

Parent's Guide to Daily 5 and CAFE

The Daily Five is a way of structuring the reading block so every student is independently engaged in meaningful literacy tasks. These research based tasks are ones that will have the biggest impact on student reading and writing achievement, as well as help foster children who love to read and write. Students receive explicit whole group instruction and then are given independent practice time to read and write independently while the teacher provides focused, intense instruction to individuals and small groups of students.

When it is up and running smoothly, students will be engaged in the Daily Five, which are comprised of:

- **Read to Self**
The foundation for creating independent readers.
- **Work on Writing**
Provides daily writing practice and the additional support children require to become effective writers.
- **Read to Someone**
Reading with someone helps readers, especially developing readers, increase areas of comprehension, accuracy, fluency and prosody. It also increases reading involvement, attention and collaboration. What's more, children love partner reading and readily participate with books of their choosing.
- **Listen to Reading**
Listen to Reading provides pronunciation and expression models that can only come from hearing fluent and expressive examples.
- **Word Work**
During the Word Work time, students experiment with spelling patterns, memorize high-frequency words, and develop a genuine curiosity and interest in new and unique words. By playing with words, word patterns, word families, prefixes, suffixes, and so on, students hone their knowledge of words and increase their writing skills.

Students work intensely on building reading and writing stamina, learning the behaviors of the Daily 5 and fostering classroom community. Your child will be taught to select "Good Fit Books" or books they can read, understand and are interested in, which they will read during Daily 5. They will be spending most of their time actually reading, which research supports as the number one way to improve reading.

CAFE is what students study during the Daily 5 time. CAFE is an acronym for the four major components of reading:

- **C for Comprehension** – Understanding what was read.
- **A for Accuracy** – Reading the words correctly.
- **F for Fluency** – Reading accurately with expression and proper phrasing.
- **E for Expanding Vocabulary** – Knowing, learning, and using interesting words.

Students will learn reading strategies within each category. These strategies will become tools that help them become better readers and writers.

Class Participation Rubric

Student: _____

Date: _____

	Excellent (5)	Satisfactory (4)	Needs Improvement (3)	Unsatisfactory (2)
Listening	Student listens attentively and consistently follows oral directions the first time they are given.	Student mostly listens and occasionally follows oral directions the first time they are given. Student occasionally needs a reminder to refocus.	Student is often inattentive and requires additional assistance to refocus. Student often needs the directions to be repeated.	Student is regularly inattentive and requires frequent assistance to refocus. Student regularly needs directions to be repeated.
Engagement	Student is actively engaged in class and often participates in class discussion. Work is completed in a timely manner.	Student is mostly engaged in class and occasionally participates in class discussion. Student needs an occasional redirection but still completes work on time.	Student is sometimes engaged in class and sometimes participates in class discussion. Redirection is needed to complete assignments. Occasionally work is incomplete.	Student is rarely engaged in class and seldom participates in class discussion. Student needs repeated redirection and work is often incomplete.
Quality of Work	Student provides high-quality work and puts forth their best effort.	Student mostly provides high-quality work and puts forth sufficient effort.	Student provides poor quality work that typically needs to be redone. Little effort is put forth.	Student provides work that is incomplete and/or illegible. Very little effort is put forth.
Behavior	Student is respectful, has a positive attitude and doesn't complain.	Student often has a positive attitude and usually treats others with respect. Student rarely complains.	Student occasionally has a positive attitude and is somewhat respectful of others.	Student does not have a positive attitude, rarely behaves in a respectful manner and often complains.

Total Points Earned _____ x 5 = _____ (Final Grade)

Math Notebook Grading Rubric

Student:	Week of:
Visual Appearance/Organization (6) Table of Contents (2) Work is Neat and Organized (2) Headings and Dates on all Pages (2)	
Quality and Completeness (14) Work is Complete and of High Quality (7) All Items are Glued in Correct Places (2) Evidence of Following Instructions (5)	
Extras (3) Obvious Evidence of Time Invested (1) Obvious Evidence of Learning (1) Effort and Quality of Work are Exceptional (1)	
Total Score (20)* x 5 =	

*The total score is out of 20 points. You can earn up to 3 points of extra credit by investing extra time and effort into your notebook.