



READING WITH PRE-READERS*

Pre-readers are acquiring the skills necessary to begin reading independently. These skills include the ability to produce and comprehend spoken language, understand letters and symbols, focus and concentrate for a period of time, and understand how print works. Exploring books together helps children become familiar with the sounds and rhythms of reading. As a PRC reader, your role is to support pre-readers' early interest in and engagement with books.

Be consistent: Develop a routine for PRC reading sessions.

Model: Children learn reading behaviors by watching adults model them.

Encourage: Children flourish when given one-on-one attention and encouragement. Listen to them carefully and focus on their effort and engagement.

RESEARCH-BASED TIPS AND TRICKS

Getting Started

- After greeting the child, allow them a few minutes to settle down.
- Read slowly enough for the child to build mental pictures of what they just heard.
- Encourage pretend reading. This provides practice and builds confidence.
- Give the child time to ask questions and encourage them to talk about the story as you progress through the book.
- Talk about the pictures as you go along, especially when reading a book with rich illustrations.

Modeling How Books Work

- Point out the title and author of the book.
- Demonstrate how books are read from left to right and top to bottom of the page.
- Do a "picture walk" by giving the child a preview, page by page, of the illustrations and asking a few questions about what might be going on in the story.

Making Reading Engaging

- Active engagement, rather than passive listening, is key to supporting early literacy.
- Have a few high-interest books ready before you greet the child and begin reading together. Be sure to include mirror books that reflect their culture and/or home language.



-
- Ask the child why they chose a particular book. What did they like about it? If they're not engaging with a book, it's okay to stop reading and select a different book.