

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 Boushey, G., & Moser, J. (2014). *The daily 5 (second edition)*. Portland, ME: Stenhouse.

Boushey, G., & Moser, J. (2009). *The CAFE book*. Portland, ME: Stenhouse.

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:

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. (6th Ed.) Washington, D.C.

ARTICLES

Allington, R.L. (2011). What at-risk readers need. *Education Leadership*, March 2011, pg. 40-45. Alexandria, VA: ASCD.

Allington, R. L., & Gabriel, R. E. (2012). The best way to prepare students for high-stakes reading assessments. *New England Reading Association Journal*, 47(2), 1-3.

Allington, R. L., & Gabriel, R. E. (2012). Every Child, Every Day. *Educational Leadership*, 69(6), 10-15.

Frey, N., & Fisher, D. (2010). Identifying instructional moves during guided instruction. *The Reading Teacher*, 64(2), 84-95.

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

Johnston, P. (2005). Literacy assessment and the future. *The Reading Teacher*, 58(7), 684-686. Retrieved from <http://search.proquest.com/docview/203279999?accountid=14872>.

McBride, Q. (August, 2006). Passionate pupils: Using brain research to engage learners. *ASCD Express*. Retrieved from: <http://www.ascd.org/ascd-express/vol11/123-toc.aspx>.

Tomlinson, C. (2012). Creating Flashlight Readers. *Educational Leadership*, 69(6), 86-87.

Tovani, C. (2010). I Got Grouped. *Educational Leadership*, 67(6), 24-29.

Wesson, K. (2011, February). Brain-Considerate Learning. *NSTA Reports*. p. 5.

Wesson, K. (2011). Minds, Models, and Maps. *Science & Children*, 49(1), 14-15.

Wiggins, G. (2012) *Seven Keys to Effective Feedback*. *Educational Leadership*, 70(1). Retrieved from <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

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

100 - 94% = A

93 - 87% = B

86 - 80% = C

79 - 0% = F

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

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

| 1 | 2 | 3 | 4 |
|--|---|--|---|
| The student's response does not address the question. The answer is garbled or shows considerable confusion about the topic. | The student's response to the question is partially unclear and/or shows some important misconceptions. | 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. | The student's response is clearly stated, directly addresses the question. The response shows critical thinking, insight, or detailed comprehension of the topic. |

Culminating Essay

| Qualities & Criteria | 1 Not met | 3 Met | 5 Honors |
|---|---|--|--|
| Explanation of topic 5 points ____ (5 X 1 weight = 5) | No reference to topic or problem | Writer makes reader aware of problem, challenge, or topic | Writer introduces topic & relevance to discipline and chosen audience |
| Organization and development 5 points ____ (5 X 1 weight = 5) | Paper has little or no direction and/or repetitive text | Basic flow between sections; sections may not be in logical order | Flows from general to specific ideas; sections in logical order; transitions tie paper together |
| Content 20 points ____ (5 X 4 weight = 20) | Content is repetitive or quoted excessively | Content is covered but not in depth; significance is evident; audience/reader expects more | Content covered in depth; incorporates research based practices; main idea adequately supported by details |
| Clarity & correctness of writing 15 points ____ (5 X 3 weight = 15) | Contains spelling & grammatical errors; difficult to understand the intention of the writer | Few errors in spelling and grammar that do not cause confusion in content; generally clear writing | Writing is clear and concise with no (or very few) errors in spelling or grammar |
| Conclusions 15 points ____ (5 X 3 weight = 15) | No indication the writer attempted to synthesize the information | Writer provides concluding remarks with an analysis & synthesis of information; some conclusions not supported | Succinct and precise conclusions based on the review of the literature; insights into relevance |
| Sources & citations 15 points ____ (5 X 3 weight = 15) | Works cited in text not consistent with reference list | Works cited in text consistent with accurate reference list | All citations and references accurate in APA style |

TOTAL (75 points possible) ____

Adapted from:

Porto, S. (2004). *Sample rubric for grading a term paper*. Presented at UMUC Graduate School Workshop, University of Maryland. Retrieved from <http://deoracle.org/learning-objects/sample-rubric-for-grading-a-term-paper.ht>

