

Print Clues

Use simple print and graphic clues to talk about how authors help readers.

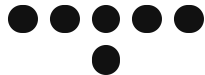
K.9.C “discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes;”

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	Frogs	8	
b		6	
c		4	

2 DRAW LINES _____

Birds	•	•	amount
12	•	•	topic
	•	•	page

HOW TO RUN THIS PAGE

Read each prompt aloud and pause for children to talk about how the mark could help a reader. Children show their thinking by circling or drawing lines. Listen for children explaining what information a printed word, a numeral, or a group of dots can give.

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 “Look at each row with me. I will read the choices, and you will circle the mark that best helps the reader.”

ROW	SAY	STUDENTS CIRCLE
a	An author makes a book about frogs. Which thing on this row could be the title that tells the book's topic? You may hear: Frogs, eight, triangle. Circle it.	Frogs
b	An author wants readers to know this is page six. Which thing on this row could help? You may hear: star, six, six dots. Circle it.	6
c	An author wants to show a group of four without using a number. Which graphic could help? You may hear: four dots, four, rectangle. Circle it.	4 dots

PART 2 • DRAW LINES

SAY “Look at the marks on the left and the words on the right. I will read them to you. Which mark can help a reader know each thing? Draw a line to match.”

- **Birds** matches **topic**
- **12** matches **page**
- **5 dots** matches **amount**

WHAT TO ACCEPT

Part 1 answers are row 1, Frogs; row 2, 6; row 3, four dots. Part 2 matches are Birds to topic, 12 to page, and five dots to amount. Accept a spoken explanation that the feature helps a reader find information.