

GOALS ACADEMY



OUR READING WORKSHOP ENGAGES SCHOLARS THROUGH THEIR INTERESTS

Reading Workshop represents a way to teach reading that considers scholars' interests and reading levels. Although there are various models for Reading Workshop, our approach most closely aligns with what is known as Daily 5 and CAFÉ, which were developed by the Two Sisters – Gail Boushey and Joan Moser.

Daily 5 is a literacy framework that instills behaviors of independence; creates a classroom of highly engaged readers, writers, and learners; and provides teachers with the time and structure to address diverse interests and needs of scholars.

CAFÉ is an acronym for Comprehension, Accuracy, Fluency, and Expand Vocabulary. This literacy system provides teachers with a way to maximize scholars' understanding of the four key components of successful reading through the use of the CAFÉ Menu for mini-lessons, learning activities, and assessments.

Reading Workshop makes the provision of differentiation, individualization, and personalization possible in each grade level.

SEEING THE PROGRAM IN ACTION



HERE'S HOW OUR PROGRAM WORKS

This is a simplification of the way Reading Workshop looks at our school, including differences in implementation depending upon grade level. For example, systematic and explicit phonics instruction is a strong component of primary reading instruction, which is driven by the Basic Phonics Skills Test (BPST) and supported by Zoo-phonics and Learning A-Z Headsprout. Both the teacher and instructional assistant in the classroom are actively engaged with scholars during Reading Workshop.

Accessibility to Reading Materials

- Classroom libraries with fiction and nonfiction books at various readability levels
- Class sets of books in upper grades
- Access to online reading materials, including Learning A-Z
- Scholars are taught how to select "good fit" books

Daily 5 with Self-Selected Activities and Flexible Seating

- Read to Self
- Work on Writing
- Read to Someone
- Word Work
- Listen to Reading

CAFÉ Focus for Mini-Lessons and Self-Selected Activities

- Comprehension
- Accuracy
- Fluency
- Expand Vocabulary

HERE'S WHY IT'S EFFECTIVE

The more that you read, the more things you will know. The more that you learn, the more places you'll go.
—Dr. Seuss

Traditionally, well-intended educators have been so conscientious in their efforts to teach scholars to read that they have forgotten something extremely important. Scholars need to be given time to read in order to get better at reading. Richard Allington, in a study of schools¹, found that it was not unusual for children to read and write for as little as ten percent of the school day. In contrast, researchers have demonstrated that extensive reading is critical to the development of reading proficiency. Implementing Daily 5 and CAFÉ provides both structure and support.

Daily 5 increases the amount of time scholars actually read. It teaches independence, builds stamina, provides choice, and devotes time to reading and writing. The five tasks permit scholars to practice authentic literacy skills at their developmental levels through reading materials that match their interests. This contributes to the intrinsic motivation to read.

CAFÉ provides data-driven guidance for the teaching of reading skills and strategies. With the CAFÉ system, teachers:

- Establish and track the reading strengths and goals of each scholar through conferencing
- Organize assessment data to inform instruction
- Maximize the effectiveness of whole-group, small-group, and one-on-one instruction with flexible grouping
- Engage scholars in individualized goal setting and reaching
- Share a common language about reading development with scholars and colleagues

¹ 2001, ² (Krashen, 2001; Stanovich, 2000)

RESOURCES READING WORKSHOP

These links and references are just a small sample of what has inspired GOALS Academy to adopt Daily 5 and CAFÉ structure and content.

The Daily CAFÉ
www.thedailycafe.com/daily-5

Learning A-Z
www.learninga-z.com

What Really Matters for Struggling Readers: Designing Research-Based Programs by Richard Allington (2011)

The Daily 5, 2nd Edition: Fostering Literacy Independence in the Elementary Grades by Gail Boushey and Joan Moser (2014)

The CAFÉ Book: Engaging All Student in Daily Literacy Assessment and Instruction by Gail Boushey and Joan Moser (2009)

The Reading Zone, 2nd Edition: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers by Nancie Atwell and Ann Atwell Merkel (2016)

Growing Readers: Units of Study in the Primary Classroom by Kathy Collins (2004)

The Book Whisperer: Awakening the Inner Reader in Every Child by Donalyn Miller (2009)



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LEARNING, SHARING, & CARING TOGETHER

**TK-6
CHARTER
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