**FAQs about Daily Five/Daily CAFÉ Structure**

**1. Why the Daily Five/Daily CAFÉ?**

When the Elementary Language Arts Department conducted walkthroughs in 2010-11, they observed inconsistencies in the depth and range of literacy instruction. First, data indicated an inadequate amount of time was dedicated to literacy instruction. Second, within the time allotted, there was a lack of direct, explicit literacy instruction. Finally, many students were not engaged in authentic literacy tasks that developed the stamina required for taking the Reading End-of-Grade (EOG) exam.

The Elementary Language Arts Department also noted schools where effective literacy instruction was occurring. In many of these schools, the Daily Five/Daily CAFÉ structure was in place.

In response to the data obtained from the Literacy Walkthroughs, the Elementary Language Arts Team researched frameworks for providing more effective literacy instruction and decided to recommend the Daily Five/Daily CAFÉ structure.

**2. What is the Daily Five/Daily CAFÉ?**

The Daily Five/Daily CAFÉ is a structure that includes all the components of balanced literacy instruction and fosters a common language for literacy, K-5. This structure empowers teachers to support students in becoming independent readers and writers by:

* Providing direct, explicit whole group instruction
* Reading aloud complex narrative and informational text aligned with Social Studies and Science Essential Standards
* Differentiating core instruction based on data to meet the diverse needs of all students (i.e. ELL, AIG)
* Teaching in small groups
* Conferring individually with students
* Implementing RTI Tier 2 interventions
* Engaging students in authentic literacy tasks that build stamina, demand rigor, and vary according to student need

**3. What research supports the Daily Five/Daily CAFÉ structure?**

The Daily Five/Daily CAFÉ structure includes all the key components necessary for effective literacy instruction as identified in a meta-analysis of effective reading teachers (Blair, Rupley, and Nichols, 2007) and multiple research studies conducted by Allington (2007).

It is also supported by research that goes back decades. The research base ranges from Betts’(1946) classic text on differentiated instruction, which supports matching readers with appropriate texts that they can read independently, to the more recent work of Pressley (2006) and Taylor, Pearson, Clark and Walpole(2000) who found that more effective classrooms have a combination of whole-class, small-group, and side-by-side instruction.

Finally, the CAFÉ menu consists of literacy skills and strategies that students use to read and comprehend text. These strategies fall under the five pillars of reading instruction identified on the Wake County Reading Model: comprehension, phonics and phonemic awareness (accuracy), fluency and vocabulary (National Reading Panel, 2000).

**4. How does the Daily Five/Daily CAFÉ work? What does it look like?**

When using the Daily Five/Daily CAFÉ structure, teachers gradually release the responsibility of learning to students. Students move from brief, explicit whole group lessons to engage in guided small group instruction, collaborate with peers, and/or work independently on reading and writing strategies. In order to get a picture of what it looks like on a daily basis, please see the *Daily Five/ Daily CAFÉ Literacy Block* document.

**5. How can teachers implement this structure with fidelity?**

The Elementary Language Arts Team will support initial implementation by continuing to provide Daily Five/Daily CAFÉ training at the system level. Additional opportunities for school leaders to receive Daily Five/Daily CAFÉ module training will also be provided.

C-MAPP offers weekly instructional guides to support implementation of the Daily Five/Daily CAFÉ structure.

In order to assist teachers in self-assessing their own implementation of the Daily Five/Daily CAFÉ, please see the *Daily Five/Daily CAFE* *Implementation Guide.*  This document can also be used to support PLT work and to guide both coaching and professional development planning at the school level.

**6. My school has the structure in place, but we need support with increasing rigor?**

Starting in 2012-2013, the reading instructional guides will support increased rigor. Additionally, professional development sessions for stage 2 of Daily Five/Daily CAFÉ implementation will be offered at the county and school level.

**7. How does the CAFÉ menu connect to the ELA Common Core State Standards?**

The purpose of the CAFÉ menu is to help students understand and master different strategies used by successful readers (Boushey & Moser, 2012). The purpose of the Common Core is to provide a clear framework for all teachers and students in order to prepare K-12 students for college and careers (NGA Center and CCSSO, 2011). The ELA Common Core State Standards include ALL standards that must be taught for each grade level. The CAFÉ menu focuses specifically on reading strategies. It provides a resource for students to use in tackling challenges that interrupt their reading and comprehension. Therefore, even though the CAFÉ menu is aligned with the CC State Standards, it is not all encompassing and teachers must still study the Common Core State Standards to ensure that they are teaching everything required to produce successful students.

Retrieved on April 17, 2012 from <http://www.thedailycafe.com/members/1665.cfm>

**8. The Data and Accountability Report on the Daily Five/Daily CAFÉ indicated that further investigation is needed to better assess the potential impact of this structure. What does this mean?**

The Elementary Language Arts Team will collaborate with the Data and Accountability Department to determine how we can measure the level of implementation and its impact on student achievement over time.

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