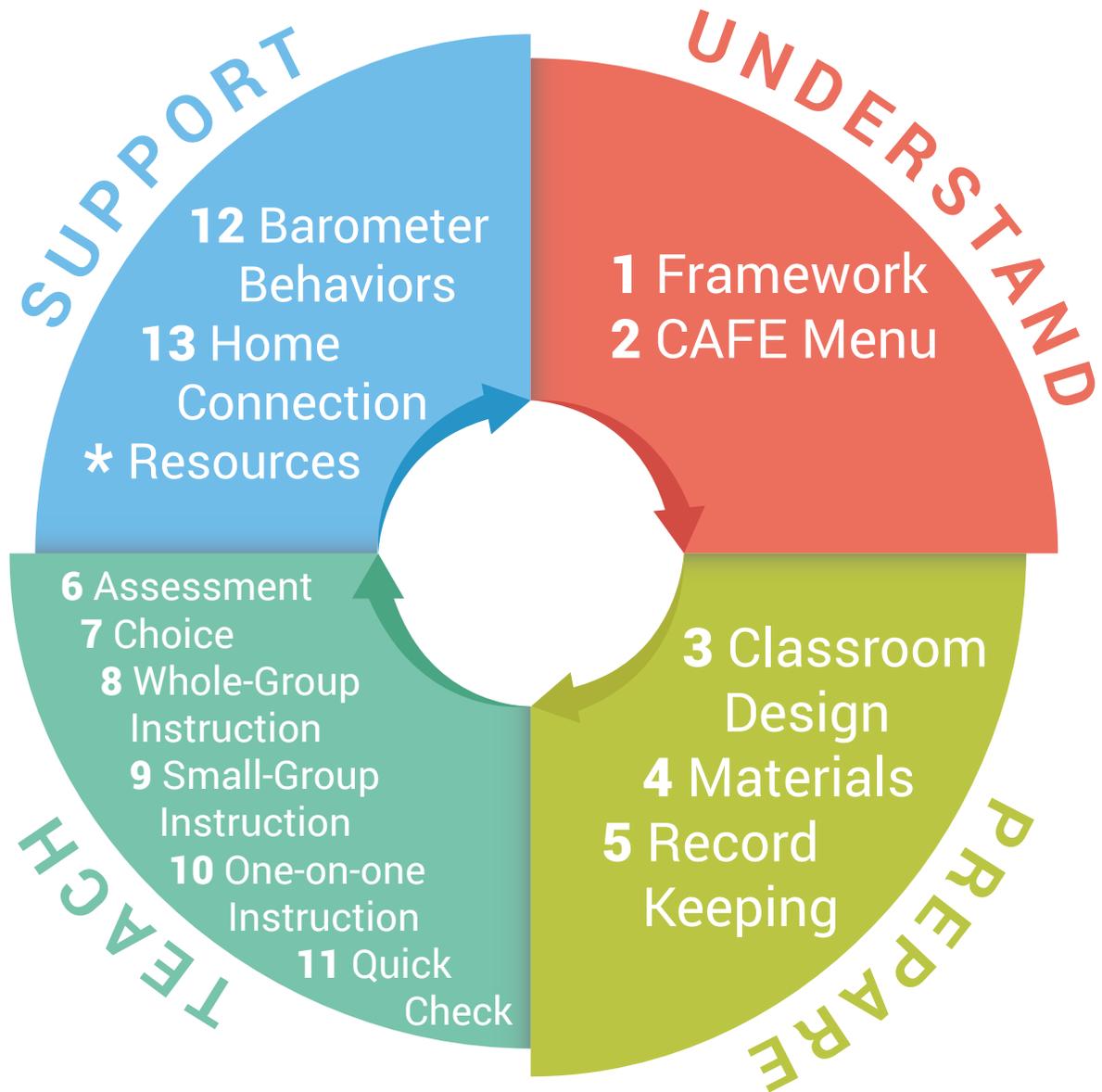


CAFE

ESSENTIAL ELEMENTS



Introduction

TO THE ESSENTIAL ELEMENTS

The call to apply new initiatives, frameworks, or programs in our classroom is all too familiar to us. And typically, when we apply something new, we are left with the questions “Am I implementing this correctly? Am I doing what is best for my students?” Although it can be energizing and enlightening to redesign our practice, it can also be challenging, because we have many responsibilities to consider and requirements to meet.

Daily 5, Math Daily 3, and CAFE are definitive frameworks that are also flexible. They look different in every classroom because teaching styles, students, requirements, and resources are widely diverse. However, there are elements of all three frameworks that are essential—thus, the creation of the Essential Elements. (Insert a silent cheer!) These documents are not intended to be used for evaluative purposes, but rather as tools to help you assess your knowledge and application of each element and its supporting behaviors.

The Elements fit into four stages:

- 1 | **Understand** – Uncover the research and background leading to the framework’s development. When the purpose aligns with your philosophy, you will be compelled to prepare, teach, and support while using the framework.
- 2 | **Prepare** – Identify the materials and enhancements necessary to organizing an environment that promotes a successful launch.
- 3 | **Teach** – Learn the instructional moves that make up the unique framework.
- 4 | **Support** – Discover teaching strategies that reinforce desired behaviors and sustain the framework in action.

Start with Element 1, behavior 1.1, and assess your knowledge level. Remember—there are no wrong answers! This tool is for your personal use, to aid in reflection and guide goal setting.

We are excited to share this amazing tool with you, and hope it helps support you and answer the infamous question “Am I doing it right?”

Warmly,



Gail Boushey and Allison Behne

How to use this document:

Start with Element 1, behavior 1.1 and assess your knowledge level. There are four choices:

- **No knowledge** – I have no knowledge of this behavior or how it strengthens the framework.
- **Developing knowledge** – I know this behavior and understand how it strengthens the framework but have not applied it to my practice.
- **Applying learning knowledge** – I understand this behavior and am working to apply it in my practice.
- **Demonstrating strong evidence** – I understand this behavior, apply it in my practice, and witness success.

Continue through the document, reflecting on your practice and assessing behaviors. When finished, use these guiding questions:

Teachers:

- Am I demonstrating evidence of all the elements?
- What are my strengths?
- What are my next steps?

Administrators:

- Do I have a working knowledge of all the elements?
- What additional support do I need?
- How can I best support the teachers?

Instructional coaches:

- Do I have a working knowledge of all the elements?
- What additional support do I need?
- How can I best support the teachers?

Once you identify your strengths and set goals, enhance your practice and support your learning in one of the following ways:

- 1 | Create an open dialogue with colleagues, coaches, and administrators. Ask necessary questions, share insights, and support each other through implementation of the Elements. Rely on each other's individual strengths to provide examples, model behaviors, and offer encouragement.
- 2 | Visit The Daily CAFE website (www.thedailycafe.com). Use the search function to find articles, videos, and documents to support your learning goals.
- 3 | Observe classrooms that are using the framework, take notes, and ask questions.
- 4 | Participate in a live workshop, online seminar, or graduate course to deepen learning.
- 5 | Read or reread the *The Daily 5: Fostering Literacy Independence in the Elementary Grades*; and *The CAFE Book: Engaging All Students in Daily Literacy Assessment & Instruction*, whichever is applicable to the framework you are studying. Participate in a book study with colleagues.

CAFE Essential Elements

UNDERSTAND

1 FRAMEWORK

- 1.1 Trust and respect
- 1.2 Brain-compatible focus lessons
- 1.3 Length of session is based on student stamina.
- 1.4 Brain and body breaks
- 1.5 Focused sharing
- 1.6 Student choice
- 1.7 Teacher choice
- 1.8 One to three sessions each day

2 CAFE MENU

- 2.1 Introduce classroom CAFE Menu to students.
- 2.2 Classroom CAFE Menu as instructional tool
- 2.3 Student-created strategy cards
- 2.4 Students declare goals on classroom CAFE Menu.
- 2.5 Individual CAFE Menu in CCPensieve/conferring notebook for each student

PREPARE

3 CLASSROOM DESIGN

- 3.1 Gathering space
- 3.2 Student work space
- 3.3 Charts
- 3.4 Quiet signal
- 3.5 Classroom library
- 3.6 Classroom walls
- 3.7 Teacher work space
- 3.8 CAFE Menu
- 3.9 Classroom enhancements (optional)

4 MATERIALS

- 4.1 Choice of what to read using I-PICK
Readers need an appropriate number of good-fit books.
- 4.2 Readers may have a vessel to hold their books.
- 4.3 Reading materials are available to students.
- 4.4 Working notebook

5 RECORD KEEPING

CONFERRING NOTEBOOK/CCPENSIEVE

- 5.1 Record-keeping tool organization
- 5.2 Use assessments to inform instruction and document next steps.
- 5.3 Curricular coherence

TEACH

6 ASSESSMENT

- 6.1 Identify assessment
- 6.2 Use 7 Steps from Assessment to Instruction to determine goal, strategy, and area of strength.
- 6.3 Behavior could be a goal
- 6.4 Students are active in goal setting.
- 6.5 Use data, curriculum calendar, and information to inform instructional setting—whole group, small group, and individual.

7 CHOICE

- 7.1 Keeping track/checking in
- 7.2 Choice of what to read using I PICK
- 7.3 Goal and strategy
- 7.4 Where to sit

CAFE Essential Elements

TEACH (CONTINUED)

8 WHOLE-GROUP INSTRUCTION

- 8.1 Identify whole-group needs based on assessments and plan.
- 8.2 Brain-compatible lessons
- 8.3 Use instructional protocol and brief focus lesson structure to plan and document.
- 8.4 Record information in conferring notebook/CCPensieve.
- 8.5 Curricular coherence

10 ONE-ON-ONE INSTRUCTION

- 10.1 Identify student needs and set goals based on assessments.
- 10.2 Use instructional protocol to structure conferring sessions and document learning.
- 10.3 Brain-compatible lessons
- 10.4 Record information in conferring notebook/CCPensieve.
- 10.5 Curricular coherence
- 10.6 Monitor progress
- 10.7 Modify instruction as needed.

9 SMALL-GROUP INSTRUCTION

- 9.1 Identify students with like skills and/or needs based on assessments.
- 9.2 Use instructional protocol to structure small-group sessions and document learning.
- 9.3 Brain-compatible lessons
- 9.4 Record information in conferring notebook/CCPensieve.
- 9.5 Curricular coherence
- 9.6 Monitor progress
- 9.7 Modify instruction as needed.

11 QUICK CHECK

- 11.1 Complete daily for all student who are not met with individually or in a small group.
- 11.2 Informs instruction
- 11.3 Record brief notes when necessary.

SUPPORT

12 BAROMETER BEHAVIORS

- 12.1 Teacher engagement (proactive)
- 12.2 Step 8 of the 10 Steps
- 12.3 Tools to advance behavior progress
- 12.4 Teacher engagement (reactive)

13 HOME CONNECTION

- 13.1 Inform parents/guardians of student goals and how they can help their children.
- 13.2 Report progress regularly to parents/guardians.

* RESOURCES

- Ready Reference Guides
- Brief Focus Lessons
- Parent Pipeline
- Lit Lessons
- Assessment for each strategy
- I Can Bookmarks
- Video
- Curriculum calendar
- CCPensieve

1 FRAMEWORK

No Knowledge
 Developing Knowledge
 Applying Learning Knowledge
 Demonstrating Strong Evidence

<p>1.1 Trust and respect</p> <ul style="list-style-type: none"> Teacher believes <i>all</i> students are capable and worthy. Teacher provides opportunities for all students to develop their skills as independent readers and writers. 				
<p>1.2 Brain-compatible focus lessons</p> <ul style="list-style-type: none"> Lesson’s length equals age of students (age = min. / e.g., 8 yrs. = 8 min.). One to four focus lessons taught daily, depending on curriculum 				
<p>1.3 Length of session is based on student stamina</p> <ul style="list-style-type: none"> Teacher watches students; when stamina wanes, all students are called back. Length of session is determined by student stamina. 				
<p>1.4 Brain and body breaks</p> <ul style="list-style-type: none"> Teacher watches student behavior to determine when breaks are optimal. Teacher provides opportunities for brief movement when needed to reset and refocus attention on learning. 				
<p>1.5 Focused sharing</p> <ul style="list-style-type: none"> Students share their thinking and progress between sessions or at the end of the reading block. Teacher keeps track to ensure everyone has the same opportunities to share. 				
<p>1.6 Student choice</p> <ul style="list-style-type: none"> Students choose goal and strategy with teacher guidance. Students choose a task to support their learning goal. Tasks are Read to Self, Work on Writing, Read to Someone, Listen to Reading, and Word Work. 				
<p>1.7 Teacher choice</p> <ul style="list-style-type: none"> Teachers confer, meet with small groups, and assess during each session, based on conferring notes and students’ needs. 				
<p>1.8 One to three sessions each day</p> <ul style="list-style-type: none"> Schedule allows for one–three sessions each day. Sessions can be in one literacy block or divided throughout the day. 				

2

CAFE MENU

CAFE = Comprehension, Accuracy, Fluency, Expand Vocabulary

No Knowledge
 Developing Knowledge
 Applying Learning Knowledge
 Demonstrating Strong Evidence

	No Knowledge	Developing Knowledge	Applying Learning Knowledge	Demonstrating Strong Evidence
<p>2.1 Introduce classroom CAFE Menu to students.</p> <ul style="list-style-type: none"> Depending on student exposure, introduce purpose of CAFE Menu and its use. Students understand what each letter stands for and how the menu serves as a tool. 				
<p>2.2 Classroom CAFE Menu as instructional tool</p> <ul style="list-style-type: none"> Connect student learning of strategies by posting to CAFE board as they are taught in whole group. Refer to board during instruction and modeling. 				
<p>2.3 Student-created strategy cards</p> <ul style="list-style-type: none"> When appropriate, a selected student writes a strategy on a card. This card is posted under the correct goal, in front of the class, anchoring learning to the card, goal, and menu. 				
<p>2.4 Students declare goals on classroom CAFE Menu.</p> <ul style="list-style-type: none"> When students' goals are decided, they declare their goal on the CAFE Menu. (Refer to step 4 in 7 Steps from Assessment to Instruction.) Students may declare a goal and strategy that is not yet posted on the class CAFE Menu. 				
<p>2.5 Individual CAFE Menu in CCPensieve/conferring notebook for each student</p> <ul style="list-style-type: none"> CCPensieve—Individual CAFE Menu self-populates. Conferring notebook—CAFE Menu included within each individual student tab This menu reflects the individual strategies and goals of each student. Students may also have a personal copy of the menu in their own notebook if this helps them use, remember, and celebrate their learning. 				

3 CLASSROOM DESIGN

No Knowledge
Developing Knowledge
Applying Learning Knowledge
Demonstrating Strong Evidence

	No Knowledge	Developing Knowledge	Applying Learning Knowledge	Demonstrating Strong Evidence
<p>3.1 Gathering space</p> <ul style="list-style-type: none"> An open space large enough for the whole class to gather while sitting on the floor or in surrounding chairs 				
<p>3.2 Student work space</p> <ul style="list-style-type: none"> Students are guided to experience a variety of seating options to discover which ones best fit their personalities and learning styles. Options include low tables, regular tables with chairs, high counters, comfortable chairs or couches, area rugs, pillows, and so on. 				
<p>3.3 Charts</p> <ul style="list-style-type: none"> Charts are created with the students each year. Charts are posted in the room so the children's thoughts and learning can be referred to all year long. 				
<p>3.4 Quiet signal</p> <ul style="list-style-type: none"> Teacher uses a chime or other quiet signal in place of his or her voice to indicate that a session is complete and a transition will take place. 				
<p>3.5 Classroom manipulatives</p> <ul style="list-style-type: none"> A variety of math tools are available to support student learning and understanding. Tools are organized so students can maintain them independently. 				
<p>3.6 Classroom walls</p> <ul style="list-style-type: none"> Remove visual noise and the busyness that results from multiple thematic borders and paper. 				
<p>3.7 Teacher work space</p> <ul style="list-style-type: none"> Teacher selects a spot that will be a functional part of the teaching and learning environment. Teacher work space equals 1/24th or as much as each child is given. 				
<p>3.8 CAFE Menu</p> <ul style="list-style-type: none"> Reserve wall space near gathering area for menu content. Create empty CAFE menu, large enough for students to view from gathering area. 				
<p>3.9 Classroom enhancements (optional)</p> <ul style="list-style-type: none"> Lighting: natural, lamps Plants: alive or artificial Personalize: student photos and work 				

4 MATERIALS

	No Knowledge	Developing Knowledge	Applying Learning Knowledge	Demonstrating Strong Evidence
<p>4.1 Choice of what to read using I-PICK</p> <ul style="list-style-type: none"> Teacher introduces concept of I-PICK (purpose, interest, comprehend, know). Students choose good-fit books using these criteria. Teacher records title of book in conferring notebook during individual conference, checking for good fit. 				
<p>4.2 Readers need an appropriate number of good-fit books.</p> <ul style="list-style-type: none"> Beginning readers may have 8–10 good-fit books. Advanced readers may have one–three good-fit books. 				
<p>4.3 Readers may have a vessel to hold their books.</p> <ul style="list-style-type: none"> Readers need good-fit material with them during each session to stay in one spot, work the whole time, and advance their reading practice. Options include a book box, handled bag, zippered plastic baggie, and more. 				
<p>4.4 Reading materials are available to students.</p> <ul style="list-style-type: none"> Classroom library goal is to have 1000+ high-interest, high-quality books available to students. Students have the opportunity to visit the school library at least once a week (during Daily 5/ literacy block or other times of the day). 				
<p>4.5 Working notebook</p> <ul style="list-style-type: none"> A notebook used to collect choice writing done during Work on Writing, strategy work and examples, reflections on literature, records of reading, and so on Each notebook contains work specific to individual student needs. 				

5

RECORD KEEPING
CONFERRING NOTEBOOK/CCPENSIEVE

No Knowledge
 Developing Knowledge
 Applying Learning Knowledge
 Demonstrating Strong Evidence

5.1 Record-keeping tool organization: CCPensieve or paper conferring notebook

- CCPensieve—electronic conferring notebook ready
 - Log in to www.theccpensieve.com.
 - Enter class list.
 - Begin meeting with students and enter information.
- Paper conferring notebook
 - Purchase three-ring binder and divider pages.
 - Duplicate forms and assemble notebook
 - www.thedailycafe.com/articles/a-conferring-notebook-tour-and-the-pensieve-paper-forms

5.2 Use assessments to inform instruction and document next steps.

- Student accountability
 - Goal-setting collaboration
 - Declare goal and strategy.
 - Follow through with strategy application.
- Teacher accountability
 - Document student strengths, goals, and strategies.
 - Document student learning and progress.
 - Document teaching.
 - Account for meeting with students regularly.

5.3 Curricular coherence

- Share information in real time with all who are working with student.

6 ASSESSMENT

No Knowledge
 Developing Knowledge
 Applying Learning Knowledge
 Demonstrating Strong Evidence

<p>6.1 Identify assessment</p> <ul style="list-style-type: none"> • Comprehension: The assessment has the student reading a passage of real words. • Accuracy: Use a running record to determine the student’s ability to read the words correctly. • Fluency: Time a passage and note phrasing and prosody. • Expand Vocabulary • Behavior: Choosing books, Daily 5 behaviors • Reading Levels: Independent, Instruction, and Frustration 				
<p>6.2 Use 7 Steps from Assessment to Instruction to determine goal, strategy, and area of strength.</p> <p>7 Steps from Assessment to Instruction</p> <ol style="list-style-type: none"> 1 Assess student. 2 Review assessments, and identify strengths, potential goals, and strategies. 3 Discuss with student—identify strengths, set goal and strategy. Consider using these resources* to help identify strategy: <ul style="list-style-type: none"> ◦ Ready Reference Guide ◦ assessment for each strategy ◦ I Can Bookmarks ◦ curriculum calendar 4 Student declares goal on the CAFE Menu Board. 5 Teacher records strength, goal, and strategy on individual conferring sheet in CCPensieve or conferring notebook. 6 Teacher records student’s name on strategy group form in CCPensieve or conferring notebook. 7 Ready for instruction 				
<p>6.3 Behavior could be a goal</p> <ul style="list-style-type: none"> • Behaviors to improve: <ul style="list-style-type: none"> ◦ Read the whole time. ◦ Stay in one spot. ◦ Read quietly. • Get started right away. • Ignore distractions. • Work on reading stamina. • Persevere. • If behavior is a goal, also add a reading goal. 				
<p>6.4 Students are active in goal setting.</p> <ul style="list-style-type: none"> • Discuss with students their strengths and areas of need, giving them ownership of the learning. 				
<p>6.5 Use data, curriculum calendar, and information to inform instructional setting—whole group, small group, and individual.</p> <ul style="list-style-type: none"> • Identify the setting—what best meets the needs of each learner? <ul style="list-style-type: none"> ◦ Whole group: All students need and will benefit from the lesson. ◦ Small group: Some students need and will benefit from the lessons. ◦ Individual: One student needs or will benefit from the lesson. 				

7 CHOICE

	No Knowledge	Developing Knowledge	Applying Learning Knowledge	Demonstrating Strong Evidence
<p>7.1 Keeping track/checking in</p> <ul style="list-style-type: none"> • Students choose a task to support their learning goal. Tasks are Read to Self, Work on Writing, Read to Someone, Listen to Reading, and Word Work. • Students check in with task and strategy. This increases student accountability and performance during the work time. 				
<p>7.2 Choice of what to read using I PICK</p> <ul style="list-style-type: none"> • Teacher introduces concept of I PICK (purpose, interest, comprehend, know). • Students choose good-fit books using these criteria. 				
<p>7.3 Goal and strategy</p> <ul style="list-style-type: none"> • Using the 7 Steps from Assessment to Instruction, teacher assists student in the selection of goals and strategies. 				
<p>7.4 Where to sit</p> <ul style="list-style-type: none"> • Students choose a good-fit location to work during the literacy block. 				

8 WHOLE-GROUP INSTRUCTION

No Knowledge
 Developing Knowledge
 Applying Learning Knowledge
 Demonstrating Strong Evidence

<p>8.1 Identify whole-group needs based on assessments and plan.</p> <ul style="list-style-type: none"> Curriculum calendar. Map out curriculum, common core, basal skills, community building. 				
<p>8.2 Brain-compatible lessons</p> <ul style="list-style-type: none"> Whole-group instruction is 5–10 minutes in length. Consider using these resources*: <ul style="list-style-type: none"> Brief Focus Lessons Lit Lessons video—www.thedailycafe.com 				
<p>8.3 Use instructional protocol and brief focus lesson structure to plan and document.</p> <ol style="list-style-type: none"> Observe and relate. Teach and reinforce. Practice. Encourage and plan. 				
<p>8.4 Record information in conferring notebook/CCPensieve.</p> <ul style="list-style-type: none"> Teacher records the following: <ul style="list-style-type: none"> selection being read goal and strategy being practiced what was taught targeted goals for students to work on next steps 				
<p>8.5 Curricular coherence</p> <ul style="list-style-type: none"> Share information with support staff. <ul style="list-style-type: none"> If using CCPensieve, share students with all staff working with that student. Goals and strategies for the shared student are the same; how the adults get there may be different. 				

9 SMALL-GROUP INSTRUCTION

No Knowledge
 Developing Knowledge
 Applying Learning Knowledge
 Demonstrating Strong Evidence

<p>9.1 Identify students with like skills and/or needs based on assessments.</p> <ul style="list-style-type: none"> • Groups are formed by strategy need vs. level. • Determine what strategy groups are needed. • Not all students will be placed in groups. <ul style="list-style-type: none"> ◦ A student may learn best individually. ◦ If no other student needs the strategy instruction at the time, teach it individually. 				
<p>9.2 Use instructional protocol to structure small-group sessions and document learning.</p> <ol style="list-style-type: none"> 1 Check calendar. 2 Prepare. 3 Observe and show: How are you progressing? How do you know? 4 Reinforce and teach, provide guidance. <ul style="list-style-type: none"> ◦ Based on what you see student doing/not doing, teach/reinforce next step and record your instruction. ◦ Consider using these resources*: <ul style="list-style-type: none"> ▪ Brief Focus Lessons ▪ Lit Lessons ▪ video—www.thedailycafe.com 5 Practice. <ul style="list-style-type: none"> ◦ Student practices strategy and teacher records his or her learning. 6 Plan. <ul style="list-style-type: none"> ◦ What are the next steps for this student to practice strategy? ◦ Consider using these resources*: <ul style="list-style-type: none"> ▪ Ready Reference Guides ▪ Parent Pipelines ▪ I Can Bookmarks ▪ video—www.thedailycafe.com ◦ When will you meet next? 7 Encourage. 				
<p>9.3 Brain-compatible lessons</p> <ul style="list-style-type: none"> • Small-group instruction is 2–7 minutes in length. • Consider using these resources*: <ul style="list-style-type: none"> ◦ Brief Focus Lessons ◦ Lit Lessons ◦ video—www.thedailycafe.com 				
<p>9.4 Record information in conferring notebook/CCPensieve.</p> <ul style="list-style-type: none"> • Step 5 of instructional protocol. Teacher records the following: <ul style="list-style-type: none"> ◦ selection being read ◦ goal and strategy being practiced ◦ what was taught ◦ targeted goals for student to work on ◦ next steps 				

Continued on the next page...

9

(CONTINUED)
SMALL-GROUP INSTRUCTION

	No Knowledge	Developing Knowledge	Applying Learning Knowledge	Demonstrating Strong Evidence
<p>9.5 Curricular coherence</p> <ul style="list-style-type: none"> Share information with support staff. <ul style="list-style-type: none"> If using CCPensieve, share students with all staff working with that student. Goals and strategies for the shared student are the same; how the adults get there may be different. 				
<p>9.6 Monitor progress</p> <ul style="list-style-type: none"> Meet regularly and document teaching and learning using instructional protocol (9.2). Use Touch Points to note and score student’s proficiency with strategy. <ul style="list-style-type: none"> If student gets 1s or 2s in three teaching attempts, change something. If student gets 3s or 4s in four or five observations, layer on a new strategy. Consider using these resources*: <ul style="list-style-type: none"> assessing each strategy I Can Bookmarks reading response journal exit slip 				
<p>9.7 Modify instruction as needed.</p> <ul style="list-style-type: none"> When standard is not met, teacher adjusts one or more of the following: <ul style="list-style-type: none"> Materials <ul style="list-style-type: none"> fiction nonfiction reading level Setting <ul style="list-style-type: none"> individual small group Teaching <ul style="list-style-type: none"> explicit explanation model think aloud offer advice 				

10 ONE-ON-ONE INSTRUCTION

No Knowledge
 Developing Knowledge
 Applying Learning Knowledge
 Demonstrating Strong Evidence

10.1 Identify student needs and set goals based on assessments.

- Individual instruction is 2–7 minutes in length.

10.2 Use instructional protocol to structure conferring sessions and document learning.

- 1 Check calendar.
- 2 Prepare.
- 3 Observe and show: How are you progressing? How do you know?
- 4 Reinforce and teach, provide guidance.
 - Based on what you see student doing/not doing, teach/reinforce next step and record your instruction.
 - Consider using these resources*:
 - Brief Focus Lessons
 - Lit Lessons
 - video—www.thedailycafe.com
- 5 Practice.
 - Student practices strategy and teacher records his or her learning.
- 6 Plan.
 - What are the next steps for this student to practice strategy?
 - Consider using these resources*:
 - Ready Reference Guides
 - Parent Pipelines
 - I Can Bookmarks
 - video—www.thedailycafe.com
 - When will you meet next?
- 7 Encourage.

10.3 Brain-compatible lessons

- Small-group instruction is 2–7 minutes in length.
- Consider using these resources*:
 - Brief Focus Lessons
 - Lit Lessons
 - video—www.thedailycafe.com

10.4 Record information in conferring notebook/CCPensieve.

- Step 5 of instructional protocol. Teacher records the following:
 - selection being read
 - goal and strategy being practiced
 - what was taught
 - targeted goals for student to work on
 - next steps

Continued on the next page...

10

(CONTINUED)
ONE-ON-ONE INSTRUCTION

No Knowledge
Developing Knowledge
Applying Learning Knowledge
Demonstrating Strong Evidence

10.5 Curricular coherence

- Share information with support staff.
 - If using CCPensieve, share students with all staff working with that student.
- Goals and strategies for the shared student are the same; how the adults get there may be different.

10.6 Monitor progress

- Meet regularly and document teaching and learning using instructional protocol (9.2).
- Use Touch Points to note and score student’s proficiency with strategy.
 - If student gets 1s or 2s in three teaching attempts, change something.
 - If student gets 3s or 4s in four or five observations, layer on a new strategy.
- Consider using these resources*:
 - assessing each strategy
 - I Can Bookmarks
 - reading response journal
 - exit slip

10.7 Modify instruction as needed.

- When standard is not met, teacher adjusts one or more of the following:
 - Materials
 - fiction
 - nonfiction
 - reading level
 - Setting
 - individual
 - small group
 - Teaching
 - explicit explanation
 - model
 - think aloud
 - offer advice

11 QUICK CHECK

Brief check to monitor literacy behaviors and gather data that informs instruction

No Knowledge
Developing Knowledge
Applying Learning Knowledge
Demonstrating Strong Evidence

11.1 Complete daily for all student who are not met with individually or in-a small group.

A quick check lasts 5–20 seconds. If conversation is needed, it becomes a conference.

11.2 Informs instruction

Observations may include the following:

- Is student staying in one spot?
- Is student reading the whole time?
- Did student get started right away?
- Does student ignore distractions?
- Is student working quietly with eyes on text?
- What book is student reading? Is it a good-fit book?
- What page is student on?
- What strategy is applied?

11.3 Record brief notes (if necessary) in CCPensieve or conferring notebook.

	No Knowledge	Developing Knowledge	Applying Learning Knowledge	Demonstrating Strong Evidence
11.1 Complete daily for all student who are not met with individually or in-a small group. A quick check lasts 5–20 seconds. If conversation is needed, it becomes a conference.				
11.2 Informs instruction Observations may include the following: • Is student staying in one spot? • Is student reading the whole time? • Did student get started right away? • Does student ignore distractions? • Is student working quietly with eyes on text? • What book is student reading? Is it a good-fit book? • What page is student on? • What strategy is applied?				
11.3 Record brief notes (if necessary) in CCPensieve or conferring notebook.				

12 BAROMETER BEHAVIORS

No Knowledge
 Developing Knowledge
 Applying Learning Knowledge
 Demonstrating Strong Evidence

12.1 Teacher engagement (proactive)

- Teacher builds positive relationships with students.
- Students are taught social/emotional skill competencies.
- Students are taught to be self-aware and to self-manage.
- Teacher explains behavioral expectations; students practice.

12.2 Step 8 of the 10 Steps

- Teacher individually confers with student(s) who are showing off-task behavior, identifying and teaching self-management skills.
- Individual behavior goals are set with these students. Continued individual conferencing is accompanied by graphing student behavior.
- If student(s) are not progressing toward behavior goals, teacher moves to Step 7.3 to advance behavior progress.

12.3 Tools to advance behavior progress

- Engage students in choice of good-fit tool. Options include graphs, timers, stopwatch, play dough, I-Spy book, alternative seating, fidgets, stress ball, and others.

12.4 Teacher engagement (reactive)

- **Loop instruction**—Teacher confers with child about behavior goals, allows child to practice independently, and loops back to the child to revisit goals.
- **Walk-about brain break**—Teacher sends student to specified location to deliver or retrieve item and promptly return (for example, to library with book, to office with note). Explain purpose to student.
- **Extra practice time**—Teacher finds a few extra minutes to revisit behaviors with student and allows student to practice outside of class stamina-building time.
- Teacher records interactions with student in conferring notebook.
- Teacher offers just-right challenges (materials, assignments, and expectations that are a good fit for the student).

13 HOME CONNECTION

	No Knowledge	Developing Knowledge	Applying Learning Knowledge	Demonstrating Strong Evidence
<p>13.1 Inform parents/guardians of student goals and how they can help their children.</p> <ul style="list-style-type: none"> • Parent Pipeline—email or send home. • Weekly newsletter may include whole-group goals. 				
<p>13.2 Report progress regularly to parents/guardians.</p> <ul style="list-style-type: none"> • CCPensieve report—email or make paper copies and send home. 				



RESOURCES

No Knowledge
Developing Knowledge
Applying Learning Knowledge
Demonstrating Strong Evidence

<p>* Ready Reference Guides (<i>whole, small, individual, assessment</i>)</p> <ul style="list-style-type: none"> Downloadable, one-page documents that will help you remember the key details of the CAFE Menu strategies you want to teach https://www.thedailycafe.com/cafe/resources/ready-reference-guides 				
<p>* Brief Focus Lessons (<i>whole and small group</i>)</p> <ul style="list-style-type: none"> Brief Focus Lessons, which take on a purposeful and explicit tone, last about 7–10 minutes, maximizing student potential for engagement and retention. https://www.thedailycafe.com/cafe/resources/brief-focus-lessons 				
<p>* Parent Pipeline (<i>parent connection</i>)</p> <ul style="list-style-type: none"> Parents can support and reinforce personalized goals when provided with an informative handout that matches their child's in-school strategy work. Available in both English and Spanish. Check out this way of storing that makes them readily available for easy distribution. https://www.thedailycafe.com/cafe/resources/parent-pipelines-10218 				
<p>* Lit Lessons (<i>strategy groups</i>)</p> <ul style="list-style-type: none"> Lit Lessons provide a short synopsis of the book and a few possible strengths for strategy instruction. https://www.thedailycafe.com/cafe/resources/lit-lessons 				
<p>* Assessment for each strategy (<i>assess</i>)</p> <ul style="list-style-type: none"> Download these sheets if you want help assessing student mastery of strategies. Each guide includes Common Core alignment, possible text selections, a link to the corresponding Ready Reference Guide, various options for monitoring progress, and a 1–4 rubric scale. https://www.thedailycafe.com/cafe/assessing-student-learning/assessing-each-strategy 				
<p>* I Can Bookmarks</p> <ul style="list-style-type: none"> These reproducible resources help students zero in on what will make a strategy work for them. https://www.thedailycafe.com/cafe/resources/i-can-bookmarks 				
<p>* Video (<i>whole group, small group, one-on-one instruction</i>)</p> <ul style="list-style-type: none"> www.thedailycafe.com 				
<p>* Curriculum calendar (<i>framework, assessment</i>)</p> <ul style="list-style-type: none"> Use this calendar to map out whole-group lessons for the year. https://www.thedailycafe.com/articles/Plan-Your-Instruction-with-this-Curriculum-Calendar 				
<p>* CCPensieve (<i>record keeping</i>)</p> <ul style="list-style-type: none"> This digital conferring notebook makes it easy to organize data, monitor student growth, provide curricular coherence, and differentiate instruction. https://www.thedailycafe.com/ccpensieve 				