

LITERACY COMPONENTS

Then and Now

| <div> <div>THEN (40+ years ago)</div> <div></div> <div>NOW</div> </div> | | | | |
|-----------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| PURPOSE | We will all get through the story. | Kids must feel good about themselves. We will all get through the story with help. | Every child deserves to be taught on their level during the day. | Students learn reading strategies to access text. |
| STRUCTURE | Seat Work | Centers | Workshop | Daily 5 |
| RESOURCE | Basal One anthology | Basal One anthology Class sets of trade books | Basal anthology Trade books children could read | Basal anthology Book rooms Library books of choice |
| CLASSROOM LIBRARY | None | 100 books | Larger, leveled | Goal of over 1,000 books in each class library, organized by genre |
| GROUPING | Whole-group Leveled reading groups | Whole-group heterogeneous reading groups | Whole-group guided reading Walk to read | Whole group, small group, one-on-one |
| ACCESS TO TEXT | Round robin. Student might not be able to read the text. | Round robin. Student might not be able to read the text. | Each student reads text he or she can read. | Teach skills and strategies so student can read any text. Each student has text he or she can read independently. |