The implementation of something new is always a challenge. In order to make the implementation of CAFE successful for you and your students this guide is based on the work of Gail Boushey and Joan Moser authors of *“The CAFE Book* “and developed for use with the HISD Literacy Block. It is intended to be extended, condensed, or modified according to your students’ needs. Please continue to revisit and support all CAFE strategies that are introduced through the Reading Workshop model. Our ultimate goal is for students to become proficient in using these strategies independently. Use your judgment, based on your students’ needs, to adjust instructional time dedicated to each strategy lesson. This guide can be used simultaneously with the First 25 Days or used after you have completed the First 25 days in order to implement CAFE strategies in your classroom. These strategies will help to grow and develop our students as successful readers.

**Core Elements of CAFE:**

* Literacy Assessment and Instruction Notebook- this includes three sections, teacher notes, a tab for each student, and Guided Reading section. Each section contains forms we currently have as well as new forms to keep track of the goals and progress students are making in reading and writing.
* Teachers Routinely Confer with students – teachers meet with students to assess, determine independent reading strategies to focus on, set goals and give explicit instruction when needed.
* Teachers Plan Small Group Instruction – teachers plan small group instruction based on student needs and plan where CAFE strategies can be added to the small group lessons.
* Whole group instruction – teachers can also determine what all of their students need and the strategies can be taught during the read aloud, mini lesson and phonics/word study components of the literacy block.

**Elements of Whole Class Strategy Instruction**

* Identify what is to be taught and share with students why this strategy will help them.
* Teach the strategy.
* Students practice with partners.
* Select a student to write and illustrate the CAFE menu strategy card.
* Review the strategy after it has been introduced.
* Encourage practice of the strategy during independent reading.
* Post the strategy card at the end of the literacy block during the debriefing at the gathering place.
* Connect new strategies to ones already on the CAFE menu to help students connect how the strategies work together.

**Things to Consider**

Prior to implementing CAFE, teachers will need to make several important decisions about materials and spaces in the classroom. The following is a list of questions to consider before launching the Daily CAFE (before the first day of school).

* Where will the CAFE menu board be placed? (Remember it needs to be low enough that your students can access it.)
* How will the classroom be organized? (e.g. Where will students meet with you individually, small group and whole group)
* How/when will strategies be introduced? (e.g. during phonics/word study, during the Read-Aloud, during mini-lesson at beginning of Reader’s workshop)
* How will you organize your Literacy Assessment and Instruction Notebook?
* Where will students store classroom work? (e.g. reading folder, literature study folder, reading response journal)

**CAFE Strategies Included in the Guide**

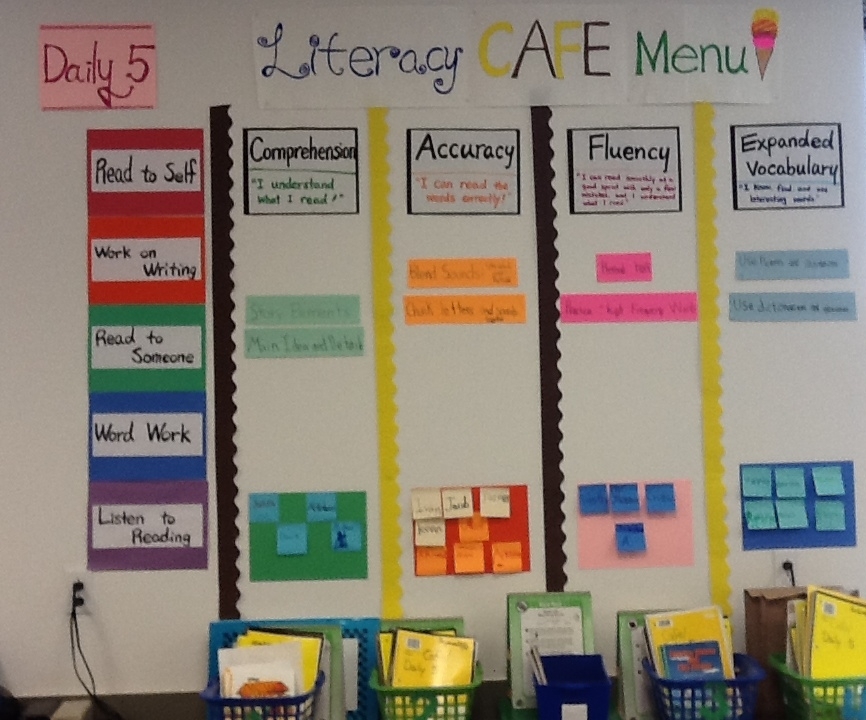
Although there are many CAFE strategies, we have decided to begin with a few for each component of CAFE. You will find seven comprehension strategies, six accuracy strategies, three fluency strategies and four expanding vocabulary strategies to help you get started with CAFE in your own classrooms. Please see the chart on the following page. Some of the strategies are more appropriate for the **advanced readers** in your classroom. Please decide which strategies you will use from this guide based on the needs of your students. This guide includes strategies to use with all readers. These strategies will help to grow and develop our students as successful readers.

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| **Comprehension** | **Accuracy** | **Fluency** | **Expanding Vocabulary** |
| Check for Understanding | Cross Checking | Read Appropriate Level Text | Tune Into Interesting words and Use New Vocabulary in Speaking and Writing |
| Back Up and Reread | Blend Sounds, Stretch and Reread | Reread Text | Use Pictures, Illustrations and Diagrams |
| Monitor and Fix Up | Use the Picture | **Practice Common High Frequency Words** | Use Word Parts to Determine Meaning of Words |
| Ask Questions Throughout the Reading Process | Flip the Sound |  | Ask someone to Define the Word for You |
| Retell the Story | Use Beginning and Ending Sounds |  |  |
| Predict What Will Happen; Use Text to Confirm |
| Infer and Support with Evidence | **Chunk Letters and Sounds Together** |  |  |

**Suggested Classroom Materials**

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| **Material** | **Purpose** |
| Classroom Rug or carpet squares | To be used as the established *gathering place* for students to come together for Read Aloud and whole class CAFE strategy lessons |
| CAFE Menu Board | To place strategies explicitly taught and for students to refer to daily |
| Literacy Assessment and Instruction Notebook | To keep records and notes on how each student is progressing in GR and with their goals in CAFE. |
| Large Blank Colored Sheets | To place student goals set by students with teacher conferences |
| Blank Lined Cards | To record the strategy taught, this is recorded by students then placed on the CAFE menu board |
| Sticky notes | For students to “flag” places in text during guided reading instruction and independent reading during *Read to Self* and *Read to Someone, and to record goals* |

This list does not include everything that can be used, these are suggested materials. Our goal is to set our teachers and students up for successful implementation of CAFE in order to grow and move readers. . Teachers are encouraged to use their own creativity in selecting materials and resources in their classroom. A sample CAFE Menu Board is displayed below. It is best practice to create the strategy cards with students. Have the students actually write the strategies on the cards, they can copy from a sticky note to ensure that they write all of the correct language for each strategy that is introduced. This will help to create ownership of the learning and create personalization in each classroom.



**CAFÉ Menu Headers**

**Student Created Strategy Cards**

**Blank Space for Students to Declare Goals**

**A note about the alignment between the Planning Guides and Getting Started with CAFE:**

This guide is designed to be used in conjunction with the Unit Planning Guides. Use the Unit Planning Guides to inform the content and skills to be taught within each unit of instruction. The demonstration lessons explicitly outline the instruction that needs to take place during the time allocated for Read Aloud, Mini Lesson, Phonics/Word Study and during Guided Reading small group lessons. It is our expectation that teachers teach the standards and skills outlined in the planning guides during the Word Study/Phonics, Read Aloud and Reading Mini-Lesson portions of the literacy block. This guide can be used simultaneously with the First 25 Days or used after you have completed the First 25 days in order to implement CAFE strategies in your classroom.

\*\*The ultimate goal is to use these strategies to develop successful readers in your classroom and provide strategies for them to use as they are becoming strong independent readers. .

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| **CAFE Launch (Options for implementation, simultaneously with the First 25 days, or this can be day one of CAFE once you have established the first 25 days of school.** |

| **Day One – Comprehension Strategy – Checking for Understanding** |
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| Definition: This is a comprehension strategy that teaches students how to stop frequently and check, or monitor what they understand as they are reading text.  Read Aloud - Introducing Checking for Understanding(10 Minutes)  Introduction:  ***“*Girls and boys, as I read aloud to you today, I’m going to model how readers use a very important comprehension strategy, called Check for Understanding. Every book is written because the author has something they want to tell us. Sometimes it is to understand something or learn something new, or it may be to tell us a story. The secret to this strategy is remembering to think about what the author is telling us when we read and to stop often to check for understanding, which means we want to be sure we are understanding what we read.”**  Select a picture book with five to eight lines of text on each page, beautiful illustrations and a great story line. After reading a page or two, stop and tell the students:  ***“*Before I go any further, I need to use my comprehension strategy and stop and check for understanding. I don’t want to keep reading if I don’t know what is going on in the story.”**  Stop every few pages and talk aloud, explaining the sense we are making of the text. Also model not understanding.  ***“*Boys and girls, did you notice that when I stopped to check for understanding, I didn’t understand what was happening in the story? I can’t continue to keep reading if I don’t know what the author was just trying to tell me or I won’t understand the rest of the story. So when I don’t understand what I am reading, here is what I do: I back up and reread.”**  Continue modeling. At the end of the book, pull out a blank strategy card.  “**Boys and girls, I just modeled for you one of the most important strategies readers use. Does anyone remember what words I used to describe this strategy?”**   * Check for Understanding! Write the words on the card and post under “Comprehension.” * Introduce the CAFE Menu board.   ***“*This is the board we’ll use all year to remind you of the reading strategies that all readers use. We put strategies up on this board so that you can look at and try many different strategies as you read. It’s a menu. How many of you have ever been to a restaurant? They hand you a menu, or you look up above the counter to see all the choices of the things you can eat.”**  **“When you’re picking out food from a restaurant menu, you make choices depending on what sounds tasty to eat, and what will be healthy for you. When you are reading, you choose different strategies to understand different types of books. If you’re reading your favorite picture book, you might use certain strategies. If you’re reading magazines or newspapers, you might have other ways of making sense of what you’re reading. If you’re reading on the Internet or gathering information on the computer, other strategies might be more effective.”**  Add strategy card to CAFE menu under Comprehension. |

| **Day Two – Accuracy Strategy - Cross Checking** |
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| Model and make the hand motions.  Continue reading and also model this strategy by reading a word incorrectly and not stopping. Read on to the end of the sentence.  Definition: This strategy is used to help students ensure the words make sense and match the letters on the page.  This is the first accuracy strategy that you are introducing as part of the Daily CAFE strategies to grow and move your students as readers.  **Boys and girls, I have a wonderful book I am going to read to you. As I read this, I am going to model again the comprehension strategy Check for Understanding.”** Point to card.  **“Remember, comprehension means ‘I understand what I read.’”**  **“Boys and girls, I have already modeled a strategy readers use when they are trying to comprehend, or understand, what they read. While I read this book, I will continue to show you how readers use that strategy, but I am also going to introduce you to another very important strategy that all readers use, even adults. This next strategy is used when you are trying to read the words of a book. It is called Cross Checking and fits right here under Accuracy on our CAFE Menu. Accuracy means ‘I can read the words.’”**  Read the book modeling Cross Checking. Come to a difficult word to say:  ***“*I’m not sure what this word is. I think I’ll try Cross Checking. Perhaps that strategy will help me read the word.”**  **Cross checking means I need to try reading the word and then ask myself three questions:**   1. **Does what I just read look right; do the letters and/or pictures match what I am saying? (We take one arm and cross it over our body so our hand is on the opposite shoulder.)** 2. **Does it sound right? (We take the other hand and cross it over our body to the opposite shoulder so that we have a cross in front of us.)** 3. **Does it make sense? (both arms drop down to our sides.)**   **“Hey, something didn’t make sense. I’m going to read it again and see if I can figure out which word I missed.”**  **“Boys and girls, I just modeled again the comprehension strategy of Check for Understanding. You also saw a brand new strategy under Accuracy, called Cross Checking. Remember that accuracy means ‘I can read the words.’”**  On a blank strategy card write down “Cross Checking—Do the pictures and/or words look right, sound right, and make sense?”  Add strategy card to the CAFE Menu under Accuracy.  **Advanced Readers** **– Accuracy Strategy Blend Sounds, Stretch and Reread**  Definition: Using the individual sounds of letters or phonemes and blending them together to word a word accurately.  This lesson can used during the phonics/word study part of the literacy block.  **“Boys and girls today we are going to learn how to use a strategy where we blend sounds, stretch and reread a word that we do not know. Something that will help you to use this strategy successfully is to listen for a word you might have heard before. Watch as I model how to use this strategy.” You can use a slinky or a large rubber band to help make this more visual for kids. Use a Consonant Vowel Consonant word to model this strategy with, for example mad, pull the slinky or the rubber band our a lit bit with each sound, then move it back together quickly and say the word at the same time. “Let’s look at this word, /m/” stretch the slink or rubber band a little,” /a/,” stretch again, “/d/ “stretch again, move it back quickly and say “mad.”**  Add strategy card to the CAFE menu under Accuracy. |

| **Day Three – Review** |
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| Read Aloud - Model again how you use the strategies that you have introduced during your read loud.  “**Boys and girls we have learned two strategies to help us when we are reading, let’s look at our CAFE Menu and review them together. What is the first strategy we learned?” (Have a student explain or model, if appropriate, what the strategy is and explain the purpose).**  **“Boys and girls we learned another strategy that we may need to use sometimes when reading. What is this strategy?** (Have a student explain or model, if appropriate, what the strategy is and explain the purpose).  Proceed with your Read Aloud lesson include opportunities for modeling the use of the strategies, check for understanding and back up and reread also provide opportunities for students to use the strategy. |

| **Day Four – Expanding Vocabulary Strategy - Tune in to interesting Words and Use New Vocabulary in Speaking and Writing.** |
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| Definition: Students are building word awareness and understanding of words so they have “thinking power” left in their brain to comprehend and make meaning of what is read.  Read Aloud – Select a story with rich language such as “Lilly’s Purple Plastic Purse”, or “Skippyjon Jones” Select two to three words that you want students to focus on.  **“Today we are going to learn a strategy called tune into interesting words and use the new vocabulary in speaking and writing. Boys and girls, listen to this word we just read, \_\_\_\_\_\_. I sure love saying this word, say it with me, don’t you love saying the word, but I wonder what it means? Let’s reread the sentences around it to see if we can figure out what it means”.** (reread a few sentences before and after the word) **“Any ideas?”** (let the students share their ideas) **Let’s see if that makes sense.” (try the words the student gave you) “Yes that makes sense and that is what \_\_\_\_ means. “Let’s add it to our word collector/ word wall.” Today when you are doing your independent reading try tuning into 2 or 3 interesting words and add them to your word collector/ reading notebook so you can use them later in your writing.”**  Add strategy card to the CAFE menu board under Expanding Vocabulary  **Advanced Readers - Comprehension Strategy - Ask Questions Throughout the Reading Process**  Definition: Readers ask themselves questions before, during and after reading a text to keep actively engaged in reading.  Read Aloud – Introduce the strategy Ask Questions throughout the reading process.  “**Boys and girls today we are going to learn another comprehension strategy that we will add to our menu board. Have you ever asked yourself questions as you were reading a text? Well asking questions well we are reading will help us with understanding what we are reading. It helps to keep us focused and gives us a purpose for reading it also enables us to monitor our comprehension. The secret for this to help us is that we have to be able to ask questions on our own, while we are reading. Today I will model for asking questions throughout the read aloud.”**  Model for students how to ask questions throughout the read aloud that you have planned. Use think turn talk to engage them in asking and answering questions. Provide a question that they will ask as well as answer. Once students have practiced asking questions with you over a few days, then have them practice asking questions independently.  Add strategy card to CAFE menu under Comprehension. |

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| **Day Five – Fluency Strategy - Read Appropriate Level Text** |
| Definition: Students will develop fluency and comprehension in independent reading if they are engaged in successful reading, so it is important to ensure that students are reading text with 99-100 percent accuracy.  Good fit books is a lesson that we introduce in the First 25 days during the first week of school. This strategy reinforces that students need to have good fit books in order to become better readers. This strategy is important to reinforce with all students and may need to be reinforced more with those that are struggling with choosing good fit books. The teacher may need to address this in small group as well as individually.  **Suggested Prompts to reinforce this strategy:**   * **Is that a good fit book for you?** * **Show me how you know. (Students should be able to use the 5 finger rule).** * **Let’s look at you book bag, book box, (whatever you have their books in for independent reading) and you can show me your good-fit books.**   Add strategy card to the CAFE menu board under Fluency. |
| **Day Six – Comprehension Strategy- Back Up and Reread** |
| Definition: Students will go back and reread when their comprehension begins to break down**.**  Read Aloud - Introduce Backup and Reread strategy(10 Minutes*)*  ***“*Boys and girls, I am going to teach you another comprehension strategy. It is called Back Up and Reread. You might already know this strategy. Let me show you how I use it when I am reading. When I was reading to you and I got to the end of this section, I used the comprehension strategy Check for Understanding. I couldn’t remember what I’d read, so now I’m going to turn back to the beginning of this section and reread it. The secret to making this strategy work is that I have to really pay attention to what I am reading. Sometimes I need to slow down and back up to read it more slowly so I can really think about the meaning.**  Reread the section again, this time more slowly while enunciating the words clearly.  ***“*Class, I just reread the section. Now I will try my other strategy of Check for Understanding to see if backing up and rereading helped me understand what I read. Let’s see, I just read that . . . . Wow, Back Up and Reread helped me remember what I just read.**  **“Think about it: I just used two of the strategies together to help me remember my reading. I started with Check for Understanding. When I couldn’t remember what I’d read, I backed up and reread the section and then checked for understanding again, and I could remember what was happening in the story.”**    ***“*Boys and girls, I am going to add this strategy to our CAFE menu right here under Comprehension. When you are reading today and you don’t remember what you read, try the strategy of Back Up and Reread and see if it will work for you.”**  Add strategy card to the CAFE menu under Comprehension. |

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| **Day Seven – Accuracy Strategy – Use the Pictures…Do the Words and Pictures Match** |
| Definition: Using photos, illustrations, graphs, maps, and charts to help with understanding the text and confirm that the words being read make sense.  **Read Aloud – model how to use illustrations in the book to help with your understanding of what is being read.**  **“Today boys and girls I am going to share another accuracy strategy with you that will help you read words and make sure that the words you are reading make sense in order to help you understand what you are listening to or reading.”** (Begin reading stop on a page with a specific picture that you can use to help you make sure the word(s) you are reading match or make sense.  Add strategy card to the CAFE menu board under Accuracy.  **Advanced Readers – Accuracy Strategy - Flip the Sound**  Definition: Students use their knowledge of letter sounds to decode words by flipping the different sounds a letter can make until they hear a word they recognize and makes sense.  “**Boys and Girls today we are learning another strategy to help us become better readers and a this strategy will help us read a word that we don’t know. It is called fip the sound. I will use this strategy when I read a word and it doesn’t sound right or make sense to me. When this happens I can think about all the sounds that a letter or letter combinations make and try the different sounds I know until I recognize a word I know and it makes sense. This strategy works really well with vowel sounds.”** Proceed with the read aloud and use the strategy with a word that you read incorrectly, think aloud as you use ‘flip the sound”. **“Hmmm when I read this word it didn’t sound right or make sense to me, so I need to stop and think about the sounds, especially the vowel sound, I know that the vowel in this word can say \_\_\_\_ or \_\_\_\_\_ so I used \_\_\_\_ now I am going to flip the sound and use \_\_\_\_\_. Let me try it**. (Use your hand in a flipping motion to make a kinesthetic connection and say the word correctly) **wow now I hear a word that sounds right and makes sense.”** Continue to read and plan another word that you will have the students practice using flip the sound with you then with a partner.  Add strategy card to CAFE menu under Accuracy. |
| **Day Eight** – **Review** |
| Using a teacher selected book for Read Aloud, model the comprehension strategies that are on your menu board and provide opportunities for students to practice during the read aloud as well. Turn and Talk strategy using Accountability Stems and discussion about the book. Monitor students and provide feedback.  “**Boys and girls we have learned strategies to help us when we are reading, let’s look at our CAFE Menu and review them together. What is the first strategy we learned?”** (Have a student explain or model, if appropriate, what the strategy is and explain the purpose). **What is the next strategy? (continue this procedure for all the strategies learned to this point)**  Continue to review the strategies quickly. |

| **Day Nine – Comprehension Strategy – Monitor and Fix Up** |
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| Definition: Readers stop and think if what they are reading makes sense, whether they understand what is happening in the story, or what the selection is about. If meaning breaks down, the reader has strategies to go back and fix it.  Read Aloud - Model how you use Monitor and Fix Up during your read loud.  ***“*Part of what I just read doesn’t make sense. I am going to stop and ask myself some questions to see if I can figure it out. For example:**   * **Who is this story about?** * **What is happening in this story?** * **What is the author trying to tell me?**   **Asking these questions causes me to stop and think about what I am reading.**  **“If after I have monitored or thought about what I was reading I am still lost or can’t figure it out, I either reread the selection and try a fix-up strategy or I read on and try stopping again later in the passage. If it still doesn’t make sense after the second attempt, I will have to ask someone for clarification or choose a book that is more appropriate to my level.”**  Some fix-up strategies readers use:   * Stop and think about what I have read so far. * Reread the text while thinking carefully. * Read on to see whether the information becomes clear. * Ask for help.   Add strategy card to CAFE menu under Comprehension.  **Advanced Readers - Comprehension Strategy - Ask Questions Throughout the Reading Process**  Definition: Readers ask themselves questions befroe, during and after reading a text to keep actively engaged in reading.  Read Aloud – Introduce the strategy Ask Questions throughout the reading process.  “Boys and girls today we are going to learn another comprehension strategy that we will add to our menu board. Have you ever asked yourself questions as you were reading a text? Well asking questions well we are reading will help us with understanding what we are reading. It helps to keep us focused and gives us a purpose for reading it also enables us to monitor our comprehension. The secret for this to help us is that we have to be able to ask questions on our own,  While we are reading. Today I will model for asking questions throughout the read aloud. “  Model for students how to ask questions throughout the read aloud that you have planned. Use think turn talk to engage them in asking and answering questions. Provide a question that they will ask as well as answer. Once students have practiced asking questions with you over a few days, then have them practice asking questions independently.  Add strategy card to CAFE menu under Comprehension. |

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| **Day 10 Fluency Strategy – Reread Text** |
| Definition: Students reread a text several times in order to build fluency, which means reading it smoothly, accurately and with expression.  “**Today boys and girls we are going to learn another fluency strategy called reread text that will continue to help us grow as readers”. (Select a book that is short that you can model rereading the text, start reading it at a slower pace than faster as you reread, this will model what they should be doing to work on fluency during independent reading).**  Add strategy card to the CAFE menu board under Fluency. |
| **Day Eleven – Fluency Strategy – Practice Common Sight Words and High Frequency Words** |
| Definition: Words that students recognize at first sight, these are most commonly used words English that are found in reading. Many of these words are irregular, once readers remember these words they can read them quickly and understand what they read.  Introduce between 5 -10 words each week during phonics/word study and place them in the word work station so students can practice them as well as make connections to them during small group and at other times during the day. |
| **Day Twelve – Review** |
| Using a teacher selected book for Read Aloud, model the strategies that are on your menu board and provide opportunities for students to practice during the read aloud as well. Turn and Talk strategy using Accountability Stems and discussion about the book. Monitor students and provide feedback.  Review each strategy quickly.  “**Boys and girls we have learned several strategies to help us when we are reading, let’s look at our CAFE Menu and review them together. What is the first strategy we learned?” (have a student explain or model, if appropriate, what the strategy is and explain the purpose). What is the next strategy? (continue this procedure for all the strategies learned to this point).** |

| **Day Thirteen – Comprehension Strategy – Make a Picture or Mental Image** |
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| Definition: When readers listen to or read a text, they can create pictures in their mind, when readers visualize what is happening in the story they are able to remember and understand what the story was about.  When teaching students to make pictures in their mind before, during, and after reading, we start by explaining how pictures help students remember what they are reading:   * By thinking about what they know about the text before they read; * By using sensory details to create mental pictures; * By looking back at the pictures in their brains after the story to remember what has happened.   Read Aloud - model how we make pictures in our mind and ask students to do the same during our read-aloud, with partners and independently.  **Suggested prompts to use with students:**   * ***“*What do you see in your mind as I read this selection?”** * **“Take the information I am reading and make it into a movie. Pretend you are at the theater and watching the story.”** * **“Can you see yourself in this selection?”** * **“If you could see a picture in your mind, what would it look like?”** * **“Which details helped create a picture in your mind?”** * **“Before you begin the story, make a picture in your mind of what you have seen before that may be in the selection.”**   Add strategy card to the CAFE menu board under Comprehension**.**  **Advanced Readers – Comprehension Strategy Infer and Support with Evidence**  Definition: Using their background knowledge, clues from the text, illustrations, and captions the reader figures out what the author is saying even though it isn’t explicitly stated in the text.  This is a difficult strategy for many students. Before using this strategy with a piece of text start by reading some statements that will help students understand what an inference is.  “**Boys and girls today we are going to learn how we infer all throughout the day, not just while reading. We are going to play a game called What Can you Infer? I have some statements that have clues in them about what is happening, however some important information is missing. We are going to see if we can figure out the meaning behind the statements. Read the statement and then write down all the clues while you are thinking out loud. ‘I think that \_\_\_\_\_\_\_\_\_.’ Do you agree? Tell me why.”** After you have modeled one with the class have them work in pairs, you will read the statement and the student that has been designated as going first will give the clues and what he/she thinks is happening, switch roles. Have the students practice several time. At the end of the lesson tell students to remember to always use the clues from the text, illustrations or captions and their background knowledge in order to infer what is happening in the text. Continue to use this strategy as you work on inference during your read aloud lessons.  Add strategy card to CAFE menu under Comprehension.  **Advanced Readers – Accuracy strategy Chunk Letters and Sounds Together**  Definition: Students will chunk letters and sounds together within a word to help them decode words more accurately and efficiently.  Before the lesson determine 3 to 5 words where you can stop and use this strategy in the read aloud.  “**Boys and girls today we will learn how to read words that may seem too difficult because they have several parts. This strategy is when we chunk letters and sounds together. When we use this strategy we will want to look for things we already know, such as prefixes, suffixes, small words within the word, blends or digraphs that we already know.”** When modeling use a frame such as a piece of cardboard that has the center cut out or a fly swatter with part of the middle cut out. Proceed with the lesson during your read aloud.  Add strategy card to the CAFE menu board under Accuracy. |

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| **Day 14 – Expanding Vocabulary Strategy – Use Pictures, Illustrations and Diagrams** |
| Definition: Readers use pictures, illustrations, and diagrams to help gain understanding of words and text. They use the text, their back ground knowledge of what they are reading and at times infer in order to understand what they are reading.  This strategy works well when students are engaged with informational text/nonfiction text**.**  **“Today we are learning a strategy that will help us expand our vocabulary by using pictures, illustrations or diagrams. Boys and girls today I am going to read \_\_\_\_\_\_\_\_\_\_. When I read today I will model how I will use the picture to help me with understanding what I read.** (stop at a selected word that is supported by the picture and state the strategy you are going to use) **“I am going to look at this picture to see if I can figure out what this word means.” I think this word means \_\_\_\_\_\_ from what I can see in the picture and what I know about \_\_\_\_\_. I am going to add this word to my word collector/reading notebook to use later.”**  Add strategy card to the CAFE menu board under Expanding Vocabulary. |
| **Day Fifteen – Review** |
| Using a teacher selected book for Read Aloud, model the strategies that are on your menu board and provide opportunities for students to practice during the read aloud as well. Turn and Talk strategy using Accountability Stems and discussion about the book. Monitor students and provide feedback.  Review each strategy quickly.  “**Boys and girls we have learned several strategies to help us when we are reading, let’s look at our CAFE Menu and review them together. What is the first strategy we learned?” (have a student explain or model, if appropriate, what the strategy is and explain the purpose). What is the next strategy? (continue this procedure for all the strategies learned to this point).** |

| **Day Sixteen – Accuracy Strategy – Use Beginning and Ending Sounds** |
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| Definition: Students use the beginning sounds as well as the sounds at the end of the word when reading a word.  (May consider using a nursery rhyme, big book, poem, etc when teaching this strategy).  **“Boys and girls look what I have for us to read today. We have been working on several strategies that we can use when listening to a story or reading the story and we are going to learn another strategy today that will help us read words. This is nursery rhyme, have any of you heard a nursery rhyme before? We are going to read this one together. I am going to start by showing you the strategy we are learning today. Let me see the first word starts with (name the letter) I know that the letter \_\_\_ says / /. The next letter is \_\_\_ and I know that \_\_ says / /.”** (Continue this process with the other letters in the word).” **Let me see look at the end of this word. It ends with \_\_\_ and I know that \_\_\_ says / /. I need to remember to look at the end of the word so I will read it correctly and now I am going to blend the sounds together which is another strategy we will learn more about later to read the word.”** (model how to blend the sounds and read the word).Continue with additional words in the title or on the page.  Add strategy card to the CAFE menu board under Accuracy.  **Advanced Readers – Accuracy strategy Chunk Letters and Sounds Together**  Definition: Students will chunk letters and sounds together within a word to help them decode words more accurately and efficiently.  Before the lesson determine 3 to 5 words where you can stop and use this strategy in the read aloud.  **“Boys and girls today we will learn how to read words that may seem too difficult because they have several parts. This strategy is when we chunk letters and sounds together. When we use this strategy we will want to look for things we already know, such as prefixes, suffixes, small words within the word, blends or digraphs that we already know.”** When modeling use a frame such as a piece of cardboard that has the center cut out or a fly swatter with part of the middle cut out**.** Proceed with the lesson during your read aloud.  Add strategy card to the CAFE menu board under Accuracy. |
| **Day Seventeen – Comprehension Strategy – Retell the Story** |
| Definition: Restating the story with key points told in sequence. Characters, setting, problems, solution or the main ideas of the text are included in the retelling. This requires students to retell what is important without telling too much.  Before beginning this lesson you will need a small piece of rope knotted 8 times, each knot will represent one part from the story as you model retelling. Then read the story, after you have read the story use the retelling rope and retell the story.  Suggested language to use:   * http://3.bp.blogspot.com/-JR52VZQEmn4/T5y4Amqd_BI/AAAAAAAABL8/uHVcmKG9E_I/s640/Screen+shot+2012-04-29+at+3.39.21+PM.pngWho are the characters? * What problem did the main characters experience? * http://jp7.r0tt.com/t_d53ee1f0-e1e9-11e1-9389-93576e700007.jpgHow was the problem solved? * How did the story end? * What happened first, next and last?   Add strategy card to the CAFE menu board under Comprehension.  **Advanced Readers – Comprehension Strategy Predict What will Happen; Use Text to Confirm**  Definition: Readers tell what they think will happen in the story and confirm with text evidence.  When modeling this strategy be sure to model the following three steps that will help students be successful with the strategy.   * Look at the details in the selection. * Decide what will happen next based on details and background knowledge. * Look back and check to make sure the prediction was accurate, confirm with text evidence.   “**Boys and girls today we are adding another strategy that will help us become better readers. When we read this story today I will model for you how to predict will happen based on the details in the story as well as use my background knowledge. I will then look back and check to ensure that my prediction is accurate and find text evidence that will support my prediction.”** Begin reading the story that you have planned for the read aloud, be sure to have places marked where you will stop and make a prediction. **“After I read what is happening on this page I can predict that \_\_\_\_\_\_\_\_\_\_\_\_ because I know that \_\_\_\_\_\_\_ from my background knowledge and I used the words in the text \_\_\_\_\_\_. I am going to keep reading to see if my prediction is accurate. Wow, when I look back at what I already read and the clues I used plus my background knowledge and my prediction was accurate.”** Continue to model and have students practice the strategy.  Possible questions that you may use during the lesson:   * What do you think will happen based on your information? * What clues are you using to state your prediction? * What kind of clues did you use when making your prediction? Pictures, words or background knowledge?   Add strategy card to CAFE menu under Comprehension. |

| **Day Eighteen – Review** |
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| Using a teacher selected book for Read Aloud, model the strategies that are on your menu board and provide opportunities for students to practice during the read aloud as well. Turn and Talk strategy using Accountability Stems and discussion about the book. Monitor students and provide feedback.  Review each strategy quickly.  “**Boys and girls we have learned several strategies to help us when we are reading, let’s look at our CAFE Menu and review them together. What is the first strategy we learned?” (Have a student explain or model, if appropriate, what the strategy is and explain the purpose). What is the next strategy? (continue this procedure for all the strategies learned to this point)** |

| **Day Nineteen Expanding Vocabulary Strategy – Use Word Parts to Determine Word the Meanings of Words** |
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| Definition: Use word parts such as prefixes, suffixes, origins, abbreviations, etc. to determine meaning of words.  Introduce this during phonics/word study lesson.  Choose a word part that you will focus on during your phonics/word study time in your literacy block. Introduce the word part, define the word part and how it affects the meaning of the word, write examples of the word part in real words on an anchor chart, discuss the meaning of each word and the effect it has on it, infer the meaning of the word, invite students to add their own words to the anchor chart that they may encounter during independent reading, discuss the words that students add to the chart and infer the meaning of the word. Students should be encouraged to use the words in their own writing.  **“Boys and girls today we are going to learn another strategy to help us expand our vocabulary. We are going to look at parts of words to help us read and understand the word.” Today we are going to focus on \_ing. When you add \_ing to the end of a word it lets us know what a character is doing or what is happening, shows the action in the text we are reading. (the anchor chart would have \_ing at the top with two words under it) the first word is jumping, if I take \_ing off I still have the word jump, which means is a verb, so I know that when you add \_ing it shows what is happening now, so I can infer that the word jumping means that is what is happening now. When you are reading today look for words that end with \_ing and write them on a sticky note to place on the anchor chart. When we come together at the end of the literacy block to our gathering place we will quickly discuss some of the words that were added.”** |

| **Day Twenty– Review** |
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| Using a teacher selected book for Read Aloud, model the comprehension strategies that are on your menu board and provide opportunities for students to practice during the read aloud as well. Turn and Talk strategy using Accountability Stems and discussion about the book. Monitor students and provide feedback.  Review each strategy quickly.  “**Boys and girls we have learned several strategies to help us when we are reading, let’s look at our CAFE Menu and review them together. What is the first strategy we learned?” (Have a student explain or model, if appropriate, what the strategy is and explain the purpose). What is the next strategy? (Continue this procedure for all the strategies learned to this point).** |

| **Day Twenty One Expanding Vocabulary Strategy – Ask Someone to Define the Word for You** |
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| Definition: Students ask someone to tell them what a word means when they have a question about its meaning.  **“Boys and girls today we are going to talk about another strategy you may use to expand your vocabulary. We are going to talk about how to ask someone to define the word for you. You think that is easy right and that you do not have to do much work, well it is a easy way to learn what a word means however you have to ask a person that you know will know the word and you have to use one of these three questions when you ask,**   * **What does this word mean?** * **What is the word like?** * **What are some examples of this word being used in a sentence?**   **Once you have your answer then you will go back to your text and try it by reading the text and substituting the definition that you were given for the word, read the text again using the definition, or asking if the definition makes sense in the sentence.”**  Add strategy card to the CAFE menu board under Expanding Vocabulary. |
| **Days Twenty Two thru Day Twenty Five - Review** |
| Using a teacher selected book for Read Aloud, model two to three strategies that are on your menu board and provide opportunities for students to practice during the read aloud as well. Turn and Talk strategy using Accountability Stems and discussion about the book. Monitor students and provide feedback. Review each strategy quickly.  “**Boys and girls we have learned several strategies to help us when we are reading, let’s look at our CAFE Menu and review them together. What is the first strategy we learned?” (Have a student explain or model, if appropriate, what the strategy is and explain the purpose). What is the next strategy? (Continue this procedure for all the strategies learned to this point).**  Another option would be to choose one of the strategies that are for advanced readers to introduce, if appropriate, or to use the additional accuracy strategies listed below. **These are additional strategies that you may choose to introduce based on the needs of your students**  **Additional Accuracy Strategies for Advanced Readers – Skip the Word, Then Come Back and Trade a Word/Guess a Word That Makes Sense**  Definition: Skip the word is when students come to a word they do not know, they skip over the word until they come to the end of the sentence or passage. Then the student backs up and reads the sentence again using the first letter or letters of the skipped word as well as their context clues to decode the word.  Before the lesson prepare the text that you are using by covering up one or two words with a sticky note. Consider using a Big Book, chart, or copy of the text projected electronically.  **“Boys and girls today we are going to learn a strategy that will help us when we come to a word we do not know. It is called skip the word, then come back. Let’s look at the text, watch and listen as I model how to use this strategy.” (Read the sentence skipping the covered word and then uncover the first letter of the word and model how to use the first letter and the context clues within the text to figure out the word. Be sure to provide practice opportunities for the students) “Let’s review what I did when I used this strategy, I skipped the word and read the rest of the sentence. “Did I keep reading the rest of the text? (students will respond no) What did I do?” (Have students explain that you stopped at the end of the sentence then went back and used the first letter of the word and context clues to figure out the word.)**  Add strategy card to the CAFE menu under Accuracy.  Definition: Trade a word/guess a word is when students encounter words they do not know, but they understand the gist of the text, they insert a word that makes sense in place of the unknown word.  Before the lesson prepare the text that you are using by covering up one or two words, leave the first letter showing, with a sticky note. Consider using a Big Book, chart, or copy of the text projected electronically.  **“Boys and girls today we are going to learn a strategy that will help us when we come to a word we do not know, however we understand what we are reading. It is called trade/guess a word that makes sense. Let’s look at the text, watch and listen as I model how to use this strategy.” (Read the sentence replacing the covered word with a word that begins with the same letter and model how to also use the context clues to use a word that would make sense. Continue to read the sentence to clarify that it makes sense. Be sure to provide practice opportunities for the students) “Let’s review what I did when I used this strategy, I looked at the first letter and traded/guessed a word based on context clues, once I had the word I read the rest of the sentence to clarify that it made sense.”**  **Provide opportunities for students to practice the strategy. Guide the students by saying “Look at the first letter: what word would make sense in this sentence that begins with the same letter, what are some context clues that would help you?**  Add strategy card to CAFE menu under Accuracy.  Begin scheduling individual conferences to help students declare their goal that will be posted on the CAFE Menu board in the blank space under each header. |

**Determine Student Goal**s**:**

Once you have introduced these strategies and you review them consistently with the whole class you need to determine what students need to work on and help guide them to determine a goal. Here are some suggested guidelines for determining students’ strengths, and areas of need in order to determine their individual goals.

1. Assess Individual Student – this is where you are administering running records, and considering other pieces of data that will help you determine the student’s strengths and areas of need.
2. Discuss Findings with Students – begin the discussion with “tell me about yourself as a reader.” Then discuss what you noticed about them as a reader, remember to use language from the CAFE menu board.
3. Set Goal and Identify Strategies with Student - Discuss this with students by telling them that you are going to help them grow as a reader by helping them with, name one of the four headings from the CAFE menu board, ex: “I noticed that you use pictures to help you with words that you do not know which helps you understand the story. One of the things that will help you grow as a reader is to read accurately, with expression and understand what you read so your goal is Fluency.” Have a copy of the strategies that you have introduced available for each student and together you pick a strategy for them to work on.
4. Students determine their goal and places it on the Menu board – once the student has determined their goal they then write their name on a sticky note and place on the CAFE Menu Board under the appropriate heading.
5. Make notes on the conference notes form in the notebook while the student places his/her name on the CAFE menu board. Be sure to include their strengths, and goals.
6. Use information to help determine instruction to include in small groups as well as whole group.

**Student Conferences:**

Once you have determined goals and strategies conferences with students need to occur in order to check back to ensure that students are growing and moving as readers.

Here are some suggested guidelines for conducting successful conferences with you students.

1. Use a calendar to schedule conferences each day with your students. You will not see every student every day or even every other day. It is also important to realize that your students do not all need the same amount of time in a conference, you need to plan appointments based on the needs of your students, do remember not to forget your students that are performing at higher levels.
2. Prepare for the conference, review your Literacy Assessment and Instruction notebook so you know what it is you need to focus on with that child.
3. Go to the child, this means that you are going to observe and listen to the student read wherever they are in the room instead of calling them over to you. This will prevent the whole class from being disrupted.
4. Reinforce the strategy and teach – when conferring with the students it is important to take note if they can apply the strategy they are working on and then the decision of what do I do next has to be made, what do I teach this student today? This should only be about a minute in order to keep moving forward and not to give the student too much coaching. Think about what scaffolds the child needs to keep growing.
5. Observe student practicing what we reinforced or taught that was new. Listen to the student read and make modifications to the instruction as needed.
6. Plan of action – determine when you will meet with the student again to check in around the skill or strategy they are working on. It is important to look for at least 4 teaching points, this is where we have seen the student using the strategy successfully and we have made note on the students individual reading conference sheet. This will then help to determine that the student can use the strategy successfully and is ready to move on to the next strategy. You may need to meet the next day with the students that need considerable support. Make the appointment on your calendar. You may decide to meet with the student in two or three days depending on their progress.
7. Remember to encourage students and to reflect on their growth, even if it is a small step. This will motivate them to keep working. “Way to go, you are working so hard, I am noticing the improvement with your fluency, continue working hard!