

*Shaded boxes indicate practices that remain the same.

THEN (2006)	NOW
Daily 5 and CAFE	Prepared Classroom
Our question: As we work to differentiate instruction, what are the rest of the children doing?	Our question: How do I create a class of self-managers who are successfully engaged in independent or collaborative work while I meet with small groups and confer with students?
Focus on the WHAT—five tasks students worked on during the literacy block and a menu of literacy strategies students accessed when reading and meaning broke down.	Focus on the HOW—three components (Community, Learning, Teaching) that when joined together create a set of connected practices that provide the optimal conditions for teaching and learning.
Literacy focused	Teaching and learning focused
Trust and respect are essential.	Trust and respect are essential.
Relationships are critical.	Relationships are critical.
Five tasks: Read to Self, Work on Writing, Listen to Reading, Read to Someone, Word Work	Two engagement styles to transfer learning: Independent Work and Collaborative Work
Students choose one of five tasks and work on that task for a whole session.	Students complete work toward their learning goals independently and collaboratively.
Use the 10 Steps to Teaching and Learning to teach independence.	Use the 10 Steps to Teaching and Learning to teach independence.
Routines are necessary because they build clarity and consistency.	Routines are necessary because they build clarity and consistency.
Brainstorm behaviors on the I-chart.	Provide behaviors on the I-chart.
Start Read to Self on day one.	Start relationship building and foundation lessons on day one.
Graph stamina	Graph engagement (receptive and expressive)
Three Ways to Read a Book	Three Ways to Engage with a Text

When students lose focus building stamina in the practice of a task, the whole class stops to revisit behaviors and practice.	When one or more students are actively disengaged during practice, teacher confers individually about behavior and sets behavior goals with student(s).
Brief and focused lessons that are brain compatible in length.	Brief and focused lessons that are brain compatible in length and responsive to the learner.
Explicit instruction during whole group, small group, and individual conferring.	Explicit instruction during whole group, small group, and individual conferring.
CAFE Menu with 38 most commonly used strategies that are posted when taught.	CAFE and PATH Menus as visual learning aids; strategies come from grade-level standards and student needs, and are posted when taught.
Physical conferring notebook	Physical and online conferring notebook
Start conferring with instructional conferences and small group instruction with students, keeping track of information in the conferring notebook.	Start conferring with informative quick checks and behavior check-ins. Move to instructional conferences and small group instruction when ready, keeping track of information in the conferring notebook.
Physical environment established with flexible seating.	Physical and emotional environment thoughtfully designed to be purposeful, comfortable, and work for each child's needs.
Small groups based on student needs, not levels.	Small groups based on student needs, not levels.
Focus on assessment and what we can learn from the assessments we give.	Progress monitor using assessment information along with conferencing and student work to plan instruction and next steps.
Instruction planned around the structure of setting: whole group, small group, and one on one instruction with student choice of tasks during independent work time.	Instruction planned around student needs and grade-level expectations and are delivered in the most appropriate setting for the content being taught, while students work independently and collaboratively towards their goals.
Student choice is empowering. It is provided, when appropriate, with support from the teacher.	Student choice is empowering. It is provided, when appropriate, with support from the teacher.