



# **SET 1: READING READINESS**

**Parts of a Book**

**Words vs. Letters & One-to-One Matching**

**Directionality & Return Sweep**

**Punctuation**

# PARTS OF A BOOK



## What to Know:

- The basic parts of a book are the front cover, back cover, spine, pages, author, illustrator, words, and pictures.
- The author writes the words. The illustrator makes the pictures.

## What to Say:

- “Before we read, can you point to the (spine, cover, title)?”
- “Do I start reading here (point to pictures) or here (point to words)?”
- “Okay, let’s start reading!” (hold book upside down and/or backwards for students to correct you)
- “The author’s name is \_\_\_\_\_. They wrote the words.”
- “The illustrator’s name is \_\_\_\_\_. They created the pictures.”

## More Information:

- Handling books and talking about parts of a book are key pre-reading skills.
- While illustrations are very valuable, students need to be taught that the words we say when we read a book are the words printed on the page.
- Move on when students can correctly identify parts of the book.

# WORDS VS. LETTERS & ONE-TO-ONE MATCHING



## What to Know:

- Students need to practice matching one verbal word that is read with one printed word on the page. This is called one-to-one matching.
- Letters make up words. Words make up sentences. When we read, we only say the words that are printed on the page.
- Practicing these skills works best with a book that has large print and/or few words on a page.
- Students need to know the alphabet and how to count to ten before practicing this skill.

## What to Say:

- “How many words are on this page?”
- Cover up the other words on the page and ask, “How many letters are in this word?”
- “Can you follow along with your finger- touching under each word as I read the story?” Point with them for extra support.

## More Information:

- It takes time, instruction, and practice to understand that groups of letters form words.
- Move on when student can correctly touch and count letters in a word and words on a page with support.

# DIRECTIONALITY & RETURN SWEEP



## What to Know:

- In English, we read from left to right. This is called directionality.
- When we get to the end of a line, we drop down and return to the beginning of the next line. This is called return sweep.
- Read slowly and touch below each word while reading. Ask the student to turn the pages as you read a familiar book aloud.

## What to Say:

- “Can you follow along with your finger, touching under each word as I read the story?” Point with them for extra support.
- “When I get to the end of the line, what word should I read next?”
- “I read the last word on this page. Where should I read next?”

## More Information:

- Students will learn how to handle books before they learn to read the words.
- Help pre-readers by pointing out that you have read the last word on a page or in a sentence. Ask the students to turn the pages.
- Move on when students can correctly track the words and turn the pages while listening to a story aloud.

# PUNCTUATION



## What to Know:

- Punctuation tells reader how to say something: inflection, emotion, and pauses.
- A period means a sentence is ending. When readers see a period they pause.
- A question mark means a sentence is a question. When readers see a question mark their voice goes up.
- An exclamation point means a sentence has a lot of emotion. When readers see an exclamation point, they read with feeling.

## What to Say:

- “Can you point to a period?”
- “Can you show me a question mark?”
- “I see an exclamation point. How should we say this sentence?”

## More Information:

- This skill takes a lot of practice to master.
- Move on when students can correctly identify basic punctuation marks.