**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
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| **To focus on** **WORD KNOWLEDGE** (including spelling/phonics/phonologicalawareness)**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
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| **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
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| **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)
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