

Kindergarten Literacy Activities by Component

General Component	Activities & Materials: To Use Across Grouping Formats	Center Activities
Phonological Awareness (P.A.)	<ul style="list-style-type: none"> • Cycle through previous skills while also introducing new skills following a scope and sequence • FCRR picture sorts & pocket chart • Sort objects • Kinesthetic movements while practicing skills with teacher 	<ul style="list-style-type: none"> • Pocket chart sorting / matching games with picture cards (FCRR has these for almost all PA skills) • Whisper phone games (e.g., one student says word into whisper phone while other student listens, then this student whispers sounds of words back into phone for other student to count) • Object sorts (sort by first sound, last sound, rhyming objects, etc.) • Matching / memory games with picture cards (matching rhyming words, words with the same first sound, etc.)
Phonics	<ul style="list-style-type: none"> • Follow scope and sequence (whole & small group) • Use sound-spelling cards to scaffold student reading and spelling • Connect to handwriting instruction • Phoneme-grapheme mapping (in second semester) • Word-building games • Word / sound wall games • FCRR word sorts & other games • FCRR games or poem reading -- looking for letters / sounds / high-frequency words in text 	<ul style="list-style-type: none"> • Pocket chart sorts with letter cards or word cards • Word sorts on t-charts, magnetic boards, etc. • Read / reread decodable texts • Word / sound wall games with high-frequency words or word families • Make / build words with plastic letters, grapheme cards, grapheme tiles, etc. • Write sentences with words (high-frequency words or words with letters / letter patterns that have been taught) • Games with letter / sound / word cards (e.g., Go Fish) • Map-a-Word with a partner or small group (in second semester) • Poem or book games looking for letters / sounds / words in text
Fluency	<ul style="list-style-type: none"> • Letter names / sounds fluency games with flashcards • Word fluency games at word / sound wall • Word fluency games with flashcards • Phrase fluency games with flashcards • Partner reading with decodable texts or other texts • Echo reading with decodable texts, multiple-criteria texts, etc. • Timed readings (with decodable or multiple-criteria texts) 	<ul style="list-style-type: none"> • Games with letter / sound / word / phrase cards (timed games, races, etc.) • Word / sound wall races • Poem reading and rereading • Decodable or other text reading / rereading • Timed reading with phrases or short sentences • At listening station, listen to a text paying attention to how the person reads fluently (with expression)

General Component	Activities & Materials: To Use Across Grouping Formats	Center Activities
Vocabulary	<ul style="list-style-type: none"> • Read alouds to teach words explicitly • Imbed in P.A. and phonics instruction • Talk about definition, examples, nonexamples, synonyms, antonyms • Sort picture cards • Draw pictures of words • Use words in sentences • Turn to a partner to respond • Use graphic organizers (e.g., semantic maps, word webs) • Use sophisticated academic language and scaffold language for students (e.g., with sentence stems/ frames) 	<ul style="list-style-type: none"> • Draw pictures of vocabulary words • Write sentences with vocabulary words and then illustrate them • Look through books for “big” words to learn from the teacher • Talk with partner or in small group about stories, characters, information learned and then draw or write about what was discussed • Fill out a simple semantic map for a vocabulary word with either words or pictures • Create vocabulary book with definitions and drawings of new words (could have a book for adjectives, one for nouns, and one for verbs) • At listening station, listen to a text – follow along in book and pay attention to / write down “big” words to learn
Comprehension	<ul style="list-style-type: none"> • Use basal, authentic texts, or other texts to teach comprehension strategies • Answer questions during read alouds • Turn to a partner to discuss answers • Use graphic organizers when discussing stories & nonfiction texts • Students ask questions during and after reading of a story or informational text • Build background knowledge • Connect stories/information to prior knowledge and own experiences • Make predictions before & during reading of text • Model/practice correct retell/sequence 	<ul style="list-style-type: none"> • Complete a simple graphic organizer (e.g., story map) with words or pictures • Sequence pictures and write words to go with sequence of events • Analyze a character from a story – drawing a picture of and writing about character • At listening station, listen to a story, follow along in book, and then write/draw about favorite part of story • At listening station, listen to a text (with no book) and at certain places, stop to draw mental images in visualization log • Retell a story previously read to a partner or into a tape recorder (using the book or not using the book)
Writing	<ul style="list-style-type: none"> • Handwriting • Sentence games (e.g., sentence combining) • Use a text to model a specific writing element (e.g., ideas, organization) • Guided/shared writing with teacher focused on certain aspects of writing • Write sentences with new vocabulary words • Illustrate writing pieces • Mini-lesson on specific writing element • Journal writing 	<ul style="list-style-type: none"> • Handwriting practice • Sentence games (e.g., anagrams) • Write sentences with and/or illustrate vocabulary words • Work on a writing piece to publish (e.g., a class-prepared book, their own narrative) • Finish work on mini-lesson from whole-group lesson • Write to a prompt (e.g., describe a character, describe a setting, finish a story) • Read writing to partner(s) • Edit/revise your or partner’s writing • Write in journal on topic of choice

1st Grade Literacy Activities by Component

General Component	Activities & Materials: To Use Across Grouping Formats	Center Activities
Phonological Awareness (P.A.)	<ul style="list-style-type: none"> • Cycle through previous skills while also introducing new skills following a scope and sequence • Focus on more complex P.A. skills – phoneme blending, segmenting, and manipulation (e.g., deletion) • FCRR picture sorts & pocket chart • Sort objects • Kinesthetic movements while practicing skills with teacher 	<ul style="list-style-type: none"> • Pocket chart sorting/ matching games with picture cards (FCRR has these for almost all PA skills) • Whisper phone games (e.g., student says word into whisper phone while other student listens, then this student whispers sounds of word back into phone for other student to count) • Object sorts (sort by first sound, last sound, rhyming objects, etc.) • Matching/memory games with picture cards (matching rhyming words, words with the same first sound, etc.)
Phonics & Word Study	<ul style="list-style-type: none"> • Follow scope and sequence (whole & small group) • Use sound-spelling cards to scaffold student reading and spelling • Connect to handwriting instruction • Phoneme-grapheme mapping • Word-building games • Word/sound wall games • FCRR word sorts & other games • FCRR games or poem reading – look for patterns/sounds/affixes in text • Teach explicit strategy for sounding out and blending multisyllabic words • Build in discussions about history of words & rules (e.g., don't end words with "v") • Begin teaching explicitly the connection between spelling and meaning (morphology) 	<ul style="list-style-type: none"> • Pocket chart sorts with letter / word cards • Word sorts on t-charts, magnetic boards, etc. • Building words with letters or letter combinations or morphemes using plastic letters, grapheme cards, grapheme tiles, syllable cards, morpheme cards, etc. • Read/reread decodable texts • Word/sound wall games • Write sentences with words (high-frequency words or words with letters/letter patterns that have been taught) • Games with letter/sound/word cards (e.g., Go Fish) • Map-a-Word with a partner or small group • Poem or book games looking for letters/sounds/words in text • If you leave words up on board from your whole-group phonics lesson, then students can play games with these words
Fluency	<ul style="list-style-type: none"> • Letter names/sounds fluency games with flashcards • Word fluency games at word/sound wall • Word fluency games with flashcards • Phrase fluency games with flashcards • Partner reading with decodable texts, multiple-criteria texts, etc. • Echo reading with decodable texts, multiple-criteria texts, etc. • Timed readings (with decodable or other texts) 	<ul style="list-style-type: none"> • Games with letter/sound/word/phrase cards (timed games, races, etc.) • Word/sound wall races • Poem reading and rereading • Decodable or other text reading/rereading • Timed reading with phrases or short sentences • Timed readings with decodable or other texts • Reader's Theatre • At listening station, listen to a story paying attention to how the person reads fluently (with expression) • Graph fluency progress using either bar or line graph

General Component	Activities & Materials: To Use Across Grouping Formats	Center Activities
Vocabulary	<ul style="list-style-type: none"> • Read alouds to teach words explicitly • Imbed in P.A. and phonics instruction • Talk about definition, examples, nonexamples, synonyms, antonyms • Sort picture cards • Draw pictures of words • Use words in sentences • Turn to a partner to respond • Use graphic organizers (e.g., semantic maps) • Teach meanings of affixes, roots, etc. • Use sophisticated academic language and scaffold language for students (e.g., with sentence stems / frames) 	<ul style="list-style-type: none"> • Draw pictures of vocabulary words • Write sentences with vocabulary words and then illustrate them • Look through books for “big” words to learn from the teacher • Talk with partner or in small group about stories, characters, information learned and then draw or write about what was discussed • Fill out semantic map for a vocabulary word with either words or pictures • Create a vocabulary book with definitions and drawings of words learned (could have a book for adjectives, one for nouns, and one for verbs) • At listening station, listen to text – follow along in book and pay attention to / write down “big” words to learn
Comprehension	<ul style="list-style-type: none"> • Use basal, authentic texts, or other texts to teach comprehension strategies • Answer questions during read alouds • Turn to a partner to discuss answers • Use graphic organizers when discussing stories & nonfiction texts • Students ask questions during & after reading story or informational text • Build background knowledge • Connect stories / information to prior knowledge and own experiences • Make predictions before & during reading • Figure out main idea of simple text • Model and practice retelling and sequencing correctly • Practice distinguishing cause & effect 	<ul style="list-style-type: none"> • Complete a simple graphic organizer (e.g., story map, content web) with words or pictures • Sequence pictures and write words / sentences for sequence of events • Analyze a character from a story – drawing a picture of and writing about character • At listening station, listen to a text, follow along in book, and then write / draw about favorite part of text • At listening station, listen to a text (with no book) and at certain places, stop to draw mental images in visualization log • Retell a story previously read to a partner or into a tape recorder (using the book or not using the book) • Draw picture / write sentence of main idea of text read aloud during whole / small group
Writing	<ul style="list-style-type: none"> • Handwriting • Sentence games (e.g., sentence combining) • Use a text to model a specific writing element (e.g., ideas, organization) • Guided / shared writing with teacher focused on certain aspects of writing • Write sentences with vocabulary words • Illustrate writing pieces • Mini-lesson on specific writing element • Journal writing 	<ul style="list-style-type: none"> • Handwriting practice • Sentence games (e.g., anagrams) • Write sentences with and / or illustrate vocabulary words • Work on a writing piece to publish (e.g., a class-prepared book, their own narrative) • Finish work on mini-lesson from whole group • Write to a prompt (e.g., describe a character, describe a setting, finish a story) • Read writing to partner(s) • Edit / revise your or partner’s writing • Write in journal on topic of choice

2nd Grade Literacy Activities by Component

General Component	Activities & Materials: To Use Across Grouping Formats	Center Activities
Word Study & Word Recognition	<ul style="list-style-type: none"> • Follow scope and sequence (whole & small group) • Advanced phonemic awareness (e.g., sound deleting, adding, substituting) • Use sound-spelling cards to scaffold student reading and spelling • Connect to handwriting instruction • Phoneme-grapheme mapping • Word-building games • Word wall games • FCRR word sorts & other games • FCRR games or poem reading – look for patterns/sounds/affixes in text • Teach explicit strategy for sounding out and blending multisyllabic words • Build in discussions about history of words & rules • Explicitly teach connection between spelling and meaning (morphology) 	<ul style="list-style-type: none"> • Pocket chart sorts with word cards • Word sorts on t-charts, magnetic boards, etc. • Building words with letters or letter combinations or morphemes using plastic letters, grapheme cards, grapheme tiles, syllable cards, morpheme cards, etc. • Read/reread decodable texts • Word/sound wall games • Write sentences with words (high-frequency words or words with letters/letter patterns that have been taught) • Games with word cards (e.g., Go Fish with different letter patterns/sounds) • Poem or book games looking for letter patterns/sounds/words in text • If you leave words up on board from your whole-group lesson, then students can play games with these words
Fluency	<ul style="list-style-type: none"> • Letter patterns / word family fluency games with flashcards • Fluency games at word/sound wall • Word fluency games with flashcards • Phrase fluency games with flashcards • Partner reading with multiple-criteria texts, decodable texts, etc. • Echo reading with multiple-criteria texts, decodable texts, etc. • Choral reading in teacher-led small group (choral reading in whole group is not really recommended) • Timed readings (with different texts) • Model fluent/dysfluent reading based on the fluency elements (rate, prosody, attending to punctuation, etc.) 	<ul style="list-style-type: none"> • Games with sound/word/phrase cards (timed games, races, etc.) • Word/sound wall races • Poem reading and rereading • Decodable or other text reading/rereading • Timed reading with phrases/short sentences • Timed readings with texts • Reader's Theatre • Practice reading with expression and rate each others' or own reading using a rubric (see FCRR materials for example) • At listening station, listen to text attending to how the person reads fluently • Whisper reading text in whisper phone • Partner reading (can be combined with echo and/or timed reading) • Taping self reading and listening to self (use rubric to assess own reading) • Graph fluency progress
Vocabulary	<ul style="list-style-type: none"> • Read alouds to teach words explicitly • Imbed in P.A. and phonics instruction • Talk about definition, examples, nonexamples, synonyms, antonyms • Sort picture cards • Draw pictures of words • Use words in sentences 	<ul style="list-style-type: none"> • Write sentences with vocabulary words and then illustrate them • Look through books for "big" words to learn • Talk with partner or small group about texts and then write about what was discussed using vocabulary • Fill out semantic maps, word webs, or other

General Component	Activities & Materials: To Use Across Grouping Formats	Center Activities
<i>Vocabulary (continued)</i>	<ul style="list-style-type: none"> • Turn to a partner to respond • Use graphic organizers (e.g., semantic maps) • Teach meanings of affixes, roots, etc. • Teach how to use context clues • Use sophisticated academic language and scaffold language for students (e.g., with sentence stems / frames) 	<ul style="list-style-type: none"> graphic organizers for vocabulary words • Create vocabulary book with definitions and drawings of words learned (could have a book for adjectives, one for nouns, etc.) • At listening station, listen to text – follow along & write down “big” words to learn • Write story using certain number of vocabulary words
Comprehension	<ul style="list-style-type: none"> • Use basal, authentic texts, or other texts to teach comprehension strategies • Answer questions during read alouds • Turn to a partner to discuss answers • Use graphic organizers when discussing stories & nonfiction texts • Students ask questions during and after reading of a text • Build background knowledge • Connect stories/information to prior knowledge and own experiences • Make predictions before & during reading • Figure out the main idea of simple text • Model and practice retelling and sequencing correctly • Practice distinguishing cause & effect • Use Venn diagrams to compare & contrast stories, characters, etc. • Teach/query students about coherence inferences (connecting pronouns to referents, using conjunctions and transition words to connect ideas, etc.) • Teach/examine text structures • Teach and query students about elaborative inferences (connecting to background knowledge) 	<ul style="list-style-type: none"> • Complete a graphic organizer (e.g., story map, content web, Venn diagram) • Sequence pictures and write sentences to go with sequence of events • Analyze a character from a story – drawing a picture of and writing about character • At listening station, listen to text, follow along in book, and write in response • At listening station, listen to story (with no book) and at certain places, stop to draw mental images in visualization log • Retell a story previously read to a partner or into a tape recorder (using the book or not) • Write main idea of text read aloud during whole/small group • Write questions that come to mind while reading a text or after reading a text (can post these for other students to answer) • Read a text paying attention to words/phrases that are difficult and use fix-up strategies to figure out meaning (keep track of these in a log) • Practice making predictions before and during reading a text (keep in a log) • Sort texts into fiction/nonfiction or other categories • Analyze different informational texts for supports provided (e.g., tables, pictures)
Writing	<ul style="list-style-type: none"> • Handwriting (cursive in 2nd semester) • Sentence games (e.g., sentence combining) • Use a text to model a specific writing element (e.g., ideas, organization) • Guided/shared writing with teacher focused on certain aspects of writing • Write sentences with vocabulary words • Illustrate writing pieces • Mini-lesson on specific writing element • Journal writing 	<ul style="list-style-type: none"> • Handwriting practice • Sentence games (e.g., anagrams) • Write sentences with and/or illustrate vocabulary words • Work on a writing piece to publish (e.g., a class-prepared book, their own narrative) • Finish work on mini-lesson from whole-group lesson • Write to a prompt (e.g., describe a character, describe a setting, finish a story) • Read writing to partner(s) • Edit/revise your or partner’s writing • Write in journal on topic of choice

3rd Grade Literacy Activities by Component

General Component	Activities & Materials: To Use Across Grouping Formats	Center Activities
Word Study & Word Recognition	<ul style="list-style-type: none"> • Follow scope and sequence (whole & small group) • Advanced phonemic awareness (e.g., sound deleting, adding, substituting) • Use sound-spelling cards to scaffold student reading and spelling • Connect to handwriting instruction • Phoneme-grapheme mapping • Word-building games • Word/sound wall games • FCRR word sorts & other games • FCRR games or poem reading – look for patterns/sounds/affixes in text • Teach explicit strategy for sounding out and blending multisyllabic words • Build in discussions about history of words & rules • Explicitly teach connection between spelling and meaning (morphology) 	<ul style="list-style-type: none"> • Pocket chart sorts with word cards • Word sorts on t-charts, magnetic boards, etc. • Building words with letters or letter combinations or morphemes using plastic letters, grapheme cards, grapheme tiles, syllable cards, morpheme cards, etc. • Read/reread decodable texts • Word/sound wall games • Write sentences with words (sight words or words with letters/letter patterns that have been taught) • Games with word cards (e.g., Go Fish with different letter patterns/sounds) • Poem or book games looking for letter patterns/sounds/affixes/words in text • If you leave words up on board from your whole-group lesson, then students can play games with these words
Fluency	<ul style="list-style-type: none"> • Letter patterns / word family fluency games with flashcards • Games at word/sound wall • Word fluency games with flashcards • Phrase fluency games with flashcards • Partner reading with multiple-criteria, decodable texts, etc. • Echo reading with multiple-criteria texts, decodable texts, etc. • Choral reading in teacher-led small group (choral reading in whole group is not really recommended) • Timed readings (with different texts) • Model fluent/dysfluent reading based on the fluency elements (rate, prosody, attending to punctuation, etc.) 	<ul style="list-style-type: none"> • Games with sound/word/phrase cards (timed games, races, etc.) • Word/sound wall races • Poem reading and rereading • Decodable or other text reading/rereading • Timed reading with phrases/short sentences • Timed readings with different texts • Reader's Theatre • Practice reading with expression and rate each others' or own reading using a rubric (see FCRR materials for example) • At listening station, listen to text attending to how the person reads fluently • Whisper reading text in whisper phone • Partner reading (can be combined with echo and/or timed reading) • Taping self reading and listening to self (use rubric to assess own reading) • Graph fluency progress
Vocabulary	<ul style="list-style-type: none"> • Read alouds to teach words explicitly • Imbed in P.A. and phonics instruction • Talk about definition, examples, nonexamples, synonyms, antonyms • Sort picture cards • Draw pictures of words • Use words in sentences 	<ul style="list-style-type: none"> • Write sentences with vocabulary words and then illustrate them • Look through books for "big" words to learn • Talk with partner or small group about texts and then write about what was discussed using vocabulary • Fill out semantic maps, word webs, or other graphic organizers for vocabulary words

General Component	Activities & Materials: To Use Across Grouping Formats	Center Activities
<i>Vocabulary (continued)</i>	<ul style="list-style-type: none"> • Turn to your partner to respond • Use graphic organizers (e.g., webs) • Teach meanings of affixes, roots, etc. • Teach how to use context clues • Use sophisticated academic language and scaffold language for students (e.g., with sentence stems / frames) 	<ul style="list-style-type: none"> • Create a vocabulary book with definitions and drawings of words learned (could have a book for adjectives, one for nouns, one for verbs, etc.) • At listening station, listen to text – follow along in text writing “big” words to learn • Write story using vocabulary words
Comprehension	<ul style="list-style-type: none"> • Use basal, authentic texts, or other texts to teach comprehension strategies • Answer questions during read alouds • Turn to a partner to discuss answers • Use graphic organizers when discussing stories & nonfiction texts • Students ask questions during and after reading of a text • Build background knowledge • Connect stories/information to prior knowledge and own experiences • Make predictions before & during reading • Figure out the main idea of simple text • Teach and practice summarizing in own words (connect this to main idea) • Model and practice retelling and sequencing correctly • Practice distinguishing cause & effect • Use Venn diagrams to compare & contrast stories, characters, etc. • Teach/ query students about coherence inferences (connecting pronouns to referents, using conjunctions and transition words to connect ideas, etc.) • Teach/examine text structures • Teach and query students about elaborative inferences (connecting to background knowledge) 	<ul style="list-style-type: none"> • Complete a graphic organizer (e.g., story map, content web, Venn diagram) • Sequence pictures and write sentences to go with sequence of events • Analyze a character from a story – drawing a picture of and writing about character • At listening station, listen to text, follow along in book, and write in response • At listening station, listen to story (with no book) and at certain places, stop to draw mental images in visualization log • Retell a story previously read to a partner or into a tape recorder (with the book or not) • Write main idea and/or summary of text read aloud during whole / small group • Write questions that come to mind while reading a text or after reading a text (can post these for other students to answer) • Read a text attending to words/ phrases that are difficult and use fix-up strategies to figure out meaning (keep track in a log) • Practice making predictions before and during reading a text (keep in a log) • Sort texts into fiction/ nonfiction or other categories • Analyze different informational texts for supports provided (e.g., tables, pictures) • Sort texts by text structure (compare and contrast, problem-solution, etc.)
Writing	<ul style="list-style-type: none"> • Handwriting • Sentence games (e.g., sentence combining) • Use a text to model a specific writing element (e.g., ideas, organization) • Guided/ shared writing with teacher focused on certain aspects of writing • Write sentences with vocabulary words • Illustrate writing pieces • Mini-lesson on specific writing element • Journal writing 	<ul style="list-style-type: none"> • Handwriting practice • Sentence games (e.g., anagrams) • Write sentences with/illustrate vocabulary • Work on a writing piece to publish (e.g., a class-prepared book, their own narrative) • Finish work on mini-lesson from whole-group lesson • Write to a prompt (e.g., describe a character, describe a setting, finish a story) • Read writing to partner(s) • Edit/ revise your or partner’s writing • Write in journal on topic of choice

4th Grade Literacy Activities by Component

General Component	Activities & Materials: To Use Across Grouping Formats	Center Activities
Word Study & Word Recognition	<ul style="list-style-type: none"> • Follow scope and sequence (whole & small group) • Use sound-spelling cards to scaffold student reading and spelling • Connect to handwriting instruction • Phoneme-grapheme mapping • Word-building games • Word/sound wall games • FCRR word sorts & other games • FCRR games or poem reading – look for patterns/sounds/affixes in text • Teach explicit strategy for sounding out and blending multisyllabic words • Build in discussions about history of words & rules • Explicitly teach connection between spelling and meaning (morphology) 	<ul style="list-style-type: none"> • Pocket chart sorts with word cards • Word sorts on t-charts, magnetic boards, etc. • Building words with letters or letter combinations or morphemes using plastic letters, grapheme cards, grapheme tiles, syllable cards, morpheme cards, etc. • Read/reread texts • Word/sound wall games • Write sentences with words (words with patterns that have been taught) • Games with word cards (e.g., Go Fish with different letter patterns/sounds) • Poem or book games looking for letter patterns/sounds/affixes/words in text • If you leave words up on board from your whole-group lesson, then students can play games with these words
Fluency	<ul style="list-style-type: none"> • Letter patterns / word family fluency games with flashcards • Fluency games at word/sound wall • Word fluency games with flashcards • Phrase fluency games with flashcards • Partner reading with multiple-criteria, decodable texts, etc. • Echo reading with multiple-criteria texts, decodable texts, etc. • Choral reading in teacher-led small group (choral reading in whole group is not really recommended) • Timed readings (with different texts) • Model fluent/dysfluent reading based on the fluency elements (rate, prosody, attending to punctuation, etc.) 	<ul style="list-style-type: none"> • Games with sound/word/phrase cards (timed games, races, etc.) • Word/sound wall races • Poem reading and rereading • Decodable or other text reading/rereading • Timed reading with phrases or short sentences • Timed readings with different texts • Reader’s Theatre • Practice reading with expression and rate each others’ or own reading using a rubric (see FCRR materials for example) • At listening station, listen to text attending to how the person reads fluently • Whisper reading text in whisper phone • Partner reading (can be combined with echo and/or timed reading) • Taping self reading and listening to self (use rubric to assess own reading) • Graph fluency progress
Vocabulary	<ul style="list-style-type: none"> • Read alouds to teach words explicitly • Imbed in word study instruction • Talk about definition, examples, nonexamples, synonyms, antonyms • Sort picture cards • Draw pictures of words • Use words in sentences • Turn to a partner to respond 	<ul style="list-style-type: none"> • Write sentences with vocabulary words and then illustrate them • Look through books for “big” words to learn • Talk with partner or small group about texts and then write about what was discussed using vocabulary • Fill out semantic maps, word webs, or other graphic organizers for a vocabulary words • Create a vocabulary book with definitions

General Component	Activities & Materials: To Use Across Grouping Formats	Center Activities
<i>Vocabulary (continued)</i>	<ul style="list-style-type: none"> • Use graphic organizers (e.g., semantic maps) • Teach meanings of affixes, roots, etc. • Teach how to use context clues • Use sophisticated academic language and scaffold language for students (e.g., with sentence stems / frames) 	<p>and drawings of words learned (could have a book for adjectives, one for nouns, one for verbs, etc.)</p> <ul style="list-style-type: none"> • At listening station, listen to text – follow along in book writing down “big” words to learn • Write story using vocabulary words
Comprehension	<ul style="list-style-type: none"> • Use basal, authentic texts, or other texts to teach comprehension strategies • Answer questions during read alouds • Turn to a partner to discuss answers • Use graphic organizers when discussing stories & nonfiction texts • Students ask questions during and after reading of a text • Build background knowledge • Connect stories / information to prior knowledge and own experiences • Make predictions before & during reading • Figure out the main idea of simple text • Teach and practice summarizing in own words (connect this to main idea) • Model and practice retelling and sequencing correctly • Practice distinguishing cause & effect • Use Venn diagrams to compare & contrast stories, characters, etc. • Teach / query students about coherence inferences (connecting pronouns to referents, using conjunctions and transition words to connect ideas, etc.) • Teach / examine text structures • Teach and query students about elaborative inferences (connecting to background knowledge) 	<ul style="list-style-type: none"> • Complete a graphic organizer (e.g., story map, content web, Venn diagram) • Sequence pictures and write sentences to go with sequence of events • Analyze a character from a story – drawing a picture of and writing about character • At listening station, listen to text, follow along in book, and write in response • At listening station, listen to story (with no book) and at certain places, stop to draw mental images in visualization log • Retell a story previously read to a partner or into a tape recorder (with the book or not) • Write main idea and / or summary of text read aloud during whole / small group • Write questions that come to mind while reading a text or after reading a text (can post these for other students to answer) • Read a text attending to words / phrases that are difficult and use fix-up strategies to figure out meaning (keep track in a log) • Practice making predictions before and during reading a text (keep in a log) • Sort texts into fiction / nonfiction or other categories • Analyze different informational texts for supports provided (e.g., tables, pictures) • Sort texts by text structure (compare and contrast, problem-solution, etc.)
Writing	<ul style="list-style-type: none"> • Handwriting • Sentence games (e.g., sentence combining) • Use a text to model a specific writing element (e.g., ideas, organization) • Guided / shared writing with teacher focused on certain aspects of writing • Write sentences with vocabulary words • Illustrate writing pieces • Mini-lesson on specific writing element • Journal writing 	<ul style="list-style-type: none"> • Handwriting practice • Sentence games (e.g., anagrams) • Write sentences with / illustrate vocabulary • Work on a writing piece to publish (e.g., a class-prepared book, their own narrative) • Finish work on mini-lesson from whole-group lesson • Write to a prompt (e.g., describe a character, describe a setting, finish a story) • Read writing to partner(s) • Edit / revise your or partner’s writing • Write in journal on topic of choice

5th Grade Literacy Activities by Component

General Component	Activities & Materials: To Use Across Grouping Formats	Center Activities
Word Study & Word Recognition	<ul style="list-style-type: none"> • Follow scope and sequence (whole & small group) • Use sound-spelling cards to scaffold student reading and spelling • Connect to handwriting instruction • Phoneme-grapheme mapping • Word-building games • Word/sound wall games • FCRR word sorts & other games • FCRR games or poem reading – look for patterns/sounds/affixes in text • Teach explicit strategy for sounding out and blending multisyllabic words • Build in discussions about history of words & rules • Explicitly teach connection between spelling and meaning (morphology) 	<ul style="list-style-type: none"> • Pocket chart sorts with word cards • Word sorts on t-charts, magnetic boards, etc. • Building words with letters or letter combinations or morphemes using plastic letters, grapheme cards, grapheme tiles, syllable cards, morpheme cards, etc. • Read/reread decodable texts • Word/sound wall games • Write sentences with words (words with patterns that have been taught) • Games with word cards (e.g., Go Fish with different letter patterns/sounds) • Poem or book games looking for letter patterns/sounds/affixes/words in text • If you leave words up on board from your whole-group lesson, then students can play games with these words
Fluency	<ul style="list-style-type: none"> • Letter sounds / word family fluency games with flashcards • Word fluency games at word wall • Word fluency games with flashcards • Phrase fluency games with flashcards • Partner reading with multiple-criteria, decodable texts, etc. • Echo reading with multiple-criteria texts, decodable texts, etc. • Choral reading in teacher-led small group (choral reading in whole group is not really recommended) • Timed readings (with different texts) • Model fluent/dysfluent reading based on the fluency elements (rate, prosody, attending to punctuation, etc.) 	<ul style="list-style-type: none"> • Games with sound/word/phrase cards (timed games, races, etc.) • Word/sound wall races • Poem reading and rereading • Decodable or other text reading/rereading • Timed reading with phrases or short sentences • Timed readings with different texts • Reader’s Theatre • Practice reading with expression and rate each others’ or own reading using a rubric (see FCRR materials for example) • At listening station, listen to text attending to how the person reads fluently • Whisper reading text in whisper phone • Partner reading (can be combined with echo and/or timed reading) • Taping self reading and listening to self (use rubric to assess own reading) • Graph fluency progress
Vocabulary	<ul style="list-style-type: none"> • Read alouds to teach words explicitly • Imbed in word study instruction • Talk about definition, examples, nonexamples, synonyms, antonyms • Sort picture cards • Draw pictures of words • Use words in sentences • Turn to your partner to respond 	<ul style="list-style-type: none"> • Write sentences with vocabulary words and then illustrate them • Look through books for “big” words to learn • Talk with partner or small group about texts and then write about what was discussed using vocabulary • Fill out semantic maps, word webs, or other graphic organizers for a vocabulary words • Create a vocabulary book with definitions

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<i>Vocabulary (continued)</i>	<ul style="list-style-type: none"> • Use graphic organizers (e.g., semantic maps) • Teach meanings of affixes, roots, etc. • Teach how to use context clues • Use sophisticated academic language and scaffold language for students (e.g., with sentence stems / frames) 	<p>and drawings of words learned (could have a book for adjectives, one for nouns, one for verbs, etc.)</p> <ul style="list-style-type: none"> • At listening station, listen to text – follow along in book writing down “big” words to learn • Write story using vocabulary words
Comprehension	<ul style="list-style-type: none"> • Use basal, authentic texts, or other texts to teach comprehension strategies • Answer questions during read alouds • Turn to a partner to discuss answers • Use graphic organizers when discussing stories & nonfiction texts • Students ask questions during and after reading of a text • Build background knowledge • Connect stories / information to prior knowledge and own experiences • Make predictions before & during reading • Figure out the main idea of simple text • Teach and practice summarizing in own words (connect this to main idea) • Model and practice retelling and sequencing correctly • Practice distinguishing cause & effect • Use Venn diagrams to compare & contrast stories, characters, etc. • Teach / query students about coherence inferences (connecting pronouns to referents, using conjunctions and transition words to connect ideas, etc.) • Teach / examine text structures • Teach and query students about elaborative inferences (connecting to background knowledge) 	<ul style="list-style-type: none"> • Complete a graphic organizer (e.g., story map, content web, Venn diagram) • Sequence pictures and write sentences to go with sequence of events • Analyze a character from a story – drawing a picture of and writing about character • At listening station, listen to text, follow along in book, and write in response • At listening station, listen to story (with no book) and at certain places, stop to draw mental images in visualization log • Retell a story previously read to a partner or into a tape recorder (with the book or not) • Write main idea and / or summary of text read aloud during whole / small group • Write questions that come to mind while reading a text or after reading a text (can post these for other students to answer) • Read a text attending to words / phrases that are difficult and use fix-up strategies to figure out meaning (keep track in a log) • Practice making predictions before and during reading a text (keep in a log) • Sort texts into fiction / nonfiction or other categories • Analyze different informational texts for supports provided (e.g., tables, pictures) • Sort texts by text structure (compare and contrast, problem-solution, etc.)
Writing	<ul style="list-style-type: none"> • Handwriting • Sentence games (e.g., sentence combining) • Read book focusing on specific aspect of writing (e.g., ideas, word choice) • Guided / shared writing with teacher focused on certain aspects of writing • Write sentences with vocabulary words • Illustrate writing pieces • Mini-lesson on specific writing element • Journal writing 	<ul style="list-style-type: none"> • Handwriting practice • Sentence games (e.g., anagrams) • Write sentences with / illustrate vocabulary • Work on a writing piece to publish (e.g., a class-prepared book, their own narrative) • Finish work on mini-lesson from whole-group lesson • Write to a prompt (e.g., describe a character, describe a setting, finish a story) • Read writing to partner(s) • Edit / revise your or partner’s writing • Write in journal on topic of choice