EDU 555: Launching Daily 5 and CAFE, 3 cr.
Upper Iowa University Online

COURSE DESCRIPTION

EDU555 Launching Daily 5 and CAFE, 3 credits

This course provides a foundational understanding of both the Daily 5 structure and the literacy CAFE. Emphasis is placed on research-based practices in literacy instruction along with materials, methods, and skills used to teach students reading in grades K-8. Components examined include: classroom design, brain research, motivation in teaching and learning, developing independence, organizing student data, brief and detailed focused lessons, differentiation in the literacy classroom, moving from assessment to instruction, and monitoring student progress. This course provides practitioners with the knowledge and skills to successfully implement both the Daily 5 and Literacy CAFE in their own classrooms. It is the only course approved by Gail Boushey and Joan Moser, the creators of Daily 5 and CAFE.

TERM INFORMATION

Every term
Online

TEXT


Membership to www.thedailycafe.com (3 month membership is sufficient.)

You must purchase this membership if you do not currently have one.

These texts are required and will be utilized beginning week 1. Do not wait to purchase as you will need this text as a resource.

Other required learner materials:

ARTICLES


Gambrell, L. (2011) Seven rules of engagement: What's most important to know about motivation to read. The Reading Teacher 65(3) 172-178. DOI:10.1002/TRTR.01024


**OBJECTIVES**

**Master of Education Program Goals addressed in this course include:**

5. Describe and use research-based effective instructional methods.

7. Use research-based effective strategies for individual and classroom management.

9. Identify and explain issues in education psychology (such as brain-based learning, multiple intelligences, motivation theory, practice and diversity).

**METHODS OF INSTRUCTION**

Online videos, discussion boards, and lecture

**READINGS**

**Week 1:** *Daily Five*, Ch. 1 – That Was Then, This Is Now: How the Daily 5 Has Evolved

Ch. 2 – Our Core Beliefs: The Foundations of the Daily 5

Ch. 4 - What Do You Need to Begin the Daily 5?

**Week 2:**

Ch. 3 – The 10 Steps to Teaching and Learning Independence

Ch. 5 – Launching Read to Self – The First Daily 5

**Week 3:**

Ch. 6 – Foundation Lessons

Ch. 7 – When to Launch the Next Daily 5

Ch. 9 – Returning to Our Core Beliefs

**Week 4:** *CAFE*, Ch. 1 - Introduction

Ch. 2 – The CAFE Notebook & Record-Keeping Forms

Ch. 3 – Step-by-Step

**Week 5:**

Ch. 4 – Conferring with Children
Ch. 5 – Eavesdropping on Some Conferences

**Week 6:** Ch. 6 – Whole-Class Instruction

**Week 7:** Ch. 7 – Strategy Groups

**Week 8:** No readings

**METHODS OF ASSESSING AND EVALUATING:**
- Class discussion posts, rubric included
- Application activities
- Culminating essay, rubric included

**Course Point Totals:**
- 8 Discussion posts – 10 pts. each = 80 pts.
- Respond to a minimum of 2 colleagues each week – 10 pts. (5 each) = 80 pts.
- Study guide to go with week 1 readings/videos – 20 pts. = 20 pts.
- Final reflection paper = 75 pts.
- Article Reflection (10 pts.) = 10 pts.
- Assignments = 110 pts.

*Total: 375 pts.*

No extra credit will be awarded for this course.

**ASSIGNMENTS**

**WEEK 1**
- Read *Daily 5*, chapters 1, 2, & 4
- View week 1 videos and lecture
- Week 1 study guide, **20 pts.**
- Discussion 1 (post and respond to 2 colleagues), **20 pts.**

**WEEK 2**
- Read *Daily 5*, chapters 3 & 5
- View week 2 videos and lecture
- Week 2 study guide (optional – no credit awarded)
- Discussion 2 (post and respond to 2 colleagues), **20 pts.**
- I-Chart Activity, **20 pts.**

**WEEK 3**
- Read *Daily 5*, chapters 6, 7, & 9
- View week 3 videos and lecture
- Week 3 study guide (optional – no credit awarded)
- Discussion 3 (post and respond to 2 colleagues), **20 pts.**
- Parent letter activity, **20 pts.**

**WEEK 4**
- Read *The CAFE Book*, chapters 1 - 3
- View week 4 videos and lecture
- Week 4 study guide (optional – no credit awarded)
- Discussion 4 (post and respond to 2 colleagues), **20 pts.**
- Create your own conferring notebook (Pensieve), **25 pts.**
WEEK 5
- Read *The CAFE Book*, chapters 4 & 5
- View week 5 videos and lecture
- Discussion 5 (post and respond to 2 colleagues), 20 pts.
- Article reflection – 10 pts.

WEEK 6
- Read *The CAFE Book*, chapter 6
- View week 6 videos and lecture
- Discussion 6 (post and respond to 2 colleagues), 20 pts.
- Lit Lesson activity, 25 pts.

WEEK 7
- Read *The CAFE Book*, chapter 7
- View week 7 videos and lecture
- Discussion 7 (post and respond to 2 colleagues), 20 pts.
- Scheduling activity, 20 pts.

WEEK 8
- View week 8 videos and lecture
- Discussion 8 (post and respond to 2 colleagues), 20 pts.
- Culminating essay, 75 pts.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 - 94%</td>
<td>A</td>
</tr>
<tr>
<td>93 - 87%</td>
<td>B</td>
</tr>
<tr>
<td>86 - 80%</td>
<td>C</td>
</tr>
<tr>
<td>79 - 0%</td>
<td>F</td>
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**CITATION**

Encyclopedias of any kind, including the very popular Wikipedia, can be useful to help gather background information and point the way to more reliable sources. However, they are not considered appropriate sources for papers and will not be accepted.

**MISSED ACCOMMODATIONS**

All assignments are due on the date specified in the syllabus. They need to be submitted to the course drop box by midnight on the due date. Late assignments will receive a 10% deduction for each day they are late and will not be accepted after five days.

**ACADEMIC ACCOMMODATIONS**

*Statement on UIU’s Commitment to Students with Disabilities*: Upper Iowa University seeks to maintain a supportive academic environment for students with disabilities. To ensure their equal access to all educational programs, activities, and services, Federal law requires that students with disabilities notify the University, provide documentation of your disability in order to receive services for accommodations. If you will need accommodations in this class, reasonable prior notice must be given to the Director of Counseling Services, Ms. Laurie Kirkpatrick, Office of Student Development, Garbee Hall, 425-5786, KirkpatrickL@uiu.edu or the Coordinator of Academic Success, Garbee Hall, Ms. Hope Trainor, TrainorH@uiu.edu, 5264. It is the student’s responsibility to provide the instructor with a copy of the Academic Adjustment Services Contract and to communicate with the instructor and the disability services coordinator prior to each exam.
Academic integrity is one of the basic principles of a university community. UIU encourages and expects the highest standards of academic honesty from all students.

The term “cheating” means the use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments. “Plagiarism” means the presentation of another’s published or unpublished work as one’s own. Because cheating and plagiarism are an affront to the University community as a whole and a denial of the offender’s own integrity, they will not be tolerated. Detected cheating or plagiarism will result in consequences that may, at the faculty member’s discretion, include course failure. In addition, an offender will be reported to University administration for possible disciplinary action, which may include suspension or dismissal from the University (p. 22, UIU 2009-10 Faculty Campus Catalog).

In this class, violations will result in one or more of the following sanctions: a) loss of points for that specific assignment, b) reduction in the final course grade, c) issuance of a grade of “F” for the entire course.

The materials in this course are for personal use only. Power points and lectures are not designed to be used as professional development training materials and should not be copied and used as such.
# Discussion Post Rubric

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<th>1</th>
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<tr>
<td>The student’s response does not address the question. The answer is garbled or shows considerable confusion about the topic.</td>
<td>The student’s response to the question is partially unclear and/or shows some important misconceptions.</td>
<td>The student’s response is clearly stated and directly addresses the question. It shows a basic level of understanding of the topic without particular insight.</td>
<td>The student’s response is clearly stated, directly addresses the question. The response shows critical thinking, insight, or detailed comprehension of the topic.</td>
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# Culminating Essay

<table>
<thead>
<tr>
<th>Qualities &amp; Criteria</th>
<th>1 Not met</th>
<th>3 Met</th>
<th>5 Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of topic</td>
<td>No reference to topic or problem</td>
<td>Writer makes reader aware of problem, challenge, or topic</td>
<td>Writer introduces topic &amp; relevance to discipline and chosen audience</td>
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<tr>
<td>Organization and development</td>
<td>Paper has little or no direction and/or repetitive text</td>
<td>Basic flow between sections; sections may not be in logical order</td>
<td>Flows from general to specific ideas; sections in logical order; transitions tie paper together</td>
</tr>
<tr>
<td>Content</td>
<td>Content is repetitive or quoted excessively</td>
<td>Content is covered but not in depth; significance is evident; audience/reader expects more</td>
<td>Content covered in depth; incorporates research based practices; main idea adequately supported by details</td>
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<td>Clarity &amp; correctness of writing</td>
<td>Contains spelling &amp; grammatical errors; difficult to understand the intention of the writer</td>
<td>Few errors in spelling and grammar that do not cause confusion in content; generally clear writing</td>
<td>Writing is clear and concise with no (or very few) errors in spelling or grammar</td>
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<tr>
<td>Conclusions</td>
<td>No indication the writer attempted to synthesize the information</td>
<td>Writer provides concluding remarks with an analysis &amp; synthesis of information; some conclusions not supported</td>
<td>Succinct and precise conclusions based on the review of the literature; insights into relevance</td>
</tr>
<tr>
<td>Sources &amp; citations</td>
<td>Works cited in text not consistent with reference list</td>
<td>Works cited in text consistent with accurate reference list</td>
<td>All citations and references accurate in APA style</td>
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TOTAL (75 points possible) _____

Adapted from: