**LITERACY DIET ACTIVITIES FOR INSTRUCTIONAL READERS**

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| **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/phonological  awareness)  **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 |