



## EDU566 – CAFE 2.0 Differentiating Instruction with the CAFE Literacy System

Session #5: May 17- July 8

**Online:** Online classroom located at [uiulearn.uiu.edu](https://uiulearn.uiu.edu)

### Course Syllabus

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#### INSTRUCTOR INFORMATION

**Instructor Name:** Allison Behne

**UIU Faculty Email:** Behnea@uiu.edu

**Telephone Number:** 319-601-1268 (cell)

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#### COURSE DESCRIPTION

**Course Meeting Place:** Online

**Credits:** 3

**Catalog Course Description:** A child's success in school and in life relies on the establishment of a strong foundation of literacy skills and experiences. Educators in this course learn and apply the CAFE (comprehension, accuracy, fluency, and expand vocabulary) Literacy System as an organizational framework for teaching reading. Components examined include: a protocol for instruction, the five pillars of reading, assessment to instruction, standards aligned lessons, data-driven decision making, learner diversity, brain compatible instruction, and organizing student information. This course provides practitioners with the knowledge and skills to successfully differentiate literacy instruction to meet student needs and required standards, in any setting. This course is created and approved by Gail Boushey and Allison Behne, authors of The CAFE Book.

**Prerequisites:** N/A (While it may be helpful for participants to take EDU555 prior to this course, it is not required.)

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## COURSE OBJECTIVES

By the end of this course students will be able to:

- Teach using the CAFE Menu as a visible learning tool for students
- Develop brain compatible literacy lessons aligned to curricular standards using the CAFE Instruction Protocol
- Identify constrained and unconstrained literacy strategies and their role in literacy development
- Employ data-driven decision making to identify appropriate instructional strategies to scaffold different levels of support when meeting a student's literacy needs
- Determine appropriate instructional pivots and next steps for struggling readers for before, during, and after reading
- Conduct student conferences, summarize learning, and plan next steps using the CAFE conferring notebook

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## PROGRAM/MAJOR OUTCOMES

1. Read and evaluate educational research and/or engage in a research project
3. Identify and solve problems in program finance, legal issues, distance learning, curriculum design, methods, or assessment using research

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## COURSE MATERIALS

It is the student's responsibility to make sure she/he has access to all required course materials by the start of the session.

### **Required Textbooks:**

Boushey, G., & Behne, A. (2020). *The CAFE book* (2<sup>nd</sup> ed.). Stenhouse.

### **Required Resources:**

Membership to [www.thedailycafe.com](http://www.thedailycafe.com) is required. This is available at [www.thedailycafe.com/membership](http://www.thedailycafe.com/membership). 1 year is \$69 or \$8/ month (cancellable after 3 months).

### **Recommended Resources:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, D.C.: Author.

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## COURSE SCHEDULE

Week	Topics of Study	Activities	Assessments	Due Days
Module 1	<b>CAFE Menu</b>  CAFE Menu making learning visible	Mod 1 Reading		
		Mod. 1 videos		
		Discussion 1	Online discussion rubric	
		Beliefs Reflection	See rubric	
Module 2	<b>Constrained Skills Theory</b>  CAFE Menu, standards alignment, determining what to teach	Mod 2 Reading		
		Mod 2 videos		
		Discussion 2	Online discussion rubric	
		Standards alignment	See rubric	
Module 3	<b>Instruction Protocol</b>	Mod 3 Reading		
		Mod 3 videos		
		Discussion 3	Online discussion rubric	
		Instruction protocol	See rubric	
Module 4	<b>Brain compatible teaching</b>	Mod 4 Reading		
		Mod 4 videos		
		Discussion 4	Online discussion rubric	
		Strategy lesson	See rubric	
Module 5	<b>Instructional pivots and next steps</b>	Mod 5 Reading		
		Mod 5 videos		
		Discussion 5	Online discussion rubric	
		Reflection, next steps	See rubric	

Week	Topics of Study	Activities	Assessments	Due Days
Module 6	<b>Strategy planning</b>	Mod 6 Reading		
		Mod 6 videos		
		Discussion 6	Online discussion rubric	
		Strategy 5-day plan	See rubric	
Module 7	<b>Conferring</b>	Mod 7 Reading		
		Mod 7 videos		
		Discussion 7	Online discussion rubric	
		Conference assignment	See rubric	
Module 8	<b>Putting it all together</b>	Mod 8 videos		
		Discussion 8	Online discussion rubric	
		Recorded lesson with written synthesis/reflection	See rubric	

