

Page Clues

Students connect page parts to what they help readers do.

1.P.AC.1.d “Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text’s accessibility, and support the text’s purpose...”

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a	List	Title	Heading
b	Title	Story	List
c	Story	Heading	Title

2 MATCH JOBS _____

Topic	•	•	Heading
Order	•	•	Title
Part	•	•	Numbers

HOW TO RUN THIS PAGE

A calendar uses boxes in a pattern so people can find a day. Explain that writers choose page parts to help readers know where to look and what to do.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY “Listen to the question in each row. I will say the choices. Circle the page part that would help the reader most.”

ROW	SAY	STUDENTS CIRCLE
a	A reader wants to know what a page is about before reading it. The choices are list, title, and heading. Which page part would help most?	Title
b	A reader needs to follow directions in order. The choices are title, story, and list. Which page part would help most?	List
c	A reader wants to find the part about wings in an information book. The choices are story, heading, and title. Which page part would help most?	Heading

PART 2 • MATCH JOBS

SAY “Look at the three reader jobs on the left. I will read the jobs and the page parts on the right. Draw a line from each job to the page part that helps it.”

- **Topic** matches **Title**
- **Order** matches **Numbers**
- **Part** matches **Heading**

WHAT TO ACCEPT

Circle Title in row 1, List in row 2, and Heading in row 3. Match Topic to Title, Order to Numbers, and Part to Heading.