

STUDY GUIDE NOTEBOOK

The CAFE Book

EXPANDED SECOND EDITION

Book Study

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Introduction

Discussion and Sharing

How confident are you in your ability to design instruction to meet students' individual needs?

How do you organize student information (assessment data and conference notes)?

Describe your literacy instruction. How does setting affect your planning?

Reading Excerpt

Read about room 132 on pages 2-3. Reflect on the dynamics of this classroom and how they relate to a previous or current class of yours.

How do you work to meet the various needs of the students you work with?

Do you have a literacy management system that works to keep students engaged so you are able to confer with students and meet with small groups, and if so, what is it?

Quotes Worth Discussing

What this means to me

It [CAFE] provides the what, why, and how of instruction and, most importantly, establishes a structure that starts with the child and not the curriculum.

page 5

When we teach reading based on setting—whole-group, small-group, conferring, intervention—rather than focusing our efforts on teaching our students, we are in essence “doing” reading instruction rather than teaching children to read based on their actual needs.

page 6

When we stop driving the instruction and instead give our students the wheel, they will learn.

page 7

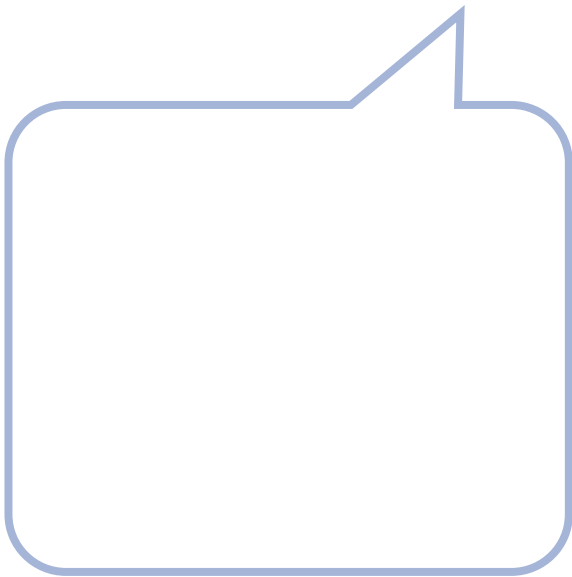
Putting Ideas Into Practice

What is your purpose for reading *The CAFE Book, Expanded Second Edition*?

What are your beliefs around the instructional dynamic of “setting” and its role in teaching and learning?

I believe

What quotes do you admire or “live by” as a teacher?



What is one idea you will continue to think about after today?

Chapter One

Getting Ready for Chapter One

Please take time to reflect and answer the following questions before meeting with your study group.

Think back to when you were in school. Which teachers did you form a positive relationship with? Why?

How long are your focus lessons? What challenges (if any) do you face in teaching lessons that are brain compatible in length?

How do you communicate trust and respect through your teaching and classroom environment?

What We'll Discover

- The CAFE Menu
- The constrained-skills theory
- How to use the CAFE Menu with emergent readers
- What CAFE is and how it enhances literacy learning
- Daily 5 connection

Chapter One Reading

Read pages 12–16. What are the four goals of the CAFE Menu, and why are they in the order of C-A-F-E?

Read pages 16–19. How do emergent readers begin using the CAFE Menu?

After reading this chapter, answer in your own words: What is CAFE?

Quotes Worth Discussing

What this means to me

Since relationships are built on trust and respect, these two attributes are necessary for a classroom climate in which students feel valued, safe, capable, and free to take risks.
page 21

When students know we care, they open their minds to what we have to say.
page 21

Being open to ideas and accepting of student differences increases comfort for risk taking and builds community.
page 22

When we practice empathy and put ourselves in our students' shoes, we better understand them as individuals. This perspective informs our conversations, lessons, and day-to-day interactions by making them more meaningful.

page 22

We teach children who happen to be humans with free will, and that adds the element of surprise. They are not perfect and they're unpredictable, and therefore there is no one picture-perfect, step-by-step way of doing anything in the classroom.

page 27

Putting Ideas Into Practice

- Take a close look at the strategies on the CAFE Menu (Figure 1.4). Align them with your standards and add any strategy necessary to meet your curricular needs. (Keep in mind that the CAFE Menu includes strategies readers use in the four main goal areas. Not all standards are reading strategies.)
- Focused sharing is a powerful way to review strategies, reflect, and celebrate growth. Look closely at your schedule to find time to incorporate focused sharing daily.
- Page 26 suggests that one way to build relationships with students is to list five descriptive facts about each student's life outside of school. Take time to do this with your class. Work to fill in the gaps.

Share

One takeaway or idea you will continue to think about after today.

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Chapter Two

Getting Ready for Chapter Two

Please take time to reflect and answer the following questions before meeting with your study group.

Over the course of your teaching career, what various methods have you used to keep track of student information?

Do you prefer paper/pencil or electronic records? Why?

What information do you believe is necessary to record?

What We'll Discover

- The Conferring Notebook as a tool to keep track of student information and next steps
- The importance of writing down our interactions with students
- The simple forms of the conferring notebook
- The similarities and differences of the paper/pencil and online conferring notebooks

Chapter Two Reading

How is the conferring notebook similar to what you currently use to keep track of student information? How is it different?

Throughout Chapter 2, descriptions of both the paper/pencil notebook and the electronic notebook (ConferringNotebook.com) are provided. As you read, take notes about your preferences to help you decide which to use.

Paper/Pencil Notebook	

Quotes Worth Discussing

What this means to me

Teachers who keep records of meetings, plans, and progress are able to diagnose, create a course of action, and adjust as necessary, thus meeting the needs of each student in their class.

page 30

Our notebook keeps us on task by having our next steps readily available. It holds us accountable with detailed information about our instruction. It enhances our relationships with students . . . And it improves student achievement.

page 47

Putting Ideas Into Practice

- Decide which kind of notebook is for you, whether online or paper and pencil. Use the information in Chapter 2 and Figure 2.13 to help you set up your notebook.

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Chapter Three

Getting Ready for Chapter Three

Please take time to reflect and answer the following questions before meeting with your study group.

Think of a student for whom the assessment data does not give a clear or accurate description of what they know and can do as a reader. What is missing?

How do you determine student reading goals?

What information do you use to form small groups? Are they flexible?

What assessments do you use, and what information do they give you about your students?

What We'll Discover

- How the constrained-skills theory helps us narrow our focus when goal setting with students
- The Seven Steps from Assessment to Instruction
- Bloom's Taxonomy of Cognitive Processes

Chapter Three Reading

Read pages 50–57. How does the constrained-skills theory (p. 13) help narrow our focus when goal setting with students?

Read pages 57–72. How are the Seven Steps from Assessment to Instruction similar to your current practice for goal setting? How are they different?

Quotes Worth Discussing

What this means to me

Formal assessments don't tell us everything we need to know about our students. They are a snapshot of one day, under specific conditions, of what a student is able to do in that moment. However, when we take that snapshot and combine it with conversation, observation, and other snapshots, we have a more complete picture—a true picture that allows us to do justice to our students by meeting their instructional needs.

page 50

Every person learns differently. We teach to the individual, not the setting. The setting is just where the teaching is going to happen. It tells us how many people will be learning. The setting we teach in is simply one more factor we can modify to enhance student performance.

page 73

The transition from grouping by level to grouping by strategy need challenged our thinking, and it was through research, experience, and practice that we finally knew it was necessary to better meet the needs of our students.

page 74

If we aren't using our assessments to inform our teaching, we've missed an opportunity to learn valuable information about our students and wasted a considerable amount of time—both ours and theirs.

page 75

Putting Ideas Into Practice

- Start with one student. Use Figure 3.9 as a guide and begin by assessing and goal setting with one student. What went well? What questions do you have?
- Review your standards while looking at Bloom's Taxonomy of Cognitive Processes (Figure 3.14). Determine learning expectations to help guide instructional decision making.
- What behaviors are you noticing need attention? Confer with one or two students who would benefit from a behavior goal. Set a goal and make a plan.

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One takeaway or idea you will continue to think about after today.

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Chapter Four

Getting Ready for Chapter Four

Please take time to reflect and answer the following questions before meeting with your study group.

What do you believe are the necessary components of a lesson?

How do you teach to meet your students' needs? How do you know if they are successful?

What components do you consider adjusting when you determine that instruction is not working?

How do you monitor student progress?

What We'll Discover

- The Instruction Protocol as a practice for teaching whole group, small group, and one on one lessons
- Instructional Practices used to teach and reinforce concepts
- Touchpoints as a way for monitoring our teaching and student progress

Chapter Four Reading

Read pages 79–94. How is the Instruction Protocol similar to your lesson framework? How is it different?

Pages 95–99 are about monitoring our teaching and student progress. What is one idea that you can try tomorrow?

After reading Chapter 4, what do you notice? What do you wonder?

Quotes Worth Discussing

What this means to me

The amazing differences among individuals are what make things so unique with each class of children.
page 100

The instruction protocol is the backbone of all our lessons. With it, we are able to design lessons our students need, using a variety of high-quality children’s literature and the teaching resources we have at our fingertips. . . . The protocol provides a sound lesson structure, frees us from the binds of a scripted curriculum, and allows us to deliver just-in time strategy instruction to all students, in every setting, each and every day.

page 101

Committing to memory a lesson framework that is effective, flexible, differentiated, and keeps thinking at the heart of it allows us to have enough cognitive capacity to make decisions and mental pivots in the moment with students.

page 106

Putting Ideas Into Practice

- Follow the link on the last page of the book (green box: Just for You) to print a one-page document of the Instruction Protocol and access the videos mentioned below.
- Figures 4.17 (whole group), 4.18 (small group), and 4.19 (individual conferring) show the Instruction Protocol being used in three different settings. Select one and watch the corresponding video to see the Instruction Protocol in action. What do you notice? What do you wonder?
- Your turn! Use the protocol when conferring with a student, or teaching a small-group or whole-group lesson. Print out and use the Ready Reference Guide that corresponds with the strategy you are teaching in that lesson. What went well? What questions do you have?

Share

One takeaway or idea you will continue to think about after today.

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Chapter Five

Getting Ready for Chapter Five

Please take time to reflect and answer the following questions before meeting with your study group.

What is one area of your classroom you are proud of? What area is the students' favorite?

What is one area of your classroom you would like to refresh?

What are some of your go-to books for strategy instruction?

How do you determine the order in which you introduce and teach reading strategies to your class?

What We'll Discover

- Designing a student-centered classroom
- Introducing the CAFE Menu to students
- Whole-group strategy instruction

Chapter Five Reading

Read pages 108–113. How do the mentioned elements enhance the idea of a student-centered classroom?

Pages 114–118 discuss the minimum materials needed for authentic reading and writing practice. What do you notice? What do you wonder?

Read pages 118–132. How do you plan to introduce the CAFE Menu to your students? Based on your students' needs and your required standards, what strategies will you introduce first?

Quotes Worth Discussing

What this means to me

Students in classrooms with quick access to a large amount of rich reading material are more motivated to read and reach higher levels of reading success.

page 111

Teacher space can be hard to give up, but allotting the same amount of space to the teacher as to each student communicates a student-centered approach to teaching and learning and leaves more of the classroom space we are always wishing we had.

page 113

There is no one program that successfully meets the needs of all children. If there were, we would all be using it.

page 114

We use our professional judgment, informed by multiple student performance points and curriculum requirements, to meet the needs of the students in front of us.

page 131

Putting Ideas Into Practice

- Create space near the gathering area for a CAFE Menu, and add the headers so it is ready for group learning to be posted. (112)
- Look closely at the space in your room. Do you have a gathering area for students? What student work space options are available? How is your classroom library organized? What do you use for a quiet signal? Do classroom walls contain work created by and with students, or preprinted materials? Select one of the above areas, think about any changes you'd like to make, and give yourself a timeline to make it happen.
- Introduce the CAFE Menu to your students and teach the first strategy, posting it on the menu with the class.

Share

One takeaway or idea you will continue to think about after today.

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Chapter Six

Getting Ready for Chapter Six

Please take time to reflect and answer the following questions before meeting with your study group.

What questions are you ruminating on in your mind about CAFE and the implementation process?

When thinking of CAFE in your classroom, what are you excited about for your students? For yourself as a teacher?

What challenges do you anticipate?

What We'll Discover

- Answers to remaining questions
- The Ready Reference Guides as a resource for strategy instruction
- The Essential Elements as a reflection tool

Chapter Six Reading

Pages 134–140 answer questions about strategy instruction. What was clarified for you? What questions do you have?

Pages 147–148 give suggestions for increasing the size of classroom libraries. What is one idea (from this list or of your own) you will try? Share ideas with those in your study group.

After reading Chapter 6, what do you notice? What do you wonder?

Quotes Worth Discussing

What this means to me

Curricular coherence, when interventions and classroom instruction work together, has tremendous potential to make a real difference in our students' literate lives.

page 146

It is important to remember that CAFE is not a program. It is a system of assessment, goal setting, instruction, and progress monitoring. It is not a series of prescribed lessons, but a protocol for teaching and a guide for instruction, and can be used with any curriculum standards or program.

page 150

Being engaged and being compliant are two different things. Students become engaged when a task is self-selected, authentic, and collaborative while requiring thought and creativity.

page 151

Putting Ideas Into Practice

- Chapter 6 includes twenty frequently asked questions with answers and search terms to learn more. What question would you add to this list? Use the search engine at TheDailyCAFE.com and enter main terms related to your question to find the answer.
- It is always nice to have a coach or mentor help guide us when we start something new in our classrooms. It helps us know if we're on the right path. Pages 154–155 introduce the Essential Elements (pages 218–231), which are designed to guide you through the implementation of CAFE. Use this self-reflection tool as you set goals and plan.
- In the next two days, select one CAFE strategy that will benefit your students. Print the corresponding Ready Reference Guide and use it when teaching a whole-class lesson.
- Take time to review Ready Reference Guides for each strategy. As you teach a strategy, make notes on the guides that include mentor texts, language, or instructional pivots you use. As you add your thinking and experience to each guide, they become even more comprehensive and valuable.

Share

One takeaway or idea you will continue to think about after today.

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