interview will last approximately one hour, and the second will only last about 30 minutes. Parents will participate in just one interview that will last about 30 minutes.
- Teachers only: submit a sample of Daily 5 lesson plans.
- Teachers only: assist while I take photos of de-identified student work that is for my use only.

Here are some sample questions:

- How does the Daily 5 literacy impact your classroom?
- What is your role in the context of learning during the Daily literacy routine?
- What are your perceptions of independent literacy skills since implementation of the Daily 5 literacy routine?

Voluntary Nature of the Study:

This study is voluntary. You are free to accept or turn down the invitation. No one at Summit Academy will treat you differently if you decide not to be in the study. If you

decide to be in the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as fatigue. The risks will be minimized because the interviews and observations will be friendly and relaxed. Also, the observations will take place, twice, so that will decrease fatigue. Should the participant need a break during the interview, that will take place.

The benefits to the study include presenting information and fostering an awareness, for the larger community, of the Daily 5 literacy routine.

Payment:

There will not be payment for participation.

Privacy:

Reports coming out of this study will not share the identities of individual participants. Details that might identify participants, such as the location of the study, also will not be shared. The researcher will not use your personal information for any purpose outside of this research project. Data will be kept secure by creating a private computer database, only accessible to the researcher. Participants will be identified as T1 for the teacher and D1 for the director, and so on. Photos of student work will be de-identified for the protection of the students. All information will be located either on a password protected computer or in a locked file cabinet, only accessible to the researcher and kept at home. Data will be kept for a period of at least seven years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone at 864.561.6113 and/or through email at kim.penland@waldenu.edu. If you want to talk privately about your rights as a participant, you can call the Research Participant Advocate at my university at 612-312-1210. Walden University's approval number for this study is 03-29-18-0154973, and it expires on March 28, 2019.

Please print or save this consent form for your records.

Obtaining Your Consent

If you feel you understand the study well enough to make a decision about it, please indicate your consent by:

replying to this email with the words, "I consent."

Typed Name of Participant

Date of consent

Appendix C: Individual Interview Questions Guide

Teachers: Before beginning the questions listed below, I will ask introductory questions:

- a. Tell me about your classroom culture.
 - b. What are your class sizes? Do you have assistants or helpers? What are their roles?
 - c. What do you like best about teaching at this school? (Why?)
1. Describe how you were inspired you teach the Daily 5 literacy routine.
 2. Describe your role during the Daily 5 literacy routine.
 3. What kind of planning is involved? Any daily or weekly prep work?
 4. What do you like about the Daily 5? What do you not like?
 5. How often do you use the Daily 5 literacy routine in your classroom?
 6. What independent literacy skills have you observed in your classroom?
 7. How do you foster the development of independent literacy skills with your students?
 8. From your perception, does the Daily 5 build independent literacy skills? Why?
 9. Based on Vygotsky's ZPD, do you feel the Daily 5 literacy routine allows you to scaffold learning?
 10. How does the Daily 5 literacy impact your classroom?
 11. Has your perception of the Daily 5 literacy routine changed since implementation?

12. What else would you like to share regarding your perceptions about Daily 5 and the development of independent literacy skills in young children?

Parents: Before beginning the questions listed below, I will ask introductory questions:

- a. How many children do you have at Summit Academy? What grades?
 - b. How long have your children attended Summit Academy?
 - c. What do you like best about Summit Academy?
1. Describe your perception of the Daily 5 literacy routine.
 2. What do you like best about the Daily 5 literacy routine? What do you not like?
 3. Based on your perception, what are independent literacy skills?
 4. Have you observed your child developing independent literacy skills at home?
 5. What is the teacher's role during the Daily 5 literacy routine?
 6. Does your child use any Daily 5 strategies at home?
 7. What else would you like to share regarding your perceptions about the Daily 5 literacy routine?

Appendix D: Reflexive Journal

Teacher:

Lesson Plan Date:

Descriptive Notes:

Reflective Notes:

Curriculum Team Meeting Date:

Members at the Meeting:

Location and Time:

Descriptive Notes:

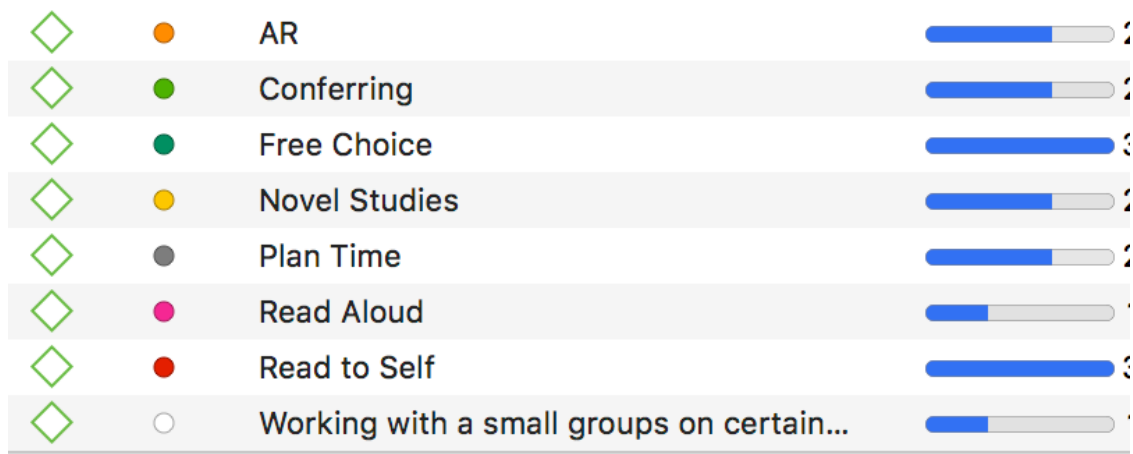
Reflective Notes:

Appendix E: Email Questionnaire Questions

1. Did you use the Daily 5 literacy routine this week?
2. What Daily 5 activity did you like the most this week?
3. Any challenges with Daily 5 this week?
4. What independent literacy activities did your students participate in this week?

Appendix F: Coding

This graphic is from Atlas.ti demonstrating the codes that were developed into themes.



Appendix G: Association of Themes to Research Questions Table

Association of Themes to Research Questions

Research Question		Instrument Used to Collect Data	Emergent Theme
RQ 1	What independent literacy behaviors have the teachers and parents observed in first through fourth grade students since the implementation of the Daily 5 literacy routine?	Interviews, open ended email questionnaires	CB, RA, S
RQ 2	How do teachers' description of the development of independent literacy behaviors reflect students' learning in the zone of proximal development?	Interviews, lesson plans, curriculum team documentation	CB, RA, PD

Note: Classroom Behaviors (CB); Read Aloud (RA); Stamina (S); and Professional Development (PD).