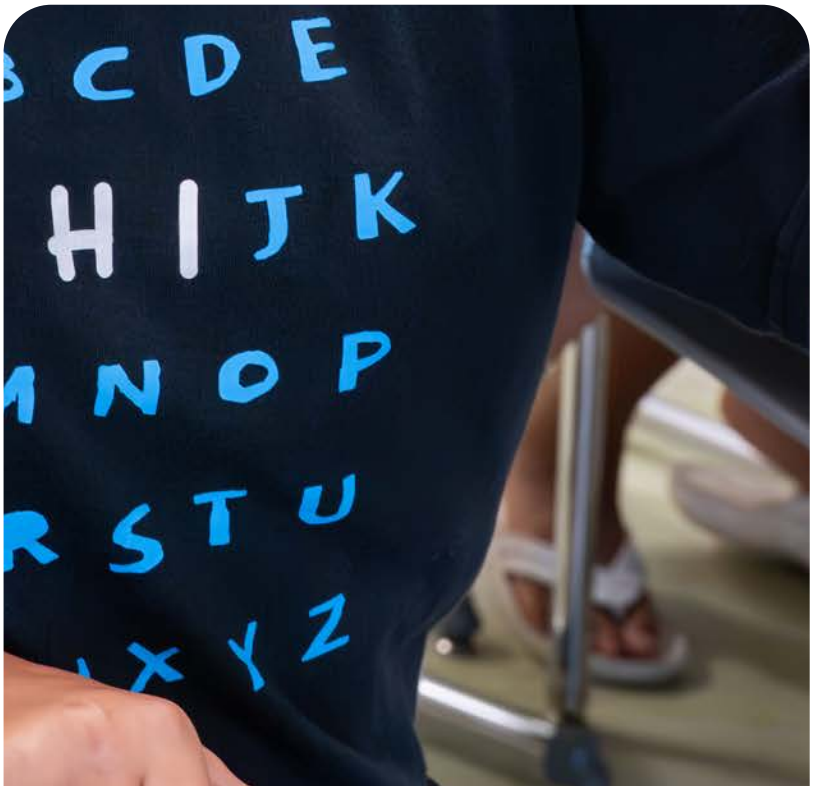


My AAC Literacy Journal

2027









prc-saltillo

United States
Australia
Canada
Germany
Singapore
United Kingdom

Literacy is for everyone.

AAC learners develop literacy skills through ongoing opportunities, explicit interventions, modeling, and authentic, fun engagement. This resource helps you turn those opportunities into meaningful literacy growth.





A heartfelt thank you to Triway Local School District for opening their doors to our group. We also appreciate the students, families, and teachers from Triway, Chippewa, and Wooster City Schools who spent the day exploring, learning, and celebrating AAC literacy with us.

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Welcome to the 2027 Edition of My AAC Literacy Journal

My AAC Literacy Journal supports emergent and conventional readers who use AAC. It's grounded in the principles of "Comprehensive Literacy for All"[1] and the Science of Reading[2] to help you provide meaningful opportunities for reading, writing, and communication through engaging, age-respectful activities. Follow the steps to create individual literacy notebooks for AAC learners to showcase their projects, monitor progress, and celebrate growth.

Maximum Learning with Flexibility and Fun

Complete the lessons in any order you choose. Guide your AAC learners to select books to read and reread. Engage them in literacy activities, adding variety with their interests in mind. Literacy development happens through varied repetition, connection, and authentic use of language. We call these routines because predictable, explicit instruction provides structure for both students and adults. Create a habit of delivering intervention in ways that are consistently meaningful and motivating.

Literacy at Home

Scan to download information for families interested in using this resource.

Multiple Ways to Access the Books

To ensure access for all learners, My AAC Literacy Journal integrates print reading with digital and multimedia support for 12 different books from three genres: fiction, nonfiction, and biographies. Read the same book multiple times with different purposes in mind. Find companion books we wrote specifically for AAC readers published on Monarch Reader™. These digital books align with target vocabulary and book themes, offering accessible text, age-respectful images and content, as well as customizable reading features. Discover read-aloud videos of each book on PRC-Saltillo's YouTube™ channel and support repeated exposure to text in your home, classroom, or therapy session.

Monarch Reader

Motivating Plans Packed with Potential

- A lesson plan with target words to model and suggested combinations to grow language
- Emergent reading and writing options that promote engagement and connection
- Conventional reading and writing activities to address comprehension, vocabulary, and writing
- Sensory and craft extensions designed to enhance skills
- QR codes that lead to even more resources

Downloads for Worksheets, Writing Templates, and Supports

You'll find downloadable resources to support learning where you see this symbol.

AAC Language Lab Downloadable Resources

[1] Karen A. Erickson & David A. Koppenhaver, *Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write* (Paul H. Brookes Publishing Co., 2020).

[2] Learn more about the research-based Science of Reading at improvingliteracy.org/resource/the-science-of-reading-an-overview/

Getting Started

1. Determine if your AAC reader is an emergent or conventional literacy learner
2. Engage your AAC reader in selecting a book to explore
3. Review the corresponding lesson plan, download resources, and gather materials
4. Pick one writing activity that fits your learner's level (caption, text message, observation, etc.)

Reduce your planning time and focus on engagement when you use the included resources (lesson plan, read-aloud, digital book on Monarch Reader, smart charts, and printable handouts).



How to write with your PRC-Saltillo device or app

How to assemble literacy notebooks for your AAC writers

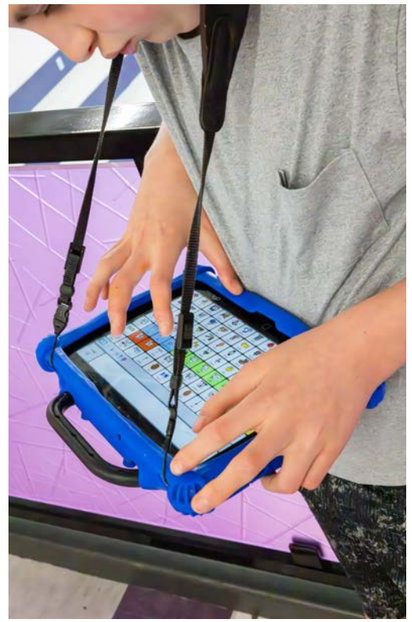
Explore examples of real student writing projects

Two Interventions, One Goal: Literacy

AAC learners progress through the same literacy stages as other students, but often require different access methods, purposeful modeling, and direct instruction to link communication, language, print, and writing. Some learners may demonstrate a mix of skills from both emergent and conventional literacy paths. Use these guiding questions to help you to select the most appropriate instructional approach. You can always tailor interventions by blending different teaching strategies (Erickson + Koppenhaver, 2020).

What Changes Between Emergent and Conventional Literacy?

In emergent literacy, communication partners prioritize interaction and meaning by modeling short phrases, building shared attention, and exploring print, letters, and sounds without pressure for accuracy. In conventional literacy, instruction shifts to comprehension and application through explicit decoding of letters to their sounds, vocabulary, and purposeful writing. In both, robust AAC access, consistent modeling, high expectations, and authentic reading and writing remain essential.



Guiding Questions: A Thoughtful Way to Choose Your Starting Intervention

Ask

- Does the learner know most letter names most of the time?
- Do they engage actively in shared reading without extrinsic rewards?
- Do they have a reliable way to communicate and interact?
- Do they understand that writing involves letters/words?

How to Use the Answers

- If no to any → prioritize emergent literacy instruction (shared reading, early writing, phonological awareness, print concepts)
- If yes to all four → prioritize conventional literacy instruction (vocabulary, comprehension, decoding, spelling, writing)
- If answers are a mix of yes and no → do a mix of the above strategies

Consider ways to incorporate activities that promote these skills when you see these symbols:



Alphabet knowledge and phonological awareness of sounds



Phonics



Self-directed reading



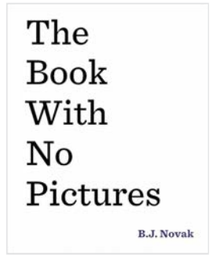
Assemble individual literacy notebooks



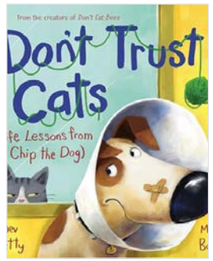
Consider how thoughtful use of AI can support AAC learners in generating images from their own vocabulary selections to create personalized visuals that serve as authentic, motivating writing prompts.

Book List

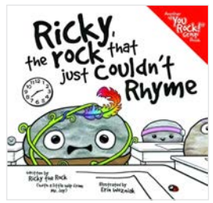
Social-Emotional Humor/Fiction



The Book with No Pictures
BJ Novak



Don't Trust Cats
Dev Petty & Mike Boldt

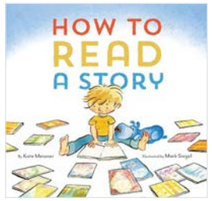


Ricky the Rock That Just Couldn't Rhyme
Mr. Jay

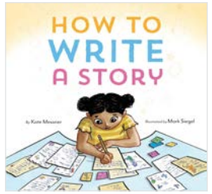


Dragons Love Underpants
Claire Freedman

Procedural Nonfiction



How to Read a Story
Kate Messner

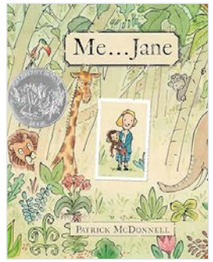


How to Write a Story
Kate Messner

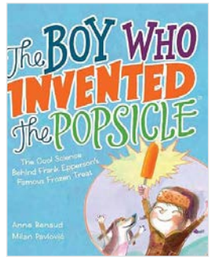
Self-Selected Reading

Let the AAC reader take an active role in choosing books that interest and motivate them.

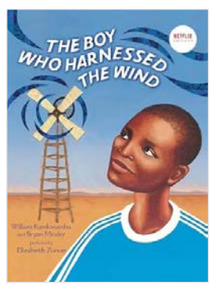
Inspiring Biographies



Me...Jane
Lauren Murphy

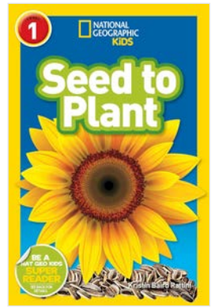


The Boy Who Invented the Popsicle
Anne Renaud & Milan Pablovic

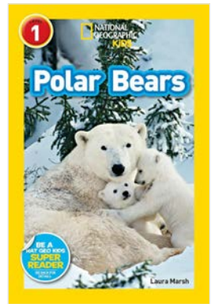


The Boy Who Harnessed the Wind
William Kamkwamba & Bryan Mealer

Informational Nonfiction



Seed to Plant
Kristin Baird Rattini



Polar Bears
Laura Marsh



Weather
Kristin Baird Rattini

The Book with No Pictures

BJ Novak

Target Words: Core: funny, say, hear, again, read, like, silly, that **Fringe:** words, sounds **Bonus:** pictures

Reading Routines

Emergent

Before: Review how to select the target words in the AAC system. Take a picture walk and discuss the image on the cover. Ask for predictions. “This cover doesn’t have any pictures. It’s hard to guess what it will be about.”

During: Model 1-2 words per page; pause and wait. Then make a connection to the AAC reader’s comment and the situation.

After: Complete a sensory/craft, writing, or interactive activity for more opportunities to model target words.

Conventional

Before: Anchor knowledge by providing background information, setting a purpose for reading and explaining key words with simple everyday words (ridiculous, serious, obey).

During: Read fluently, stopping after 3-4 pages for one model and one comment or question.

After: Apply through activities, such as story maps or main idea/details, to build vocabulary, comprehension, and writing.

When modeling, say complete sentences verbally and model only the **bold words** using the AAC system.

Emergent	Conventional
This is **funny**. It **sounds silly**. Do you want to **hear** it **again**? I’ll **read that**.	**That** is a **funny sound**. Don’t make me **read that again**! I’ll say **that funny word again**. I **like** to hear **funny words**.

Conventional Learner Stretch:

Discuss the author’s purpose. Why do you think the author left the pages blank?

Communication Partner Tip:

Verbally speak in short, complete sentences as you model words on the AAC system.

Explore samples of short-term goals

Conventional Learner Stretch:

Ask your AAC learner to write silly words that start with a specific letter or include a target sound.

Communication Partner Tip:

- Focus on being silly with sounds, not correct spelling
- Provide informative feedback, such as “Your silly word has lots of /s/sounds in it”



Writing Routine: You Say It!

This activity works for both emergent and conventional writers.

Directions:

Your AAC writer uses the alphabet keyboard on their AAC device or a lite-tech alphabet board to write silly words using random letter combinations (e.g., blopza, frintoo, wabsh). Make a silly book without pictures from these words. Read the book as your AAC writer directs the fun by telling you to “say again” or “stop.”

Sensory: Silly Sound Lab

Materials:

Bubble wrap, various types of paper, paper towel tubes, empty water bottle with dry pasta, other noise makers

Directions:

Explore funny sounds with everyday objects. Engage your learner in a sound exploration lab where they can touch, manipulate, and listen to different materials. Introduce one item at a time and pause to model language on the AAC system.



Don't Trust Cats

Dev Petty

Target Words: Core: bad, don't, feel, in, like, good, help, they **Fringe:** dog, cat(s) **Bonus:** OK

Reading Routines

Emergent

Before: Review how to select the target words in the AAC system. Take a picture walk and discuss the image on the cover. Ask for predictions. "How does the dog look?"

During: Model 1-2 words per page; pause and wait. Then make a connection to the AAC reader's comment and the situation.

After: Complete a sensory/craft, writing, or interactive activity for more opportunities to model target words.

Conventional

Before: Anchor knowledge by providing background information, setting a purpose for reading, and explaining key words with simple everyday words (confused, accept, worried).

During: Read fluently, stopping after 3-4 pages for one model and one comment or question.

After: Apply through activities, such as story maps or main idea/details, to build vocabulary, comprehension, and writing.

When modeling, say complete sentences verbally and model only the **bold words** using the AAC system.

This is about a **dog**. He says **don't** trust **cats**. You trust someone when you **feel OK** around them. The dog doesn't **feel OK** around **cats**. He thinks **they** are **bad**.

Chip says he is a **good dog**. He thinks **cats** are **bad** and doesn't **feel OK** around them. **Look** at their faces. Do **they look OK**? When does the **dog like cats**?

Conventional Learner Stretch:

Reflect on this experience. What would you do if it happened to you?

Communication Partner Tip:

- Model comments more than questions, such as "I wonder how she feels"
- Invite responses but don't demand them

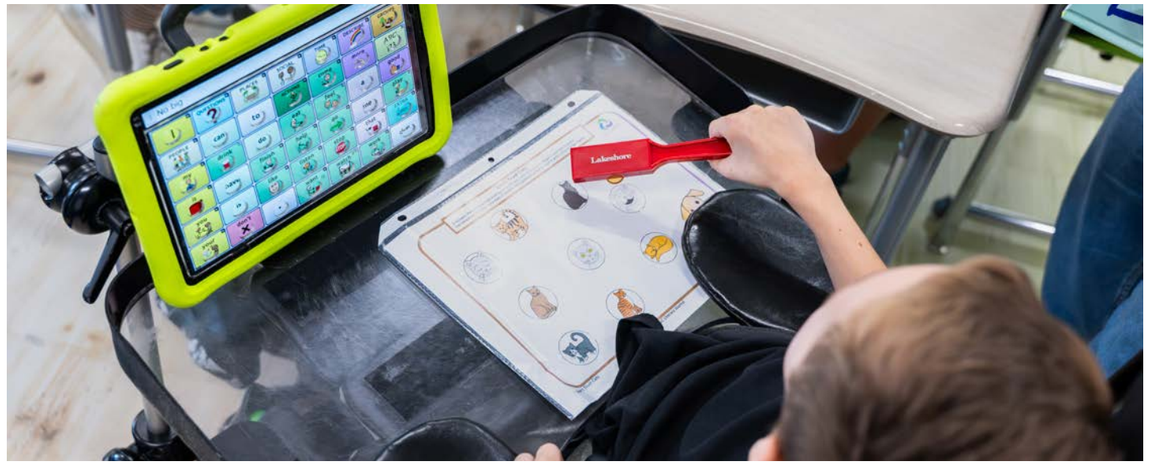
Bring the stories to life with read-aloud videos

Conventional Learner Stretch:

Support the AAC writer in rereading their message to check for meaning. If the message needs more information, invite them to add one or two words that make their idea clearer.

Communication Partner Tip:

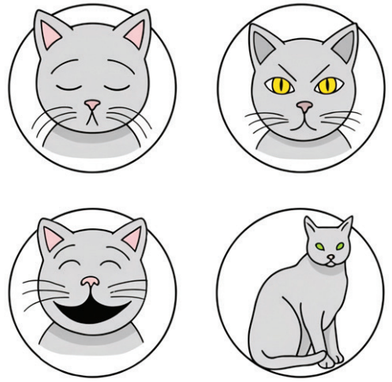
Make connections from the strings of text to the situation–don't tell the learner what to write.



Writing Routine: Text Chip

Directions:

Download the text message handout and talk about what you would tell Chip about cats. Invite your AAC learner to use letters, words, or phrases from their AAC system to write a message. Add your learner's writing to the text bubbles, then add a response from the communication partner to keep the conversation going.



Sensory/Craft: Describe the Cat

Download and laminate the handout. Player 1 describes a cat based on its size, color, and posture. Player 2 attempts to guess the correct cat. Provide more clues if needed. Once guessed correctly, mark it with a chip.

Ricky the Rock That Just Couldn't Rhyme

Mr. Jay

Target Words: Core: again, happy, he, hear, sad, same, say, what **Fringe:** rock, words **Bonus:** sound

Reading Routines

Emergent

Before: Review how to select the target words in the AAC system. Take a picture walk and discuss the image on the cover. Ask for predictions. "Where do you think they are?"

During: Model 1-2 words per page; pause and wait. Then make a connection to the AAC reader's comment and the situation.

After: Complete a sensory/craft, writing, or interactive activity for more opportunities to model target words.

Conventional

Before: Anchor knowledge by providing background information, setting a purpose for reading, and explaining key words with simple everyday words (confusing, determined, sublime).

During: Read fluently, stopping after 3 -4 pages for one model and one comment or question.

After: Apply through activities, such as story maps or main idea/details, to build vocabulary, comprehension, and writing.

When modeling, say complete sentences verbally and model only the **bold words** using the AAC system.

The **rock** is **sad**. He can't **hear** rhyming words. His friend can **hear** rhyming **words**. The **rock** can **say** them. Now **he** is **happy**.

The **rock** is **sad** because he can't **hear** rhyming words. He can **say words** with the **same** ending sounds. Ricky learned to **hear** and **say** rhyming **words**. Now **he** is a **happy rock**.

Conventional Learner Stretch:

Download the after reading discussion spinner and make connections between your AAC learner's experiences/thoughts and the story.

Communication Partner Tip:

- Respond as if communication is intentional
- Reduce demands by modeling comments more than questions

Don't forget to check out the Monarch Reader Companion Stories

Conventional Learner Stretch:

Encourage AAC learners to combine 2-3 words for each line of their poem.

Communication Partner Tip:

Do not tell the AAC learner what to say.



Writing Routine: List Poem

Materials:

Writing template, AAC learner's rock, AAC system

Directions:

Invite your AAC poet to recall words from their system to describe their pet rock.

Each word or phrase becomes one line. Aim for 5-7 lines. This simple poetry activity works for both emergent and conventional writers.

Sensory/Craft: Pet Rock

Materials:

A smooth rock, paint, brushes/sponge rollers, googly eyes, foam stickers, glue dots

Directions:

Learners decorate their rock and add googly eyes. Use the pet rocks in the writing activity.



Dragons Love Underpants

Claire Freedman

Target Words: **Core:** come, take, want, more, look, funny, big, little **Fringe:** dragon(s), underpants/underwear
Bonus: uh-oh

Reading Routines

Emergent

Before: Review how to select the target words in the AAC system. Take a picture walk and discuss the image on the cover. Ask for predictions. "What do you think this book is about?"

During: Model 1-2 words per page; pause and wait. Then make a connection to the AAC reader's comment and the situation.

After: Complete a sensory/craft, writing, or interactive activity for more opportunities to model target words.

Conventional

Before: Anchor knowledge by providing background information, setting a purpose for reading, and explaining key words with simple everyday words (disaster, protect, search).

During: Read fluently, stopping after 3-4 pages for one model and one comment or question.

After: Apply through activities, such as story maps or main idea/details, to build vocabulary, comprehension, and writing.

When modeling, say complete sentences verbally and model only the **bold words** using the AAC system.

Dragons are **funny**. They **come**. I see **big underpants**. **Dragons take** them. **Uh-oh!** Will they **take** more?	**Dragons take underpants**. They **look funny**. **Uh-oh!** They **want more** their **underpants**. **Dragons come** back. Who will **take** the **funny**, **big**, **underpants**?

Conventional Learner Stretch:
Download the vocabulary mapping template and define key words using simple everyday words.

Communication Partner Tip:
Model think-alouds by sharing what you are noticing, wondering, or understanding so the learner can hear how thinking happens without being asked to answer or respond to a question.

Explore samples of short-term goals

Conventional Learner Stretch:
Encourage AAC learners to generate longer phrases.

Communication Partner Tip:
Think of learning as a conversation you build together, not a test with right answers.

Writing Routine: Caption the Image

Materials:

Help your student build a collection of favorite images to write about, either in digital or print form.

Directions:

Invite your AAC user to choose an image from their personal collection and recall a word from their system to describe it. This activity works for both emergent and conventional writers.



Animate images that support the book content in Canva®, PowerPoint®, or Google® Slides to boost engagement by asking your AAC writer to direct the activity using words and letters.

This activity was created by an AAC writer and his speech-language pathologist, Cynthia Heryanto, M.S., CCC-SLP, founder of Communication Horizons Speech Therapy.



Sensory/Craft: Make a Dragon Puppet

Learners make their own dragon puppet with an assortment of craft supplies your learners would enjoy. Download and follow instructions.



How to Read a Story

Kate Messner

Target Words: Core: find, look, go, sit, read, like, what, again **Fringe:** book, friend **Bonus:** what

Reading Routines

Emergent

Before: Review how to select the target words in the AAC system. Take a picture walk and discuss the image on the cover. Ask for predictions. "I see a boy and some books."

During: Model 1-2 words per page; pause and wait. Then make a connection to the AAC reader's comment and the situation.

After: Complete a sensory/craft or interactive activity for more opportunities to model target words.

Conventional

Before: Anchor knowledge by providing background information, setting a purpose for reading, and explaining key words with simple everyday words (predict, characters, impatient).

During: Read fluently, stopping after 3-4 pages for one model and one comment or question.

After: Apply through activities, such as story maps or main idea/details, to build vocabulary, comprehension, and writing.

When modeling, say complete sentences verbally and model only the **bold words** using the AAC system.

Let's **read**. **Find** a good **book**. Then **look** for a **friend**. Next **go sit** somewhere. **Look** at the cover. **What** do you think this **book** will be about? I **like** it. Let's **read** it **again**.

What book do you want to **read**? **Find** a **friend** and then **look** for a place to **sit**. I wonder **what** this **book** will be about? Let's **go** ahead and **read** some more. I **like** to stop and **look** at the picture in the **book** so we can guess **what** will happen next.

Conventional Learner Stretch:

Ask for evidence: "How do you know?" Then model a sentence starter: "I know because _____."

Communication Partner Tip:

Add one word to the AAC learner's phrase to expand it.

Bring the stories to life with read-aloud videos

Conventional Learner Stretch:

Ask your AAC writer to explain their thinking by using sentence starters, such as "I wonder if _____," "My favorite part is _____ because _____."

Communication Partner Tip:

Treat all contributions as intentional.



Writing Routine: Write What Readers Think

Explain the idea of inner voice as you read. These are thoughts you have that no one hears. Provide each AAC writer with their laminated thought bubble headband. Encourage them to use the alphabet/words/phrases on their AAC system that describes what they are thinking about a book they are reading. It could be a book being read by the group or individual. Your AAC writer or a helper can write on the thought bubble with a dry erase marker or their response can be printed to a document and cut and attached to the thought bubble. AAC writers either wear their headbands or display them for others to see. Lead a discussion as each AAC writer shares thoughts about their story.

Sensory/Craft: Thought Bubble Headband

Explain how readers use their inner voice as they read silently. Reading is more than saying words. Readers think. Encourage AAC readers to decorate a thinking headband to use for the writing activity. Download and follow instructions.



How to Write a Story

Kate Messner

Target Words: Core: need, help, in, good, finished/all done, think, who, write **Fringe:** story, problem **Bonus:** idea

Reading Routines

Emergent

Before: Review how to select the target words in the AAC system. Take a picture walk and discuss the image on the cover. Ask for predictions. "What do you think the girl is doing?"

During: Model 1-2 words per page; pause and wait. Then make a connection to the AAC reader's comment and the situation.

After: Complete a sensory/craft or interactive activity for more opportunities to model target words.

Conventional

Before: Anchor knowledge by providing background information, setting a purpose for reading, and explaining key words with simple everyday words (idea, setting, details).

During: Read fluently, stopping after 3-4 pages for one model and one comment or question.

After: Apply through activities, such as story maps or main idea/details, to build vocabulary, comprehension, and writing.

When modeling, say complete sentences verbally and model only the **bold words** using the AAC system.

This book tells us how to **write** a **story**. First **think** of an idea. Choose **who** will be in your **story**. **Think** about what they will do. Will they **need help** or will they **help** someone?

What is a **good idea** for a **story**? You'll **need** to **think** about **who** will be in it. Will **they help** others with a **problem**? **Write** a **good story** by adding details and adventure.

Conventional Learner Stretch:
Ask for descriptive words that provide details about the characters.

Communication Partner Tip:
Pause 8-10 seconds after each model to give your AAC reader time to think and respond.

Browse student writing samples

Conventional Learner Stretch:
Use a character trait map to describe a character from your story.

Communication Partner Tip:
Model revisions without taking over the writing.



Writing Routine: Story Walk Adventure Editing

After the story is finished, open the document and read it together. As you reread, pause and model simple editing and reflection using AAC core words (e.g., good, not good, more, help). Invite AAC writers to decide if the story needs more ideas, a change, or is finished. Students may point to words, use letters or words on their AAC system, or indicate choices such as add more or all done. Make agreed-on edits together. This routine works for emergent and conventional writers and reinforces rereading for meaning, supports early editing skills, and shows AAC writers that writing is something you can revisit and improve. Add images and print for all to enjoy.

Sensory/Craft: Story Walk

Place story signs on mats representing story parts. AAC writers move to a mat and add to a shared story using AAC. Model AAC, record contributions, and encourage participation. Emergent writers may contribute one word; conventional writers can add details. This activity supports authorship and story development.



Me... Jane

Patrick McDonnell

Target Words: Core: she, feel, go, help, learn, look, true, watch **Fringe:** nature, dream **Bonus:** animals

Reading Routines

Emergent

Before: Review how to select the target words in the AAC system. Take a picture walk and discuss the image on the cover. Ask for predictions. "What do you see on the cover?"

During: Model 1-2 words per page; pause and wait. Then make a connection to the AAC reader's comment and the situation.

After: Complete a sensory/craft or interactive activity for more opportunities to model target words.

Conventional

Before: Anchor knowledge by providing background information, setting a purpose for reading, and explaining key words with simple everyday words (observe, curious, dream).

During: Read fluently, stopping after 3-4 pages for one model and one comment or question.

After: Apply through activities, such as story maps or main idea/details, to build vocabulary, comprehension, and writing.

When modeling, say complete sentences verbally and model only the **bold words** using the AAC system.

This is a **true** story about a real person. Jane liked **nature**. **She watched animals**. Jane's **dream** was to **learn** about **animals** in Africa. **She** liked to **help** them.

This is a **true** story about a girl named Jane. **She** liked to **watch** and **learn** about **animals**. **She** wanted to **go** to Africa. Jane grew up and **learned** how to **help animals**.

Conventional Learner Stretch:

Ask for details from the story that show the kind of person Jane is and why she grows up to work with animals.

Communication Partner Tip:

Normalize pauses when your AAC reader is not responding by commenting "It looks like you are thinking about it" or "I see you looking at …"

Don't forget to check out the Monarch Reader Companion Stories

Conventional Learner Stretch:

Encourage conventional writers to expand their thoughts by providing words such as "because" or "then."

Communication Partner Tip:

Let your AAC writer lead the message; resist the urge to tell them what to write.



Writing Routine: Field Observation

Download the template and encourage your AAC writer to log what they saw on their nature walk. Accept responses with letters/words/phrases. If going on a walk isn't possible, watch a short nature video and write about it. Emergent writers can use single words or strings of letters. Make meaning from their writing.

Sensory/Craft: Make Binoculars

Download and follow instructions. Once finished, go on a walk and use the binoculars to observe your surroundings. Talk about what you see.



The Boy Who Invented the Popsicle

Anne Renaud and Milan Pavlovic

Target Words: Core: he, like, make, in, wait, stir, good, cold **Fringe:** juice, popsicle **Bonus:** true

Reading Routines

Emergent

Before: Review how to select the target words in the AAC system. Take a picture walk and discuss the image on the cover. Ask for predictions. "What do you think this story will be about?"

During: Model 1-2 words per page; pause and wait. Then make a connection to the AAC reader's comment and the situation.

After: Complete a sensory/craft or interactive activity for more opportunities to model target words.

Conventional

Before: Anchor knowledge by providing background information, setting a purpose for reading, and explaining key words with simple everyday words (inventor, curious, experiment).

During: Read fluently, stopping after 3-4 pages for one model and one comment or question.

After: Apply through activities, such as story maps or main idea/details, to build vocabulary, comprehension, and writing.

When modeling, say complete sentences verbally and model only the **bold words** using the AAC system.

This is a **true** story about a real person. Frank **liked** to **make** things. **He** put **juice** outside. Then **he waited**. It got **cold**. **He made** the first **popsicle**. It was **good**!

This is a **true** story about the first **popsicle**. Frank **liked** to **make** things. **He stirred juices** together. **He** left it outside overnight and **waited**. The **cold juice** froze and became a **popsicle**. Everyone **liked** his **good**, **cold popsicles**.

Conventional Learner Stretch:

Model adjective + noun phrases to describe (cold + juice, good + juice, cold + popsicle).

Communication Partner Tip:

- Model past tense forms of the verbs
- Pause 8-10 seconds between comments and questions to give the AAC reader time to respond

Browse student writing samples

Conventional Learner Stretch:

Encourage AAC learners to use phrases that include adjectives.

Communication Partner Tip:

Ask open-ended questions to spark ideas if your AAC writer seems stuck.



Writing Routine: List Poem

Materials:

Download the writing template and have a photo of your AAC writer's popsicle.

Directions:

Invite your AAC writer to recall words from their AAC system to describe their popsicle. Each word or phrase becomes one line. Aim for 5-7 lines. This activity works for both emergent and conventional writers.



Sensory/Craft: Invent a Popsicle

Download and follow instructions.

The Boy Who Harnessed the Wind

William Kamkwamba and Bryan Mealer

Target Words: Core: he, build, want, try, think, what, work, it **Fringe:** light(s), wind **Bonus:** true

Reading Routines

Emergent

Before: Review how to select the target words in the AAC system. Take a picture walk and discuss the image on the cover. Ask for predictions. "I see a windmill and a boy. I wonder what this story will be about."

During: Model 1-2 words per page; pause and wait. Then make a connection to the AAC reader's comment and the situation.

After: Complete a sensory/craft or interactive activity for more opportunities to model target words.

Conventional

Before: Anchor knowledge by providing background information, setting a purpose for reading, and explaining key words with simple everyday words (determined, problem, creative).

During: Read fluently, stopping after 3-4 pages for one model and one comment or question.

After: Apply through activities, such as story maps or main idea/details, to build vocabulary, comprehension, and writing.

When modeling, say complete sentences verbally and model only the **bold words** using the AAC system.

This is a **true** story about a real boy named William. **He wanted** to help his village get electricity. **He** had to **think** very hard. **He** was able to **try** many things. **He** was able to **build** something special. It used the **wind** to make **light**.

This is a **true** story about a real boy named William. **He wanted** to **build** something to help his village get electricity. **He** had to **think** and **try** very hard. Everyone was happy William could **build** something to turn **wind** into **lights**.

Conventional Learner Stretch:
Ask for examples from the story that show how William kept trying to solve this problem.

Communication Partner Tip:
Treat all responses from your AAC reader as meaningful.

How to assemble notebooks for your AAC writers

Conventional Learner Stretch:
Ask for evidence to support their words.

Communication Partner Tip:
Focus on the AAC writer's thinking, not finding the "right" answer.



Writing Routine: Character Trait Map

Materials:

Downloadable character trait map template; pencil, markers, or AAC system.

Directions:

Place William's name and/or picture in the center. Learners use words and letters from their AAC system to describe how the character looks, feels, and acts in the story. This activity works for both emergent and conventional writers.

Sensory/Craft: Make a Windmill

Download and follow instructions.



Seed to Plant

Kristin Baird Rattini

Target Words: Core: grow, in, look, make, need, plant, put, water **Fringe:** seed, soil **Bonus:** plants

Reading Routines

Emergent

Before: Review how to select the target words in the AAC system. Take a picture walk and discuss the image on the cover. Ask for predictions. "What do you see on the cover?"

During: Model 1-2 words per page; pause and wait. Then make a connection to the AAC reader's comment and the situation.

After: Complete a sensory/craft or interactive activity for more opportunities to model target words.

Conventional

Before: Anchor knowledge by providing background information, setting a purpose for reading, and explaining key words with simple everyday words (seedling, germination, soak).

During: Read fluently, stopping after 3-4 pages for one model and one comment or question.

After: Apply through activities, such as story maps or main idea/details, to build vocabulary, comprehension, and writing.

When modeling, say complete sentences verbally and model only the **bold words** using the AAC system.

A plant begins with a **seed**. What does it **need** to **grow**? It will **grow** if you **water** it. **Look** at it.	**Plant** a **seed** in **soil**. **Water** it to **make** it **grow**. It will **need** sun to **grow**.

Conventional Learner Stretch:
Download the vocabulary mapping template and define key words using simple everyday words.

Communication Partner Tip:
Keep reading even if your AAC learner is not responding or commenting.

How to write with your PRC-Saltillo AAC device or app

Conventional Learner Stretch:
Suggest that AAC writers create their blog post by describing the sequence of events as they happened.

Communication Partner Tip:
Honor the AAC writer's ideas throughout the writing process.



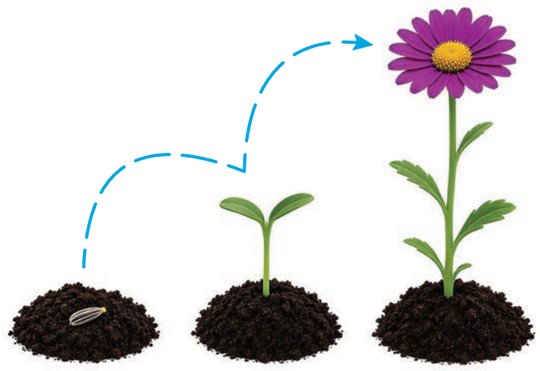
Writing Routine

Blog About It:

Download the blog template and encourage AAC writers to write about their plant. This could be a description of the planting process, what they think will happen, or a description of the plant once the seed has sprouted. Emergent learners can provide a single word as a caption, write phrases, or use strings of text as they explore the alphabet.

Sensory/Craft: Plant a Seed

Download and follow instructions.



Polar Bears

Laura Marsh

Target Words: Core: they, big, cold, eat, in, live, swim, thick **Fringe:** polar bear(s) **Bonus:** they

Reading Routines

Emergent

Before: Review how to select the target words in the AAC system. Take a picture walk and discuss the image on the cover. Ask for predictions. “Aren’t they cute? What do you think this story will be about?”

During: Model 1-2 words per page; pause and wait. Then make a connection to the AAC reader’s comment and the situation.

After: Complete a sensory/craft or interactive activity for more opportunities to model target words.

Conventional

Before: Anchor knowledge by providing background information, setting a purpose for reading, and explaining key words with simple everyday words (den, appears, forming).

During: Read fluently, stopping after 3-4 pages for one model and one comment or question.

After: Apply through activities, such as story maps or main idea/details, to build vocabulary, comprehension, and writing.

When modeling, say complete sentences verbally and model only the **bold words** using the AAC system.

I see **polar bears**. They have **thick** fur to stay warm. **Polar bears swim**. They are very **big**. Look at them dig **in** the **snow**.

Polar bears swim in cold water. **They live in** climates with **thick** ice and **snow**. What do you think it would be like to **live in** such a **cold** place?

Conventional Learner Stretch:

Ask for evidence to support their comments.

Communication Partner Tip:

Model think-alouds by sharing what you are noticing, wondering, or understanding so the learner can hear how thinking happens without being asked to answer or respond to a question.

Explore samples of short-term goals

Conventional Learner Stretch:

Encourage AAC learners to use phrases that include adjectives.

Communication Partner Tip:

Model on a secondary device whenever possible, or ask the AAC writer if you may show something on their device.



Writing Routine: List Poem

Materials:

Download the writing template and photo of the animals in ice.

Directions:

Invite your AAC user to recall words from their system to describe the animals in blocks of ice. Each word or phrase becomes one line. Aim for 5-7 lines. This activity works for both emergent and conventional writers.

Scientific Observations:

Download the scientific method worksheet. Put the blocks of ice into a tub and provide AAC learners with spray bottles and warm water to melt the ice and discover the animals. Record the activity and watch it later. Encourage your AAC writer to provide information about each step as you complete the scientific observation worksheet.

Sensory/Craft Activity: Melting Arctic Ice Experiment

Download and follow instructions along with the scientific observation template. Be prepared to record the activity.



Weather

Kristin Baird Rattini

Target Words: Core: like, look, feel, hot, cold, rain, windy, not/don't **Fringe:** snow, sun **Bonus:** clouds

Reading Routines

Emergent

Before: Review how to select the target words in the AAC system. Take a picture walk and discuss the image on the cover. Ask for predictions. "I see dark clouds. What does this look like?"

During: Model 1-2 words per page; pause and wait. Then make a connection to the AAC reader's comment and the situation.

After: Complete a sensory/craft or interactive activity for more opportunities to model target words.

Conventional

Before: Anchor knowledge by providing background information, setting a purpose for reading, and explaining key words with simple everyday words (change, checking, twist).

During: Read fluently, stopping after 3-4 pages for one model and one comment or question.

After: Apply through activities, such as story maps or main idea/details, to build vocabulary, comprehension, and writing.

When modeling, say complete sentences verbally and model only the **bold words** using the AAC system.

We **look** outside. What will it **feel like**? It might be **hot**. It might be **cold**. What type of weather do you **like**?

We **look** outside for the **sun**. It might **feel hot** or it might **feel cold**. I **don't like rain**. I **like windy** weather for flying kites. I hope it does **not snow** because I **don't like cold** weather.

Conventional Learner Stretch:
Invite AAC readers to explain why some activities do not work well in certain types of weather.

Communication Partner Tip:
Encourage your AAC reader to share which activities they enjoy in different types of weather.

Explore examples of real student writing projects

Conventional Learner Stretch:
Ask how this experiment relates to real life.

Communication Partner Tip:
Ask open-ended questions such as "What did you notice?" to support scientific thinking.



Writing Routine: Scientific Observations

Download the scientific method worksheets. Choose the emergent or conventional literacy version. Watch the video of the rain cloud experiment, pausing to talk about the process. Encourage your AAC writer to provide information about each step. Then discuss the process and the information you added to the worksheet.

Sensory/Craft Activity: Rain Clouds

Download and follow instructions.



Your PRC-Saltillo Community

Connect with Your PRC-Saltillo Consultant

Trust your consultant for unparalleled knowledge and service. They're just a phone call or email away, connecting you to the most appropriate communication solutions and resources for your unique needs.

- On-site device consultations
- Lifetime device support
- Assisting with the funding process
- Obtaining a trial device
- Implentation support for parents & professionals
- Device setup and training



Meet the PRC-Saltillo Ambassadors

Get to know our 100+ ambassadors who illustrate the impact of effective communication using a PRC-Saltillo AAC system. Read and share their stories of advocacy and leave them a message on the AAC Language Lab.





AAC language lab®

aaclanguagelab.com

Find real-life solutions to support you as you support your learners through this award-winning online resource designed to support language develoment and communiation growth for indivuals using AAC. You'll find interactive lesson plans, activities and games, implementation tips, smart charts, Jane's Place, and more. Many resources are free; however, an annual subscription of $19.99 gives you access to everything.

AAC Learning Journey

aaclearningjourney.com

Your go-to resource to support you along your personal AAC journey with self-paced, eLearning modules on a variety of topics, including how to program our devices and apps, ideas for implementation, and building literacy skills. You'll also find scheduled, instructor-led trainings from experts in the field of AAC. Most courses are free. Many offer ASHA CEUs or certificates of attendance.

AAC COACHING corner by PRC-Saltillo

prc-saltillo.com/coaching

Become a better communication partner for your AAC user with supportive, interactive coaching. Whether you are a family member looking for small group learning, a professional interested in networking and growing with others, or a parent ready for intensvie coaching tailored for your family, AAC Coaching Corner coaches are ASHA-certified speech-language pathologists with years of AAC experience. Sessions are offered throughout the year.



PRC-Saltillo YouTube™ Channel

Visit our YouTube channel for communicator stories, quick video tutorials, bilingual supports, and more! You'll find playlists unique to your favorite vocabulary and device. You'll find playlists unique to your favorite vocabulary and device as well as guidance on selecting the right mount for your unique needs.

PRC-Saltillo Social Media

Follow us on Facebook, Instragram, and Linkedin. Connect with others who use PRC-Saltillo devices and apps through our Facebook groups. They are open to anyone who uses or supports our systems or simply wants to learn more.



Additional Resources

Lesson Pix

lessonpix.com

An online resource for making custom printable materials.

Center for Literacy and Disability Studies

med.unc.edu/healthsciences/clds

Promoting literacy and communication for individuals of all ages with disabilities.

Building Wings™

buildingwings.com

Curriculum products used by special educators that feature age-respectful learning materials that are research-based and aligned with academic standards.



Discover Apps from PRC-Saltillo

Selecting the AAC app that's right for you is a discovery process. Trial apps help you and your communication partners explore the basics of an app such as vocabulary structure, button layout, and special features. Discover apps are your risk-free way to experience the apps before you buy. Download them from the App Store today and start your trial!



Try TouchChat Discover or visit touchchatapp.com to learn more

Try Unity Discover or visit unityaacapp.com to learn more

Try LAMP Words for Life Discover or visit lampwflapp.com to learn more

Try Avaz AAC or visit avazapp.com to learn more



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96 Locations Based on WordPower®60 Basic

what	when	where	ABC 123	PEOPLE	QUESTION	ACTIONS	SOCIAL	PLACES	TIME	GROUPS	DESCRIBE
I	me	how	who	why	again	please	thank you	problem	now	bad	good
my/mine	am	to	be	feel	give	listen	happy	sad	tired	okay	cool
it	is are	will	come	hurt	hear	know	that	a	the	and	more
you	can	eat	drink	finish	get	love	make	need	all	at	some
your	do	go	help	open	put	say/talk	see/look	first	then	for of	on
here	have	like	play	read	stop	walk	show	wait min	in	up	off
yes	no/don't	want	take	tell	turn	watch	wear	work	out	down	with

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