**LITERACY DIET ACTIVITIES FOR BEGINNING READERS**

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| **To focus on**  **FLUENCY**  **GOAL: Automatic word recognition**  **30% of instructional time** | **To Develop Fluency**   * Daily reading in independent or familiar instructional level texts * repeated readings (including timed repeated readings) * text-only copies of previously read texts * book introductions * choral and echo reading * Reader’s theater * Tape-assisted reading |
| **To focus on**  **WORD KNOWLEDGE**  (including spelling/phonics/phonological  awareness)  **GOAL: Automatic word recognition/ understand alphabetic principle**  **30% of instructional time** | **To Develop Letter-Sound Knowledge**   * Picture and word sorts * Writing sorts * Word hunts * Analogy-based activities * Decodable books   **To Develop Automaticity of High Frequency Words**   * Word banks * High-frequency word bingo * Sentence concentration * Word wall activities * Flashed words * Rasinski phrases   **To Develop Reading Strategies**   * Word analysis strategies (analogy, chunking, etc.) * Self-Questioning bookmarks * Personal readers   **To Develop Phonemic Awareness**   * + Segmenting and blending phonemes in single-syllable words   + Manipulating phonemes in single-syllable words   + Elkonin boxes   + Word Maker   + Stomp and Snap   + Beginning, Middle, End song   + Get Back in Your Pen   + Pick an Apple Off the Tree   + Head, Shoulders, Toes   + Tap to the Sounds |
| **To focus on**  **COMPREHENSION/VOCABULARY**  **GOAL: Predicting using multiple cueing systems, cross-checking, vocabulary growth**  **20% of instructional time** | **To Enhance Comprehension Development**   * DL-TA/DR-TA format for read-alouds * Use of fiction and non-fiction texts * Explicit instruction of comprehension skills, inc.   + Making predictions   + Making connections to experience, world, other books, etc.   + Building/accessing prior knowledge   + visualization * Explicit instruction of story structure   + beginning-middle-end   + problem/solution   **To Enhance Vocabulary Development**   * Explicit vocabulary instruction during read-alouds * Read-alouds and dramatic play * Concept sorts * “kid-friendly” definitions for vocabulary * Multiple interactions with words * Using “adult” vocabulary around students |
| **To focus on**  **WRITING**  **GOAL: Writing to use sounds**  **20% of instructional time** | **To Apply Word Knowledge to Writing**   * Dictated sentences to allow for application of word knowledge instruction   **To Enhance Written Language Development**   * Framed sentences * Journal writing * Writing letters * Personal thesaurus rings * Connect reading and writing   + write a prediction   + make a connection between the story and their own lives   + write something they learned from the text   + continue the story (alternative ending) |