AAC languagelab®

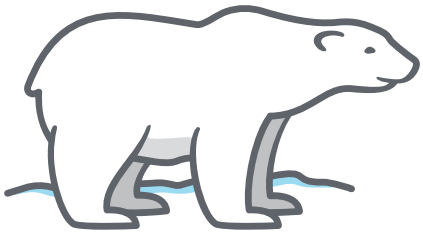
Conventional Literacy Intervention Guide: Text Structures

Conventional Literacy Intervention Guide

Teaching Text Structures

Understanding text structures helps conventional literacy learners better comprehend what they are reading. Why is this important? Knowing how the author has organized the information within the text helps the reader understand the main ideas and build connections between concepts. It is helpful to talk about these words as well as describe them with high-frequency core and fringe words. This will ensure that your AAC reader understands the meaning of these text structures and how ideas are related, even if they don't have these exact words in their vocabulary system.

Teach your AAC readers about:



Description Words

is, seems, appears, ("looks like") for example, (explain that these words are similar to the word "like"), such as, including (these words are similar to the word "with")

The polar bear seemed so cuddly.

Cause-and-Effect Words

because, as a result, therefore, thus, so, due to (explain that the word "because" is similar to these words)

A volcano erupts due to hot, melted rock that builds up pressure inside the earth, forcing it to burst out.





Compare/Contrast Words

like/unlike, but, however, on the other hand, differ, in contrast, both, also, too

A butterfly is colorful; however, a moth is often a dull color.

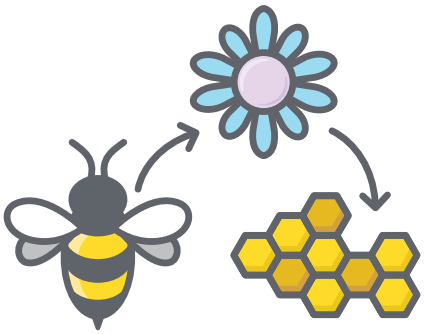
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Chronology/Sequence/Time-Order Words

first, second, third, then, next, after, before, finally, while, when

The bee first gathers nectar and then transports it. When he gets back to his hive, he spits out the nectar into a special wax container.





Problem and Solution Words

problem, dilemma, (“not good,” “something wrong,”)
solution, solve, resolution (“fix it,” “make better”)

Trash cans at the park are a problem! They are always full. Some people throw trash on the ground. One solution is to add more trash cans. Another is to have them emptied more often so there is room for trash.

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