**LITERACY DIET ACTIVITIES FOR INSTRUCTIONAL READERS**

|  |  |
| --- | --- |
| **To focus on****FLUENCY****GOAL: Speed, accuracy, and prosody****20% of instructional time** | **To Develop Fluency*** Daily reading in independent or familiar instructional level texts
* Repeated readings (including timed repeated readings)
* Paired reading
* Radio reading and poetry reading
* Choral and echo reading
* Reader’s theater
* Chunking strategies
* Fluency checklists for self-assessment
* Look for the signal
* Marking phrases
* Repeated readings with emotion cards
* Rasinski phrases with emotion cards
* Tape-assisted reading
 |
| **To focus on** **WORD KNOWLEDGE** (including spelling/phonics/phonologicalawareness)**GOAL: Automatic word recognition/ understand pattern and meaning layer of orthography****20% of instructional time** | **To Develop Letter-Pattern Knowledge*** Word sorts
* Writing sorts
* Word hunts
* Analogy-based activities

**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 focus on****COMPREHENSION/VOCABULARY****GOAL: Strategies for reading comprehension****40% 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
	+ Self-monitoring
	+ Questioning
	+ Making inferences
	+ Summarizing
* Explicit instruction of story structure
	+ characters, setting, problem, events, solution
	+ expository structures (cause/effect, compare/contrast, etc.)
* Before, during, after format for comprehension instruction
* Silent reading in instructional-level texts
* Graphic organizers (esp. for content texts)

**To Enhance Vocabulary Development*** Explicit vocabulary instruction during read-alouds and reading instruction
* Concept sorts
* “Kid-friendly” definitions for vocabulary
* Multiple interactions with words
* Explicit, indirect vocabulary instruction (using context clues and reference materials)
* Personal dictionaries
* Using “adult” vocabulary around students
 |
| **To focus on****WRITING****GOAL: Express ideas in writing****20% of instructional time** | **To Enhance Written Language Development*** Framed paragraphs
* Journal writing
* Summaries of stories
* Character studies
* Inquiry charts
* 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)
* Writing process instruction
* Revision and editing checklists
* Genre-based writing instruction
* Free writing
 |