

After students have built sufficient stamina with Read to Self so that a second Daily 5—Work on Writing—can be introduced, all students must select these two options during Daily 5. Even though these two are nonnegotiable, students enjoy the freedom to choose the order in which they will participate in each activity.

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The order students choose varies from day to day depending on their goals, motivation, and mood. Children select from the remaining Daily 5 tasks as time permits each day, knowing that by the end of the week they will have the opportunity to participate in all of the Daily 5 tasks, which helps meet their individual goals. Choice is one of the key reasons that students love the Daily 5, develop habits of readers, and greatly improve their reading.

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It may seem puzzling that students with more stamina are able to choose from all five tasks when they have only two rounds of Daily 5—with one round being Read to Self and the other Work on Writing. What we have learned is that students who have longer amounts of stamina are often those who are more advanced readers. Once students read at the third- to fourth-grade level or higher, they become “in-the-head” readers and prefer Read to Self, eliminating their need for Read to Someone.

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Once students read at the third- to fourth-grade level or higher, they become “in-the-head” readers and refer Read to Self, eliminating their need for Read to Someone. Typically students who take part in Read to Someone are our younger students or students who are high auditory, meaning they need to read aloud to comprehend. Those students who participate in only two rounds typically do Read to Self and Work on Writing in any order. However, there are always exceptions. Meeting the needs of each individual student, we guide those who need Listen to Reading, Read to Someone, or Word Work to choose those as well over the course of the week.

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If our students who take part in the two rounds of Daily 5 need to have Word Work as a choice (not all do) they check in with Work on Writing and then, using a stopwatch or clock, time themselves for ten minutes of Word Work. Then they quietly put away their materials and move right into Work on Writing.

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**Community**—Productivity is enhanced when students are part of a team working together toward a common goal. Daily 5 and center-based classrooms are both good at producing a positive sense of community.

~"Daily 5 or Centers?"  
By Allison Behne

**Trust and Respect**—Although many management models require teachers to trust students as they do one-on-one conferring and work with small groups, Daily 5 takes this trust to a different level. A teacher using Daily 5 trusts students to not only complete necessary independent work, but to make many other choices. This sends a message that we believe they can be independent and productive, and it raises accountability to a much higher level.

~Daily 4 or Centers?  
By: Allison Behne

**Choice**—People are more intrinsically motivated to persist at a task when personal choice is involved. In a true Daily 5 classroom, teachers use the 10 Steps to Independence to train and prepare students to handle the responsibility of choosing what to participate in, where to sit, what to read, and what to write. A literacy block that assigns the tasks as students rotate from activity, even if they are Daily 5 tasks, has moved from being a Daily 5 classroom to a centers classroom.

~Daily 4 or Centers?  
By: Allison Behne

**Stamina Building**—Teachers using Daily 5 slowly build student stamina using the 10 Steps to Independence. The stamina-building process generally takes 4-6 weeks. Children use their senses to understand and experience expected behaviors, discuss and model these expectations, and practice in successful gradual increments until the behaviors are stored in their muscle memory.

~Daily 4 or Centers?  
By: Allison Behne

**Consistency**—Daily 5 consists of five literacy tasks that encompass six language arts: reading, writing, listening, speaking, viewing, and visually representing. They provide an authentic way for children to practice the behaviors and skills they need become better readers and writers. The tasks do not change from week to week, requiring the learning of new expectations, but remain the same all year long. Classroom teachers who change activities weekly or monthly are using a centers-based approach.

~Daily 4 or Centers?  
By: Allison Behne