



My AAC Literacy Journal

2026





CONNECTING THE WORLD THROUGH THE POWER OF AAC

PRC-Salttillo and our global subsidiaries support individuals across cultures and continents with transformative AAC solutions — bringing the joy of spontaneous, meaningful communication to people everywhere.

Start your AAC journey today!

Explore our worldwide network of companies and discover how AAC is changing lives around the globe.



North America | prc-salttillo.com



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Australia/New Zealand | liberator.net.au



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Welcome Aboard!

Take an adventure in AAC literacy! My AAC Literacy Journal offers a monthly framework for reading and writing interventions for emergent and conventional literacy learners using AAC. Increased literacy and communication skills open up the world for AAC readers. Complete the lessons in any order you choose. Imagine the journeys they will take!

Designed to enhance the skill development of all readers, My AAC Literacy Journal provides activities for exploring several types of books and a dedicated space for recording favorite titles. You'll find a book review template that encourages critical thinking and reflection through writing as well as engaging extension activities that are aligned with the Science of Reading research, ensuring that the interventions are evidence-based and effective.

Inspire Readers with Comprehensive Strategies & Resources

- 12 books representing four different genres
- Lesson plans with suggested target words and activities for both literacy levels
- Materials and information guides to download
- Online read-aloud version of the monthly stories on our YouTube™ channel
- Digital books written specifically to support content online at Monarch Reader™
- A template to create activities for books you and your AAC learner choose
- A literacy profile to celebrate student success

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We enjoyed spending the day with the wonderful staff and delightful students of Bridgeway Academy.

Bridgeway Academy is a nonprofit dedicated to serving children and adults with autism and other developmental disabilities located in Columbus, OH. To learn about the resources that Bridgeway offers, visit Bridgewayohio.org.

Introduction

My AAC Literacy Journal introduces AAC readers to several book genres. Book genres refer to the style, content, and subject matter of a book. By making different types of books available to readers, they can discover new interests. You and your AAC learner decide when to read these books.

Highlighted Genres

- fiction (creative stories from an author's imagination)
- nonfiction (stories with real facts and information about the natural world)
- biography (real stories that share the history of a person's life)
- poetry (short stories that use intentional words and sounds to create feelings and images)

Resources and activities support emergent AAC readers who are just learning about reading and writing as well as those who are ready for more conventional reading and spelling.

Intervention Components: Customize the experience for your AAC learners by choosing the book and the interventions.

Getting Started: Do you know if your AAC learner is an emergent or conventional reader? Consider these four questions. Does my AAC learner...

- Know most of the letters most of the time?
- Engage actively in shared reading?
- Have a way to communicate and interact?
- Understand writing involves letters and words?

If the answer is "yes," then your learner is ready for conventional literacy interventions. If the answer is "no," then use emergent literacy interventions.

*Source: Comprehensive Literacy for All. 2019
Erickson, Karen A., and Koppenhaver, David A.
Brookes Publishing.*



Emergent Literacy Components

for beginning AAC readers and writers who are learning about communicating and connecting through literacy.

- Shared reading framework
- Shared writing activity
- Activities for Alphabet and Phonological Awareness
- Independent writing with the alphabet
- Self-selected reading



Conventional Literacy Interventions

for AAC readers and writers ready to apply knowledge of letters, sounds, and words.

- Anchor - Read - Apply framework
- Structured and independent writing
- Self-selected reading
- Making words with letters and word study

How to Use This Literacy Journal



Select a Book: Give your learner a few choices and let them decide to encourage their interest and participation.

Plan Intervention: Review the suggested lessons for the specific book. Consider which activities to complete based on the literacy level of your AAC user. Emergent literacy components focus on skills such as talking about the story, vocabulary, comprehension, and gaining awareness of sounds, print, and writing. Conventional literacy resources support decoding, spelling, writing, vocabulary, and comprehension of text. Offer repetition with variety! Choose writing templates that inspire your AAC user and offer multiple opportunities to write.

Use the examples of short-term objectives in the Goal Bank resource on page 36 to assist in identifying appropriate goals for your AAC learner. Customize the objectives with specific, measurable outcomes for each individual.

Write with a Speech-Generating Device (SGD) or App: AAC users with a PRC-Salttillo speech-generating device or app can connect to a computer to send text created on the device to a document.

Scan the
QR code to
learn how



Celebrate Success: Track your AAC learner's achievements by completing a My AAC Literacy Profile with them. List their literacy level, books read, preferences for genres, and activities completed. This is a wonderful way to monitor growth and celebrate success with families and the educational team. Pass it along to the next teacher or speech-language pathologists for continuity of literacy learning.

To Share or Not to Share? While it's important for your AAC writer to have a purpose for writing and an audience in mind before you begin, some writing can be deeply personal. Ask them for their permission before sharing their writing with others. Respect their decision if they decide to keep it to themselves.

Not sure what student-generated writing looks like for emergent and conventional learners using AAC? Check out samples of writing activities completed by students using AAC on pages 38-41.

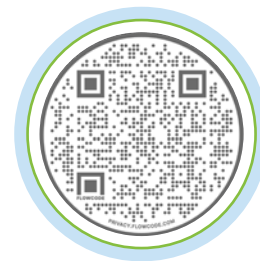


Special thanks to the families, students, and SLPs who shared their writing projects with us, including those at Heartland Charter School.

Themed Resources

Download the interactive, themed resources and explore with your AAC user. You'll find smart charts that show the symbols used to say target words in our LAMP Words for Life®, WordPower®, and Unity® vocabularies, comprehension-building activities and writing templates that go along with our selected stories, a literacy log to track reading progress, and a packet that will help you create a personal literacy notebook to capture your students' projects.

Plus, lesson plan templates to customize for each learner.



Scan to download
2026 literacy supports

AAC Literacy Profile

Date: _____ Student Name: _____ Literacy Level: _____

Communication Strategies:

READING LOG

| Book Title | Author | Genre | My Rating |
|------------|--------|-------|-----------|
| | | | ☆☆☆☆ |
| | | | ☆☆☆☆ |
| | | | ☆☆☆☆ |
| | | | ☆☆☆☆ |
| | | | ☆☆☆☆ |
| | | | ☆☆☆☆ |
| | | | ☆☆☆☆ |

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Text Message

Place student writing prompt here.

Add student-generated text here.

Add comment from conversation partner here.

Add any other student text or comments here.

Add comment from conversation partner here. Add emojis for fun!

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Scan to download PASS Software
for Minspeak® vocabularies

Problem & Solution CHART

Problem: _____ Solution: _____

KWL CHART

Name: _____ Date: _____

What I Know: _____ What I Wonder: _____ What I Learned: _____



Scan to download
ChatEditor™ for WordPower
vocabularies

Create Individual Literacy Notebooks

Each student's literacy notebook serves as a comprehensive record for their reading and writing projects. They allow educators, parents, and students themselves to track progress and develop pride in their literacy growth.

By consistently updating and reviewing a student's completed projects, you can:

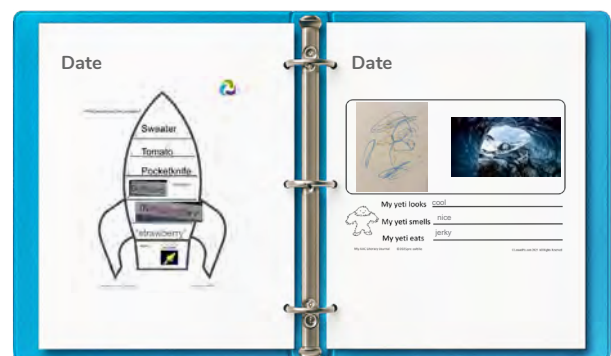
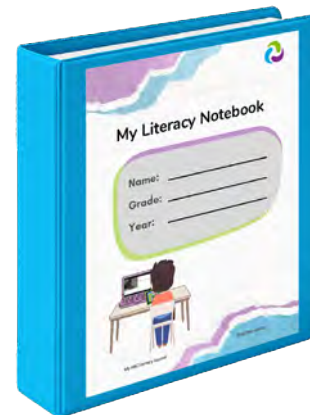
- identify trends in their preferences and tailor future reading materials
- gather valuable insights and data for targeted interventions
- nurture a lifelong love for reading and writing
- cultivate a rich educational experience

Directions

1. Print individual copies of the My Literacy Notebook packet for each student; personalize the cover page and place it in a 3-ring binder with a clear view pocket
2. Review page 2 of My AAC Literacy Journal and determine your student's current literacy level; complete an AAC Literacy Screening for each student and place in their individual binder
3. Add their book reviews and writing projects to capture their literacy progression
4. Take time to review with the student and their family; celebrate success by asking the student if you can share their writing projects with others

Option: Make a Digital Version

1. Download the My Literacy Notebook packet as images; add the pages to slides
2. Use narration features of PowerPoint or Google slides so your student can record explanations of their projects using their speech-generating device or app
3. Review and share the slideshow with others and print as a handout



Book List

Select books in any order that you and your reader prefer. Following your AAC learner's interest maximizes fun and engagement.

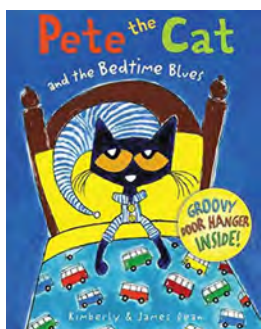


Fiction



How to Catch a Yeti

Adam Wallace &
Andy Elkerton



Pete the Cat and the Bedtime Blues

Kimberly & James Dean



Ricky, the Rock that Couldn't Roll

Mr. Jay & Erin Wozniak

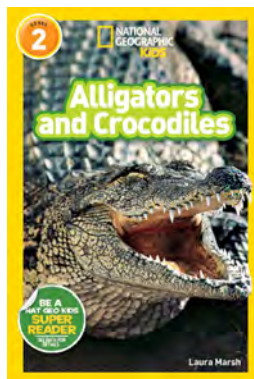


The Trouble with Children (According to Dog)

Katie Weaver & Caner Soylu



Nonfiction



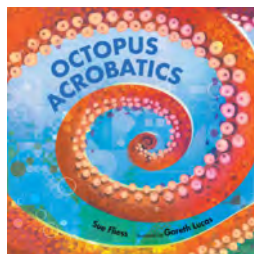
Alligators and Crocodiles (National Geographic Kids Reader)

Laura Marsh



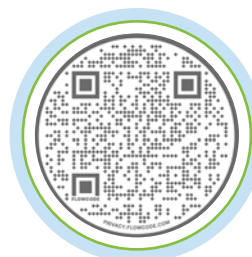
The Backyard Bug Book for Kids

Lauren Davidson



Octopus Acrobatics

Sue Fliess & Gareth Lucas



Read along with us by interacting
with read aloud versions of the
stories in My AAC Literacy Journal
at our YouTube™ channel.



Biography



The Crayon Man: The True Story of the Invention of Crayola Crayons

Natascha Biebow &
Steven Salerno



Mae Among the Stars

Roda Ahmed &
Stasia Burrington

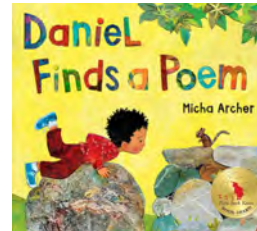


Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist

Jess Keating &
Marta Álvarez Miguéns

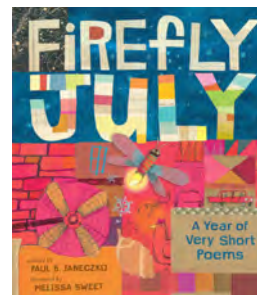


Poetry



Daniel Finds a Poem

Micha Archer



Firefly July: A Year of Very Short Poems

Selected by
Paul B. Janeczko &
Illustrated by
Melissa Sweet



Self-Selected Reading

In addition to these books, invite your learners to self-select reading materials for further literacy and communication development. Acknowledging their interests and cultural backgrounds ensures every learner feels seen, respected, and empowered to communicate in ways that reflect their identity.



How to Catch a Yeti

Adam Wallace & Andy Elkerton

Follow a group of adventurous kids on their journey to capture the elusive and mythical yeti. They set a series of clever traps, but the yeti still outsmarts them.

Target Words: they, it, is/are, find, look(ing), pretend/real, where, white, monster



Emergent Learners



Shared Reading

- Picture walk through some pages
- Read text on the page, pausing to model on the AAC device as you make comments, ask questions, and respond to your AAC reader
- Provide repeated readings focusing on target letters/sounds/rhyming words, syllables

Shared/Independent Writing

Describe the Yeti

Encourage writers to recall words from their AAC systems to describe the yeti for a shared writing activity. Give them access to all the letters for independent writing. Invite your AAC writer to describe their yeti to others using the downloadable writing template.

Craft/Fine Motor/Sensory

Make a Yeti

Draw the outline of a yeti on a piece of cardstock. Help your AAC user glue cotton balls onto the paper to make the yeti. Cut out an oval-shaped piece of construction paper, glue to the cardstock along with eyes and a mouth (use googly eyes, construction paper, etc.). Remember to model!

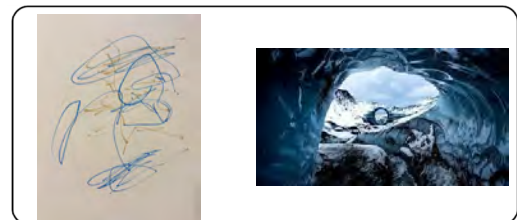
Sample Phrases to Model

A yeti is a **WHITE MONSTER**.

IT is **PRETEND**. Yetis are not **REAL**. I wonder **WHERE THEY** could **LOOK?** **THEY ARE LOOKING** for the yetis.

What does your yeti **LOOK** like?

What words will you model?



My yeti looks cool

My yeti smells nice

My yeti eats jerky

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Author: A 14-year-old using his AAC device to complete a sentence frame describing a self-selected photo and his own drawing of a yeti.



Tip: See page 03 for ways to write with your PRC-Salttillo speech-generating device or app.



Plan for Roll-a-Word Activities: Include this dice game into your lesson plans using the instructions on page 34.



Conventional Learners

Anchor – Read – Apply

Anchor: Build background knowledge.

- Watch YouTube™ videos about yetis at [youtube.com/@BIGtheYeti](https://www.youtube.com/@BIGtheYeti)
- Discuss if yetis are real or imaginary
- Set a purpose for reading – find out what they do to try to catch the yeti
- Text structure – order of events; explain that the author wrote this story with a beginning, middle, and end
- Pre-teach the targeted Tier 2 words listed on this page

Read: Read the text on each page. Do not stop to model words. Point out text features. Remind AAC readers why they are reading.

Apply: Complete a variety of activities to build vocabulary and strengthen comprehension.

Comprehension and Structured Writing

Story Map

Complete the downloadable Story Map. Talk about the story order with words like first, next, and last.



Scan to download emergent and conventional activity and writing handouts.

Teaching Vocabulary

Tier 1 words are common, frequently used words learned through conversation. **Tier 2 words** are learned through reading and writing. Talk about these Tier 2 words from the story. Describe them using high-frequency words, including core and fringe words, from the AAC system.

Tier 2 Words

legend
giant
escaped

Describe with Tier 1 Words

old story, may not be true
very big
got away

What words will you model?

Structured/Independent Writing

My Yeti

Ask your AAC user to either draw a yeti or assist them in finding a picture of one. Ask them to describe their yeti with words/letters from their AAC system. For structured writing, provide a sentence frame,

My yeti _____.



Self-Selected Reading

Invite all your learners to self-select reading materials for further literacy and communication development.



Pete the Cat and the Bedtime Blues

Kimberly and James Dean

Pete the Cat and his friends enjoy a fun day at the beach that turns into a sleepover. But nobody wants to go to sleep! Pete reads his favorite bedtime story. Will it work?

Target Words: they, don't, go, sleep, stop, that, want, bed, good night



Emergent Learners



Craft/Fine Motor/Sensory

Act-It-Out

What did Pete's friends do instead of sleeping? Encourage your AAC learner to clap-clap-clap, tap-tap-tap, and munch-munch-munch. Think of other actions that the characters could do instead of sleep.

Sample Phrases to Model

Pete **WANTS** them to **GO** to **SLEEP**.

THEY DON'T WANT to. **STOP THAT** noise. **GO** to **BED**.

Will **THEY** ever **GO** to **SLEEP**?

GOOD NIGHT.

What words will you model?

Shared Reading

- Picture walk through some pages
- Read text on the page, pausing to model on the AAC device as you make comments, ask questions, and respond to your AAC reader
- Provide repeated readings focusing on target letters/sounds/rhyming words, syllables

Shared/Independent Writing

Character Trait Map

Encourage writers to use words from their AAC systems to describe Pete the Cat for a shared writing activity using the downloadable Character Trait Map. Give them access to all the letters for independent writing. Invite your AAC writer to share their work with others.

Problem & Solution CHART

| Problem | Solution |
|-------------------------|--|
| <p>Not quiet</p> | <p>He story</p> <p>Asked what the name of the book Pete read to his friends should be: C g h s</p> |

Author: A 15-year-old using his AAC device to discuss Pete's problems and the solution in the story "Pete the Cat and the Bedtime Blues." He chose to add letters when asked what book Pete might like to read and signed "all done" when he was finished adding letters. We talked about how cat starts with "c."



Tip: See page 03 for ways to write with your PRC-Salttillo speech-generating device or app.



Plan for Roll-a-Word Activities: Include this dice game into your lesson plans using the instructions on page 34.



Conventional Learners

Anchor – Read – Apply

Anchor: Build background knowledge.

- Talk about sleepovers; ask if your AAC learner has ever spent the night with family/friends; if yes, what was it like?
- Set a purpose for reading – find out why Pete is sad about bedtime
- Text structure – problem-solution
- Pre-teach the targeted Tier 2 words listed on this page

Read: Read the text on each page. Do not stop to model words. Point out text features. Remind AAC readers they are reading to find out why Pete has the bedtime blues.

Apply: Complete a variety of activities to build vocabulary and strengthen comprehension.

Comprehension and Structured Writing

Lead a discussion about the events of the story. Complete the downloadable Problem-Solution handout.

Teaching Vocabulary

Tier 1 words are common, frequently used words learned through conversation. **Tier 2 words** are learned through reading and writing. Talk about these Tier 2 words from the story. Describe them using high-frequency words, including core and fringe words, from the AAC system.

Tier 2 Words

blues
munch
hunch
problem
solution

Describe with Tier 1 Words

feel sad, down, hurt
eat, make loud noise when eat
idea, thought, guess
not good, something wrong
fix, make better

Structured/Independent Writing

Blog Post

Ask your AAC learner to use the downloadable Blog Post template to pretend they are blogging about this story. Make connections from their writing to the text.



Scan to download emergent and conventional activity and writing handouts.



Self-Selected Reading

Invite all your learners to self-select reading materials for further literacy and communication development.



Ricky, the Rock that Couldn't Roll

Mr. Jay & Erin Wozniak

Ricky can't roll like the other rocks because he is flat on one side. Determined to help their friend, the other rocks work together to find a way.

Target Words: he, they, can't, different, help, rock, roll/rolling/rolled, sad/happy, why



Emergent Learners

Shared Reading

- Picture walk through some pages
- Read text on the page, pausing to model on the AAC device as you make comments, ask questions, and respond to your AAC reader
- Provide repeated readings focusing on target letters/sounds/rhyming words, syllables

Shared Writing

List Poem

Encourage AAC writers to recall three-to-six words from their AAC system to describe Ricky. Add their selected photo to your computer or phone and use annotation features to add your AAC writer's words on top of the photo, as they provide input for text color, position, and size.



Independent Writing

After the rock-rolling activity, AAC learners choose a rock to write about using the keyboard of their AAC device or a lite-tech spelling board with all the letters. Ask your AAC writer if they want to share writing projects with others.

Craft/Fine Motor/Sensory – Rock-n-Roll

Collect rocks in a variety of shapes and sizes. Lean a piece of foam core poster board against a table to make a ramp. Ask for predictions on which rocks will roll. Send each rock down the ramp and see what happens!

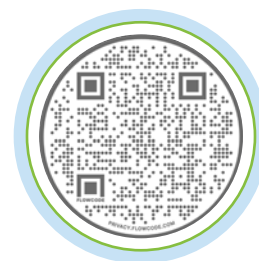
Sample Phrases to Model

HE is **SAD**. Ricky **CAN'T ROLL**. **THEY** want to **HELP**.

WHY CAN'T HE ROLL? **HE** is **DIFFERENT**. **THEY HELPED**.

HE ROLLED. **HE** is **HAPPY**.

What words will you model?



Scan to download emergent and conventional activity and writing handouts.



Tip: See page 03 for ways to write with your PRC-Salttillo speech-generating device or app.



Plan for Roll-a-Word Activities: Include this dice game into your lesson plans using the instructions on page 34.



Conventional Learners

Anchor – Read – Apply

Anchor: Build background knowledge.

- Rock-n-Roll: Gather several round and flat objects; ask your AAC learner to guess if they will roll; test each one to see if it does; make a chart to list objects that roll and ones that do not; talk about their differences
- Set a purpose for reading – find out why Ricky can't roll
- Text structure – problem-solution: what will they do to help Ricky roll?
- Pre-teach the targeted Tier 2 words listed below

Read: Read the text on each page. Do not stop to model words. Point out text features. Remind AAC readers they are reading to find out why Ricky can't roll.

Apply: Complete a variety of activities to build vocabulary and strengthen comprehension.

Comprehension

Lead a discussion about the events of the story. Complete the downloadable Problem-Solution handout.

Teaching Vocabulary

Tier 1 words are common, frequently used words learned through conversation. **Tier 2 words** are learned through reading and writing. Talk about these Tier 2 words from the story. Describe them using high-frequency words, including core and fringe words, from the AAC system.

Tier 2 Words

determined

trait

tumble

problem

solution

Describe with Tier 1 Words

try hard, not give up

thing/part about you, special about you

go down fast, roll fast

not good, something wrong

fix, make better

Structured/Independent Writing

Complete the Rock-n-Roll activity. Encourage your AAC learner to choose a rock to write about and use either the downloadable Blog Post or Postcard template.



Self-Selected Reading

Invite all your learners to self-select reading materials for further literacy and communication development.



The Trouble with Children (According to Dog)

Katie Weaver & Caner Soylu

The family dog has lots of thoughts about the children. They can be too loud. They can squeeze too tight. He doesn't always like their games. Will he decide that being cherished by a family with children is worth it? Read this heartwarming tale to find out!

Target Words: they/them, are/aren't, do/don't, like, not, play, dog, children, why



Emergent Learners

Shared Reading

- Picture walk through some pages
- Read text on the page, pausing to model on the AAC device as you make comments, ask questions, and respond to your AAC reader
- Provided repeated readings focusing on target letters/sounds/rhyming words, syllables



Shared Writing

Character Trait Map

Using the downloadable Character Trait Map, encourage AAC writers to recall individual words from their AAC systems to list the character traits of the children, according to their dog.

Independent Writing

Encourage your AAC writer to select a picture of a dog to write about using the keyboard of their AAC system or a lite-tech spelling board. Make connections from their writing to the text. Share writing projects with others.

Craft/Fine Motor/Sensory

Feed the Dog Sensory Bin

Put plastic dog and people figurines, small bowls, measuring cups, and brushes into a bin. Add dry round cereal for the "dog food." Encourage pretend play while modeling target words.

Sample Phrases to Model

The **DOG** is **NOT** happy. He does **NOT LIKE CHILDREN**.

WHY? THEY do **NOT PLAY** nicely. He does **NOT** want to **PLAY** with **THEM**.

Now the **DOG** does **LIKE THEM**.

What words will you model?



Tip: See page 03 for ways to write with your PRC-Salttillo speech-generating device or app.



Plan for Roll-a-Word Activities: Include this dice game into your lesson plans using the instructions on page 34.



Conventional Learners

Anchor – Read – Apply

Anchor: Build background knowledge.

- Watch short online videos to introduce this topic
- Lead discussion on pets and pet care; find out if your AAC learner has a pet
- Set a purpose for reading – find out why the dog thinks children are trouble?
- Text structure – problem-solution: how can the children treat the dog better?
- Pre-teach the targeted Tier 2 words listed on this page

Read: Read the text on each page. Do not stop to model words. Point out text features. Remind AAC readers they are reading to find out why the dog thinks the children are trouble.

Apply: Complete a variety of activities to build vocabulary and strengthen comprehension.

Comprehension

Lead a discussion about the events of the story. Complete the downloadable Problem-Solution handout.

Teaching Vocabulary

Tier 2 words are words learned through reading and writing. Talk about these Tier 2 words from the story. Describe them using high-frequency words, including core and fringe words, from the AAC system.

Tier 2 Words

disclose
dreadful
forbidden
resemble
scrumptious

Describe with Tier 1 Words

show, tell
very bad
do not let
look like, look same
yummy, taste very good

Structured/Independent Writing

Complete the downloadable Dos and Don'ts of Pet Care. Post them around school or home.



Scan to download emergent and conventional activity and writing handouts.



Self-Selected Reading

Invite all your learners to self-select reading materials for further literacy and communication development.



Alligators and Crocodiles (National Geographic Kids)

Laura March

See you later, alligator. After a while, crocodile. Explore two similar yet different reptiles with your young scientists, using photographs and facts.

Target Words: they, it, is/are, eat, different/same, lighter/darker, scary, strong, alligator, crocodile



Emergent Learners

Shared Reading

- Picture walk through some pages; explain this book tells facts about these animals
- Read text on the page, pausing to model on the AAC device as you make comments, ask questions, and respond to your AAC reader
- Provide repeated readings focusing on target letters/sounds/rhyming words, syllables

Shared Writing

Caption the Photo

Encourage AAC learners to choose a picture of an alligator or crocodile. Ask them to use one word from their AAC system to describe this image. Download the Text Message template and add the word to their image.

Independent Writing

Encourage your AAC writer to select a different picture of a reptile. This time, encourage them to describe it using the keyboard of their AAC system or a lite-tech spelling board. Make connections from their writing to the text. Remember to share writing projects with others.

Craft/Fine Motor/Sensory

Playdough Letter Mats

Download, print, and laminate the A and C playdough letter mats. Provide AAC users with playdough and encourage them to form playdough to fit the outlines of the letters. Talk about the letters/sounds during the activity. *Option:* For those who have difficulty rolling the dough, provide letter-shaped cookie cutters or stamps.

Sample Phrases to Model

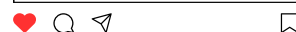
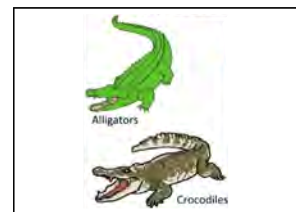
ALLIGATORS and **CROCODILES** **LOOK** the **SAME**. How **ARE** **THEY** the **SAME**?

THEY ARE DIFFERENT in some ways. **ALLIGATORS ARE DARKER** in color.

CROCODILES ARE LIGHTER in color. **THEY** look **SCARY**.

What words will you model?

NEW
in my blog



2026 My AAC Literacy Journal

2025@prc-satello

Author: A 15-year-old who recently discovered pronoun patterns in his vocabulary. This was the first shared writing he completed with only the prompt “what else would you like to write?” and no modeling.



Tip: See page 03 for ways to write with your PRC-Salttillo speech-generating device or app.



Plan for Roll-a-Word Activities: Include this dice game into your lesson plans using the instructions on page 34.



Conventional Learners

Anchor – Read – Apply

Anchor: Build background knowledge.

- Watch short online videos to introduce this topic
- Make a KWL chart: What I **KNOW**, What I **WONDER**, What I **LEARNED**
- Set a purpose for reading – find out how alligators and crocodiles are similar and different; explain the idea of compare/contrast; pre-teach words “because,” “both,” and “but”
- Text structure – explain the purpose of the titles, table of contents, and the sidebar text; see references on pages 32-33
- Pre-teach the Tier 2 and 3 words on this page

Read: Read the text on each page. Do not stop to model words. Point out text features. Remind AAC readers they are reading to learn how alligators and crocodiles are the same/different.

Apply: Complete a variety of activities to build vocabulary and strengthen comprehension.

Comprehension and Structured Writing

Discuss the book. Complete the downloadable Venn Diagram.

Teaching Vocabulary

Tier 1 words are common, frequently used words learned through conversation. **Tier 2 words** are learned through reading and writing. **Tier 3 words** are very specific and not used in everyday conversation. Talk about Tier 2 and 3 words from the story. Describe them using high-frequency words, including core and fringe words, from the AAC system.

Tier 2 + 3 Words

endangered
hatchling
prey
reptile

Describe with Tier 1 Words

not many left/around
new animal from egg
animals other animals eat
cold blooded animals lay eggs

Structured/Independent Writing

Complete a Postcard or Blog Post about alligators or crocodiles.



Scan to download emergent and conventional activity and writing handouts.



Self-Selected Reading

Invite all your learners to self-select reading materials for further literacy and communication development.



The Backyard Bug Book for Kids

Lauren Davidson

Tiny wings that shimmer, long legs that hop, striped bodies that cocoon. Insects of all kinds call your backyard home. Explore the amazing bug world with fantastic facts and photos to excite young learners.

Target Words: it, can, eat, fly, make, not, pretty, that, where, bug



Emergent Learners

Shared Reading

- Picture walk through some pages; explain this book tells facts about these animals
- Read text on the page, pausing to model on the AAC device as you make comments, ask questions, and respond to your AAC reader
- Provided repeated readings focusing on target letters/sounds/rhyming words, syllables

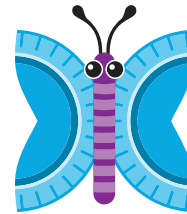
Shared Writing

Character Trait Map

Encourage AAC learners to choose a picture of a bug. Ask them to use words from their AAC system to describe the bug as they complete the downloadable Character Trait Map.

Independent Writing

After completing the craft, encourage your AAC writer to write about their bug using one of the Blog Post, Postcard, or Character Trait Map handouts. This time, encourage them to describe it using the keyboard of their AAC system or a lite-tech spelling board. Make connections from their writing to the text. Remember to share writing projects with others.



Craft/Fine Motor/Sensory

Paper Plate Bugs

Provide thin papers plates and art supplies. Invite your AAC learner to choose from a few options. Depending on the color and shape of the paper plate, they can make a butterfly, bee, or caterpillar.

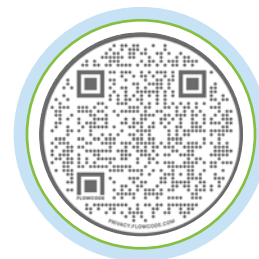
Sample Phrases to Model

IT is **PRETTY**. **CAN IT FLY?**

The bee **CAN MAKE** honey.

WHERE did **THAT BUG** go?

What words will you model?



Scan to download emergent and conventional activity and writing handouts.



Tip: See page 03 for ways to write with your PRC-Salttillo speech-generating device or app.



Plan for Roll-a-Word Activities: Include this dice game into your lesson plans using the instructions on page 34.



Conventional Learners



Anchor – Read – Apply

Anchor: Build background knowledge.

- Watch short online videos to introduce this topic
- Make a KWL chart: What I **KNOW**, What I **WANT** to Know, What I **LEARNED**
- Text structure – sidebar; discuss that the text in the sidebar in this book shares real facts about these insects
- Pre-teach the Tier 2 and 3 words on this page

Read: Read the text aloud. Don't stop to model words on the AAC device. Point out text features. Occasionally remind students that they are reading to learn about the bugs we might see in our backyard.

Apply: Complete activities to build comprehension and vocabulary after reading.

Comprehension and Structured Writing

Complete the downloadable Venn Diagram.

Teaching Vocabulary

Tier 1 words are common, frequently used words learned through conversation. **Tier 2** and **Tier 3 words** are learned through reading and writing. Tier 3 words are very specific and not used in everyday conversation. Talk about these words from the story. Describe them using high-frequency words, including core and fringe words, from the AAC system.

Tier 2 + 3 Words

insect
hatch
hunch
protect

Describe with Tier 1 Words

small animals, bugs
out of egg
idea, thought, guess
make safe

Independent or Structured Writing

Write a Postcard or Blog Post

Encourage your AAC writer to either fill-in-the-blanks with words from their AAC device or write their own sentences using the blank form. Make it an independent writing activity by asking the AAC writer to share whatever they want by using the keyboard of their SGD or a spelling lite-tech board.



Self-Selected Reading

Invite all your learners to self-select reading materials for further literacy and communication development.



Octopus Acrobatics

Sue Flies & Gareth Lucas

Let's go under the sea to learn all about the octopus! Through rhyming verses, engaging illustrations, and interesting facts, readers will be fascinated by their many unique abilities and habits.

Target Words: they, change, feel, fast, hide, in, move, smart, octopus, ocean



Emergent Learners

Shared Reading

- Picture walk through some pages; explain this book tells facts about the octopus
- Read text on the page, pausing to model on the AAC device as you make comments, ask questions, and respond to your AAC reader
- Provide repeated readings focusing on target letters/sounds/rhyming words, syllables

Shared Writing

List Poem

Encourage AAC learners to choose a picture of an octopus. Ask them to use three-to-six words from their AAC system to describe the octopus. Add their selected photo to your device and use annotation features to add your AAC writer's words on top of the photo, as they provide input for text color, position, and size.

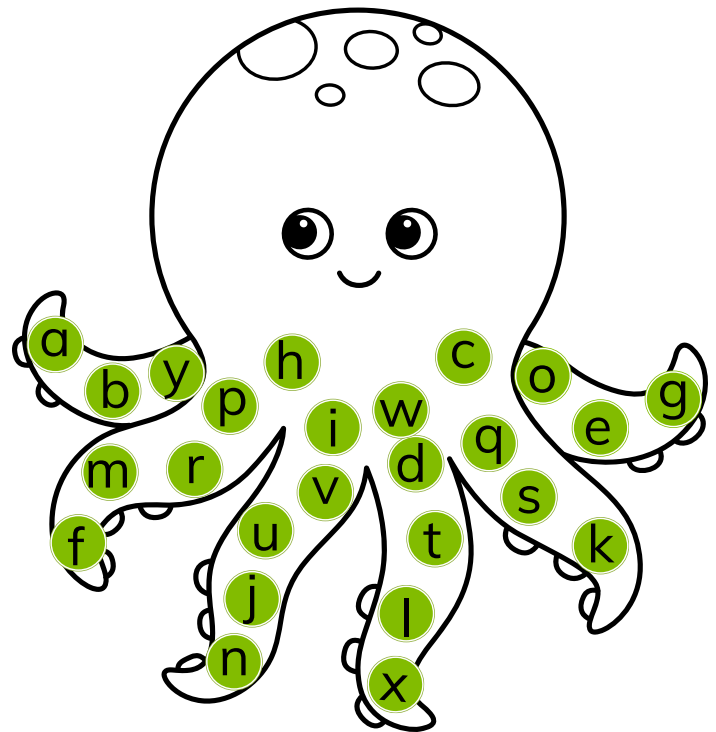
Independent Writing

Write a Blog Post

Encourage your AAC writer to write a blog post about the octopus with the downloadable Blog Post template. This time, encourage them to describe it using the keyboard of their AAC system or a lite-tech spelling board. Make connections from their writing to the text. Share writing projects with others.

Craft/Fine Motor/Sensory

Download the Octopus Alphabet Smash Mat



Sample Phrases to Model

THEY are **SMART**. An **OCTOPUS** can **CHANGE** colors.

THEY can **MOVE FAST**. **THEY FEEL** things.

THEY can **HIDE IN** different places.

What words will you model?



Tip: See page 03 for ways to write with your PRC-Salttillo speech-generating device or app.



Plan for Roll-a-Word Activities: Include this dice game into your lesson plans using the instructions on page 34.



Conventional Learners

Anchor – Read – Apply

Anchor: Build background knowledge.

- Watch short online videos to introduce this topic
- Make a KWL chart: What I **KNOW**, What I **WONDER**, What I **LEARNED**
- Text structure – sidebar; discuss that the text in the sidebar in this book shares real facts about these creatures
- Pre-teach the Tier 2 and 3 words on this page

Read: Read the text aloud. Don't stop to model words on the AAC device. Point out text features. Occasionally remind students that they are reading to discover the unexpected talents of an incredible ocean animal.

Apply: Complete activities to build comprehension and vocabulary after reading.

Comprehension and Structured Writing

Download the Venn Diagram and lead a discussion as you complete it together.

Teaching Vocabulary

Tier 1 words are common, frequently used words learned through conversation. **Tier 2** and **Tier 3 words** are learned through reading and writing. Tier 3 words are very specific and not used in everyday conversation. Talk about these words from the story. Describe them using high-frequency words, including core and fringe words, from the AAC system.

Tier 2 + 3 Words

camouflage
fiercely
hatchling
propels
prey

Describe with Tier 1 Words

hide, make hard to see
strong way
new animal from egg
move fast
animals eat other animals

Independent or Structured Writing

Write a Text Message

Download the Text Message template and write a text. Encourage your AAC writer to either use words from their AAC device or spell their own words from the keyboard or use a combination of both strategies.



Scan to download emergent and conventional activity and writing handouts.



Self-Selected Reading

Invite all your learners to self-select reading materials for further literacy and communication development.



The Crayon Man: The True Story of the Invention of Crayola Crayons

Natascha Biebow and Steven Salerno

This biography tells the story of a man whose love of nature's bright colors mixed with creativity to make the world a more colorful place for children. Follow his messy experiments to invent the formula for crayons as we know them today.

Target Words: he/she/they, fix(ed) color(s), make/made, mix, pretty, problem, crayon(s), color words



Emergent Learners

Shared Reading

- Picture walk through some pages; explain this book tells the story of a real person
- Read text on the page, pausing to model on the AAC device as you make comments, ask questions, and respond to your AAC reader
- Provide repeated readings focusing on target letters/sounds/rhyming words, syllables

Shared Writing

Character Trait Map

Discuss the story and Edwin Binney's experiences inventing the crayon. Encourage AAC writers to use words from their AAC device or lite tech board to complete the downloadable Character Trait Map.

Independent Writing

Encourage your AAC writer to choose a photo to write about. Encourage them to describe it using the keyboard of their AAC system or a lite-tech spelling board. Make connections from their writing to the text. Remember to share writing projects with others.

Craft/Fine Motor/Sensory

Crayon Confetti

Peel paper off crayons. Shave the crayons onto construction paper using a cheese grater. Glue shavings to construction paper for an abstract art project.

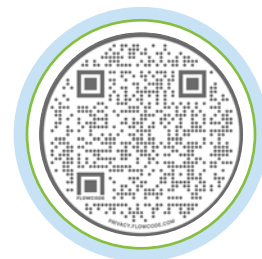
Option: Place crayon shavings on construction paper and cover with a piece of wax paper. Use a hair dryer to melt the shavings; remove wax paper when crayons have melted.

Sample Phrases to Model

There was a **PROBLEM**. **SHE** asked him to **FIX** the problem. **HE** wanted to **MAKE** new **CRAYONS**.

THEY wanted to **MIX PRETTY COLORS**. **HE FIXED** the **PROBLEM**.

What words will you model?



Scan to download emergent and conventional activity and writing handouts.



Tip: See page 03 for ways to write with your PRC-Salttillo speech-generating device or app.



Plan for Roll-a-Word Activities: Include this dice game into your lesson plans using the instructions on page 34.



Conventional Learners

Anchor – Read – Apply

Anchor: Build background knowledge.

- Watch short online videos to introduce this topic
- Set a purpose for reading – find out who made crayons better and why he did it
- Text structure – problem-solution: share that the man in this real-life story saw a problem and he fixed it
- Pre-teach the Tier 2 and 3 words listed on this page

Read: Read the text aloud. Don't stop to model words on the AAC device. Point out text features. Occasionally remind students that they are reading to learn about the bugs we might see in our backyard.

Apply: Complete activities to build comprehension and vocabulary after reading.

Comprehension and Structured Writing

Complete the downloadable Problem-Solution chart.



Teaching Vocabulary

Tier 1 words are common, frequently used words learned through conversation. **Tier 2** and **Tier 3 words** are learned through reading and writing. Tier 3 words are very specific and not used in everyday conversation. Talk about these words from the story. Describe them using high-frequency words, including core and fringe words, from the AAC system.

Tier 2 + 3 Words

problem
experiment
invent
solution

Describe with Tier 1 Words

not good, something wrong
see what it does, try again
make something new
fix, make better

Independent or Structured Writing

My Invention

Ask your AAC writer to think about a problem they would like to see solved. Then think of an invention that might solve it. Fill out the Problem-Solution worksheet with your ideas.



Self-Selected Reading

Invite all your learners to self-select reading materials for further literacy and communication development.



Mae Among the Stars

Roda Ahmed & Stasia Burrington

As a child, Mae dreamed of exploring space. Some people wondered if a different job would be better for her. Mae followed her dreams and became an astronaut.

Target Words: she/they/it, dream, go, see, want(s), work, hard, space, astronaut



Emergent Learners

Shared Reading

- Picture walk through some pages; explain this biography tells the story of a real person
- Read text on the page, pausing to model on the AAC device as you make comments, ask questions, and respond to your AAC reader
- Provide repeated readings focusing on target letters/sounds/rhyming words, syllables

Shared Writing

List Poem

Talk about Mae and her dream to go to space. Encourage your AAC writer to choose a picture from a variety of space-themed photos. Ask them to use three-to-six words from their AAC system to describe their choice. Add their selected photo to your device and use annotation features to add your AAC writer's words on top of the photo, as they provide input for text color, position, and size.

Independent Writing

Encourage your AAC writer to choose a photo that represents their dream. Encourage them to use the keyboard of their AAC system or a lite-tech spelling board to write about it. Make connections from their writing to the text. Share writing projects with others.



Craft/Fine Motor/Sensory

Galaxy Sensory Bottle

Fill a clear, empty plastic water bottle $\frac{3}{4}$ full with room-temperature water. Add a few drops of blue food coloring. Sprinkle in silver glitter and star confetti. Put on the lid and shake. Add baby oil to fill the bottle. Secure the lid with a strong adhesive glue. Shake and watch the stars.

Sample Phrases to Model

SHE has a **DREAM**. Mae **WANTS** to **GO** to **SPACE**.

THEY told her to **WORK HARD**. **SHE** became an **ASTRONAUT**.

What words will you model?



Tip: See page 03 for ways to write with your PRC-Salttillo speech-generating device or app.



Plan for Roll-a-Word Activities: Include this dice game into your lesson plans using the instructions on page 34.



Conventional Learners

Anchor – Read – Apply

Anchor: Build background knowledge.

- Watch short online videos to introduce this topic
- Set a purpose for reading – find out how Mae followed her dream
- Text structure – time-ordered events; learn about her life from childhood to adulthood
- Pre-teach the Tier 2 and 3 words listed on this page

Read: Read the text aloud. Don't stop to model words on the AAC device. Point out text features. Occasionally remind students that they are reading to learn how Mae worked hard to follow her dream.

Apply: Complete activities to build comprehension and vocabulary after reading.

Comprehension and Structured Writing

Story Map

Complete the downloadable Story Map about Mae's curiosity for space.

Teaching Vocabulary

Tier 1 words are common, frequently used words learned through conversation. **Tier 2** and **Tier 3 words** are learned through reading and writing. Tier 3 words are very specific and not used in everyday conversation. Talk about these words from the story. Describe them using high-frequency words, including core and fringe words, from the AAC system.

Tier 2 + 3 Words

succeed
assignment
possible
impossible
surround

Describe with Tier 1 Words

very good job
school work
can do it
not do, can't do it
on all sides, all around

Independent/Structured Writing

My Dream

Encourage AAC learners to draw or find a picture that represents their dream. Write about it in the downloadable dream worksheet.



Scan to download emergent and conventional activity and writing handouts.



Self-Selected Reading

Invite all your learners to self-select reading materials for further literacy and communication development.



Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist

Jess Keating and Marta Alvarez Miguens

Eugenie Clark was fascinated by sharks as a child. She became a famous scientist and spent her life studying these incredible ocean animals.

Target Words: she/they, is/are, learn(ing), not, teach(ing), swim, scary, shark(s,) ocean



Emergent Learners

Shared Reading

- Picture walk through some pages; explain this book tells the story of a real person
- Read text on the page, pausing to model on the AAC device as you make comments, ask questions, and respond to your AAC reader
- Provide repeated readings focusing on target letters/sounds/rhyming words, syllables

Shared Writing

Character Trait Map

Talk about Eugenie and her efforts to become a shark expert. Encourage AAC writers to use words from their SGD or lite- tech board to complete the downloadable Character Trait Map.

Independent Writing

Once your AAC learner makes their shark in the Feed the Shark activity, encourage them to use the keyboard of their AAC system or a lite-tech spelling board to write about it. Make connections from their writing to the text. Remember to share writing projects with others.

Craft/Fine Motor/Sensory

Feed the Shark

Download the handout and follow the directions to make the shark and play the game.

Sample Phrases to Model

SHE wanted to **LEARN**. **SHARKS** can do more than **SWIM**. Some people think **THEY ARE SCARY**. **SHE** does **NOT** think that.

SHE could **TEACH** them. **SHE IS TEACHING** everyone about **SHARKS**.

What words will you model?

| All About Sharks | |
|--|---|
| Fill in the sections below to share what you have learned about the sharks | |
| Physical Description They look nice. | Where Do They Live? Shark live in sae |
| What Can They Do? Cooler cutting shark leave hole in the whale | What Else Do You Know? The tiger shark eat everything |

Author: A 13-year-old student using a computer QWERTY keyboard to type. He also used his LAMP Words for Life iPad app with the word prediction keyboard to look up how to spell "leave" and "everything."



Tip: See page 03 for ways to write with your PRC-Salttillo speech-generating device or app.



Plan for Roll-a-Word Activities: Include this dice game into your lesson plans using the instructions on page 34.



Conventional Learners

Anchor – Read – Apply

Anchor: Build background knowledge.

- Watch short online videos to introduce this topic
- Set a purpose for reading – find out how Eugenie became the shark lady
- Text structure – time-ordered events; learn about her life from childhood to adulthood
- Pre-teach the Tier 2 and 3 words listed on this page

Read: Read the text aloud. Don't stop to model words on the AAC device. Point out text features. Occasionally remind students that they are reading to learn how Eugenie became a scientist who worked with sharks.

Apply: Complete activities to build comprehension and vocabulary after reading.

Comprehension and Structured Writing

Story Map

Complete the downloadable Story Map about Eugenie and her sharks.



Scan to download emergent and conventional activity and writing handouts.

Teaching Vocabulary

Tier 1 words are common, frequently used words learned through conversation. **Tier 2** and **Tier 3 words** are learned through reading and writing. Tier 3 words are very specific and not used in everyday conversation. Talk about these words from the story. Describe them using high-frequency words, including core and fringe words, from the AAC system.

Tier 2 + 3 Words

determined
discoveries
plunged
research
train

Describe with Tier 1 Words

try their best, keep going when hard
something found
jumped in, worked hard
look for answers
teach

Independent/Structured Writing

All About Sharks

Encourage your AAC learner to complete the sections of this downloadable handout to share what they learned about sharks. Learners can choose the structured writing template to fill-in-the-blanks or create their own phrases and sentences by using the version without prompts.



Self-Selected Reading

Invite all your learners to self-select reading materials for further literacy and communication development.



Daniel Finds a Poem

Micha Archer

A young boy asks his animal friends to explain poetry to him after seeing a sign advertising poetry in the park. He finds that poetry means something different to everyone.

Target Words: he/she/they, feel(s), feeling, know(s), think(s), tell, story, what, poem(s)



Emergent Learners

Shared Reading

- Picture walk through some pages; explain this book tells the story of a boy who wants to learn about poems
- Read text on the page, pausing to model on the AAC device as you make comments, ask questions, and respond to your AAC reader
- Provide repeated readings focusing on target letters/sounds/rhyming words, syllables

Shared Writing

List Poem

Encourage AAC learners to choose a picture of anything they like. Ask them to use three-to-six words from their AAC system to describe it. Add their selected photo to your device and use annotation features to add your AAC writer's words on top of the photo, as they provide input for text color, position, and size. *Extension:* Try to add only words that rhyme with the first word selected by the student.

Independent Writing

Ask your AAC learner's family to send in a photo or memento with a description of it for context. Encourage them to use the keyboard of their AAC system or a lite-tech spelling board to write about it. Refer to the information provided by the family to help make connections from their writing to the text.

Craft/Fine Motor/Sensory

Nature Sensory Bins

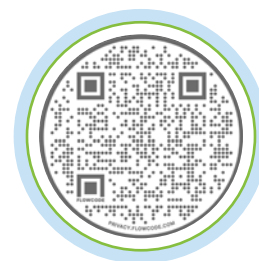
The animals in the park tell Daniel about poetry by describing elements in nature. Offer different sensory bins for exploration. You can make a water-based sensory bin by filling a large container with water and add cups, spoons, strainers, plastic water creatures, etc. Another option is to make a bin with rice or beans, pinecones, leaves, rocks, cups, spoons, plastic tongs, etc.

Sample Phrases to Model

HE wants to **KNOW** about **POEMS**. The animals all **TELL** him what they **THINK**. **THEY** get a **FEELING** from a **POEM**.

A **POEM** can **TELL** a **STORY**. **WHAT STORY** will you **TELL**?

What words will you model?



Scan to download emergent and conventional activity and writing handouts.



Tip: See page 03 for ways to write with your PRC-Salttillo speech-generating device or app.



Plan for Roll-a-Word Activities: Include this dice game into your lesson plans using the instructions on page 34.



Conventional Learners



Anchor – Read – Apply

Anchor: Build background knowledge.

- Watch short online videos to introduce this topic
- Set a purpose for reading – hear how the animals describe poetry to Daniel
- Text structure – descriptive words are used to help us see, feel, hear, and even smell the images
- Pre-teach the Tier 2 and 3 words listed on this page

Read: Read the text aloud. Don't stop to model words on the AAC device. Point out text features. Occasionally remind students that they are reading to learn how Daniel discovered poetry.

Apply: Complete activities to build comprehension and vocabulary after reading.

Comprehension and Structured Writing

Complete the downloadable Problem-Solution Chart.

Teaching Vocabulary

Tier 1 words are common, frequently used words learned through conversation. **Tier 2 + Tier 3 words** are learned through reading and writing. Tier 3 words are very specific and not used in everyday conversation. Talk about these words from the story. Describe them using high-frequency words, including core and fringe words, from the AAC system.

Tier 2 + 3 Words

crisp
dew
glisten
twilight

Describe with Tier 1 Words

dry, hard, easy to break
small water on grass in the morning
to shine, can be wet or clean
when sun is going down

Independent/Structured Writing:

Original Poem with Descriptive Words

Look at nature photos or videos with your AAC learner and let them choose one for their poem. Talk about what you see, hear, smell, or feel in the scene to spark ideas. Then, have the learner write a poem using their AAC system and read it out loud. For an extension activity, try writing an acrostic poem by picking a word and finding words that start with each letter.



Self-Selected Reading

Invite all your learners to self-select reading materials for further literacy and communication development.



Firefly July: A Year of Very Short Poems

Selected by Paul B. Janeczko and Melissa Sweet

A collection of very short poems organized by seasons.

Target Words: I/my, you, describe, feel, imagine, like, don't, what, happy, sad, poem



Emergent Learners

Shared Reading

- Picture walk through some pages; explain this book is a collection of very short poems
- Choose a few poems to read, then model on the AAC device as you make comments, ask questions, and respond to your AAC reader
- Provide repeated readings focusing on target letters/sounds/rhyming words, syllables

Shared Writing

Action Word Poem

Encourage AAC learners to choose a picture of anything they like. Ask them to use three-to-six action words to describe the photo, as they provide input for text color, position, and size. *Extension:* Try to add only words that rhyme with the first word selected by the student.

Independent Writing

Season Poem

The poems in this collection are organized by season. Ask your AAC learner to select from several photos representing different season activities. Encourage them to use the keyboard of their AAC system or a lite-tech spelling board to write about it.

Craft/Fine Motor/Sensory

Shape Poem

Your AAC learner selects a shape outline from several choices. Encourage them to recall words and phrases from their AAC device that describe feelings or thoughts about the shape using the downloadable templates or make your own.



Sample Phrases to Model

Here is **MY POEM**. How does it make **YOU FEEL**?
I IMAGINE pictures in **MY** head when **I** hear it.

WHAT do **YOU IMAGINE**? Does it make **YOU FEEL HAPPY** or **SAD**? **WHAT** else do **YOU FEEL**?

What words will you model?



Tip: See page 03 for ways to write with your PRC-Salttillo speech-generating device or app.



Plan for Roll-a-Word Activities: Include this dice game into your lesson plans using the instructions on page 34.



Conventional Learners

Anchor – Read – Apply

Anchor: Build background knowledge.

- Watch short online videos to introduce different poetic forms
- Set a purpose for reading – hear very short poems that make us think and feel
- Text structure – descriptive words are used to help us see, feel, hear, and even smell the images
- Pre-teach the Tier 2 and 3 words listed on this page

Read: Read the text aloud. Don't stop to model words on the AAC device. Point out text features. Occasionally remind students that they are reading short poems with types of words that describe people, places, and feelings.

Apply: Complete activities to build comprehension and vocabulary after reading.

Comprehension and Structured Writing

Choose a poem and discuss it using the Poetry Imagery worksheet.

Teaching Vocabulary

Tier 1 words are common, frequently used words learned through conversation. **Tier 2** and **Tier 3 words** are learned through reading and writing. Tier 3 words are very specific and not used in everyday conversation. Talk about these words from the story. Describe them using high-frequency words, including core and fringe words, from the AAC system.

Tier 2 + 3 Words

collection

imagery

poetry

Describe with Tier 1 Words

keep many things together

when words help you see pictures in your head

words that make you feel things

Independent/Structured Writing

Create a Cinquain Poem

A cinquain is a five-line poem with a specific syllable or word structure. Download the template and encourage your AAC learner to follow the structure.



Scan to download emergent and conventional activity and writing handouts.



Self-Selected Reading

Invite all your learners to self-select reading materials for further literacy and communication development.

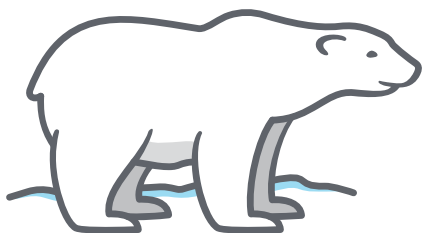
Resource Section

Conventional Literacy Interventions 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

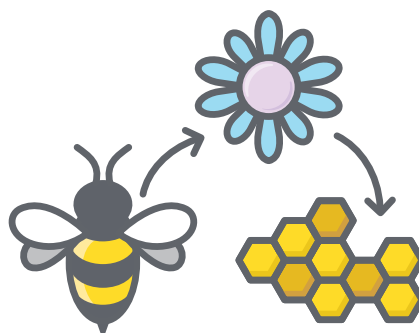
A butterfly is colorful; however, a moth is often a dull color.



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.

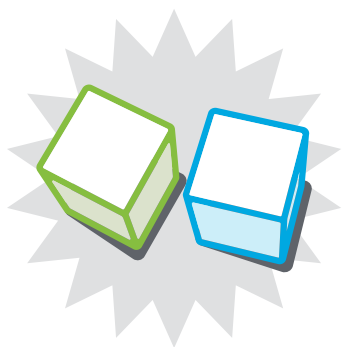


Problem and Solution Words

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.

Roll-a-Word



Make words with sounds and letters. Download the blank dice template, cut it out, laminate it, and attach the sides to form the dice. You can make two or three dice, depending on the sounds and words you want to target. *Option:* Purchase write-on dry erase dice.

Incorporating a robust phonics program with a scope and sequence in your daily intervention will maximize learning.

Example:

Choose one consonant and one-to-three rimes, or word families. Add the same consonant to all sides of one dice, add the word families to the sides of the second dice.

Options:

1. Buy blank dice you can write on if you prefer
2. With a LessonPix subscription, you can use the Play Tool feature to create an online game to roll the dice with the mouse; explore the resources on their SoundFinder™ tab to create activities with sounds and letters

Directions:

Roll the dice to create a word. Encourage your AAC user to listen as you sound out the letters/words on the side facing up. Example: “b” - “an”. The AAC user can verbally say the word and/or find the sounds in the phonics page of the speech-generating device. Roll again to make a new word. If the combinations do not make a word, sound out the letters and discuss.



Sample Word Making Letter Sets and Word Families:

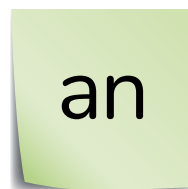
- | | |
|---------------------|---------------------------------------|
| 1. a, b, m n, t | an, at, bat, mat, man, ban, tan |
| 2. a, l, n, p, s | as, an, pan, nap, sap, lap, |
| 3. l, f, n, s, t | in, is, if, sit, fit, fin, fins, fits |
| 4. b, l, g, n, t | it, in, pin, pig, bit, big, bin |
| 5. i, d, n, r, p, s | is, in, tin, tip, rip, nip, sip, dip |

Word Sorts:

As you create each word with the dice, write it on a sticky note.

Then encourage your AAC user to sort the words by their first letter and then word.

Extension Activity: Find it on the SGD and use it in a sentence.



Adapted from Comprehensive Literacy for All (2019). Erickson, Karen A., and Koppenhaver, David A., Paul H. Brookes Publishing Co. and Literacy Through Unity, an instructional program developed from a collaboration between the Center for Literacy and Disability Studies of the University of North Carolina at Chapel Hill with Dr. Karen Erickson and Dr. Gretchen Hanser, Bruce Baker of Semantic Compaction, and PRC-Salttillo.

More Ways to Offer Experiences with Letter Sounds

Understanding the relationship between letters and sounds is crucial for learning to read, spell, and write. Learning this is more complicated for a person using AAC who may not be able to produce sounds effectively.

AAC users can experience sound play and make words with sounds when they use the Phonics Pages that are built into LAMP Words for Life®, WordPower®, and Unity® vocabularies. By combining individual sounds, blends, and ending sounds to form words, AAC learners can enhance their reading skills through interactive activities. Phonics pages should be used for specific activities to teach phonics skills. Encourage the learner to use a traditional keyboard during writing activities. When they show they understand sound-letter correspondence, it's a good time to move away from the Phonics Page.

For even more engagement, project the phonics page in the emulation software on your classroom whiteboard and everyone can make new words with sounds.

| | | | | | | | | | | | |
|-------------|----|----|----|----|-------|----|---------|--------------|-------|------|------|
| GO BACK | bl | br | ch | sh | th | TH | wh | HIDE ENDINGS | -ab | -ack | -ail |
| HIDE BLENDS | cl | cr | b | c | d | f | SHORT a | LONG a | -ake | -all | -an |
| dr | fl | fr | g | h | j | k | SHORT e | LONG e | -ap | -at | -eed |
| tr | gl | gr | l | m | n | p | SHORT i | LONG i | -ell | -et | -ick |
| DEL WORD | pl | pr | qu | r | s | t | SHORT o | LONG o | -ight | -ill | -in |
| backspace | sl | sm | v | w | x | y | SHORT u | LONG u | -it | -op | -ore |
| CLEAR | sp | st | | z | SPACE | | | SILENT e | -ot | -ug | -um |



Scan to explore the
Getting Ready to Read
program on the
AAC Language Lab



Scan to download
ChatEditor™
for WordPower®
vocabularies



Scan to download
PASS Software for
Minspeak® vocabularies

AAC Goal Bank

These are examples of short-term goals to improve developmental communication, language, literacy, and writing skills of AAC learners. It is not an exclusive list. Consider the specific skills and developmental needs of your learners as you identify objectives for each book. You can mix and match these goals for learners as needed. Include wording to reflect how the outcomes will be measured.



Emergent Literacy

Reading/Sound/Letter Awareness

When provided with a robust AAC system, the student will use single words/multi-word combinations to:

- make predictions during shared reading activities
- direct the actions of others
- describe characters or objects
- express negation

The student will:

- independently select reading material when offered a variety of options
- recognize that words are made up of syllables by clapping, tapping, or nodding as two-, three-, and four-syllable words are spoken aloud
- indicate if pairs of words spoken aloud rhyme by indicating yes or no using their AAC system or other recognized signals

When provided with a list of spoken words beginning with the same sounds, the student will share a different word/ words with the same initial sound, either from their SGD or from a group of picture cards.



Writing

When provided with a robust AAC system, the student will:

- use single words to complete a story frame
- write a list poem by using at least five single words to describe a photo prompt
- use single words/multi-word combinations to caption a photo prompt

When provided with the full alphabet on either a robust AAC device or a lite-tech spelling board, student will choose a topic to write about from several self-selected, personally relevant prompts.

When provided with the full alphabet on either a robust AAC device or a lite-tech spelling board and a self-selected writing prompt, the student will:

- write by creating strings of text
- demonstrate increased complexity in writing by producing longer strings of text
- demonstrate increased complexity in writing by using at least one space in a string of text
- demonstrate increased complexity in writing by using at least one letter's sound that can be attributed to the writing prompt





Conventional Literacy

Anchor

When provided with a robust AAC system and a discussion about the targeted text, the student will:

- use single words/multi-word combinations to share the purpose for reading
- use single words/multi-word combinations to complete the first two sections of a KWL chart

When provided with a robust AAC system, the student will use single words/multi-word combinations to make predictions about the content of the text

When provided with a robust AAC system and discussion of targeted vocabulary words in the text, the student will use single words/multi-word combinations to describe Tier 2/3 words.

Apply

When provided with a robust AAC system and a discussion about the targeted text, the student will use single words/multi-word combinations to describe the genre of the book.

When provided with a robust AAC system, the student will:

- use single words/multi-word combinations and sequence cards, student will retell the major events from the story
- use single words/multi-word combinations to define Tier 2/3 targeted vocabulary from the text

When provided with a robust AAC system and discussion about the reading, the student will use single words/multi-word combinations to describe the problem and solution from the text.

Spelling/Decoding

When provided with 5 individual cards with one vowel and 4 consonants each, the student will arrange cards to make new words with adult guidance as needed.

When provided with cards containing words of two targeted word families (-an, -as), the student will sort words by patterns with adult guidance as needed.

When provided with a robust AAC system, the student will:

- blend the onset and rime of a word spoken aloud (c-at) by recalling the word from their vocabulary or identifying a picture of the word from a group
- blend the onset and rime of a word shown in print (cat) by recalling the word from their vocabulary or identifying a picture of the word from a group



Writing

When provided with a robust AAC system, including access to a keyboard for spelling, and discussion of targeted text, the student will:

- use single words/multi-word combinations to complete a compare/contrast Venn diagram of characters or objects from selected reading
- choose a related topic to write about
- use single words/multi-word combinations to complete the KWL chart written before reading the targeted text
- write about a self-selected topic

AAC Author Projects

Don't be intimidated by writing projects. Everyone can write. Here are projects completed by students using AAC from schools and families across the country. While identified as emergent or conventional writing, often there is a blend between the two phases as skills develop. Don't worry if your author's projects don't look like these. Celebrate all words!





Emergent



Author: A 10-year-old with a dream to be a UPS driver using words from her AAC device to write a list poem.

Dear mom

 Alligators

 Crocodiles

I've been reading about these reptiles. I learned that they are alike because they both crocodile

They are different because they Green

What would you think if you ran into one of these reptiles? I think it would be No

See you soon,
M

Any AAC (assistive technology) device. ©2020 Lexia, Inc. All Rights Reserved.

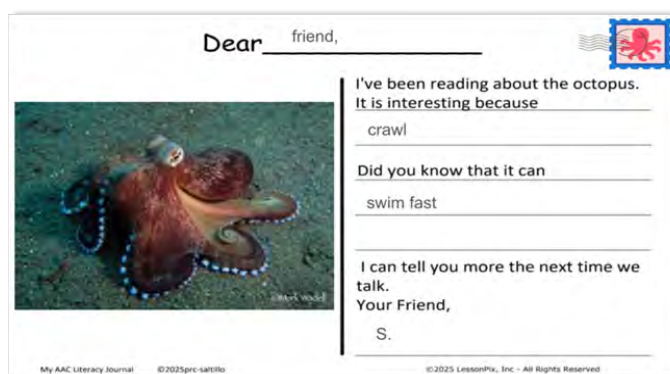
Author: A 14-year-old using an AAC device.



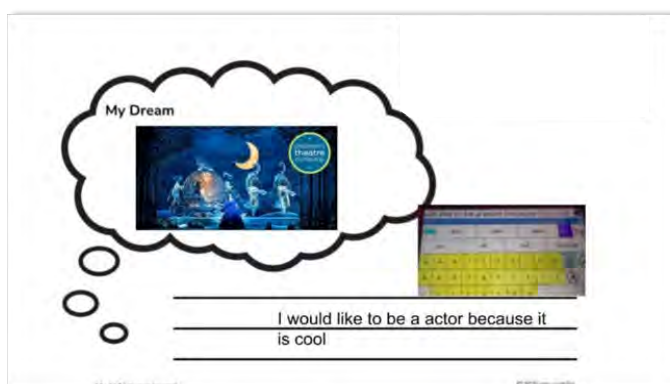
Conventional



Author: A 15-year-old using an AAC device to explain what he wanted to write; then he copied it from his message bar on to paper.



Author: A 10-year-old using an AAC device, sign language, and verbal approximations.



Author: A 10-year-old using vocabulary in her AAC device and predictive text in her keyboard.

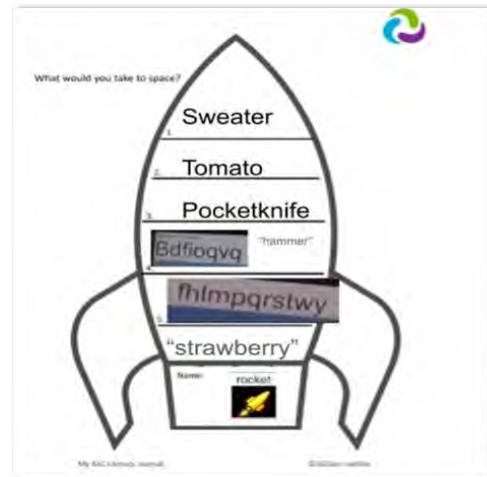
AAC Author Projects



Emergent



Author: A 10-year-old using her AAC device to write a list poem. She used a vocal smiley to recall the prestored sound “vroom”.



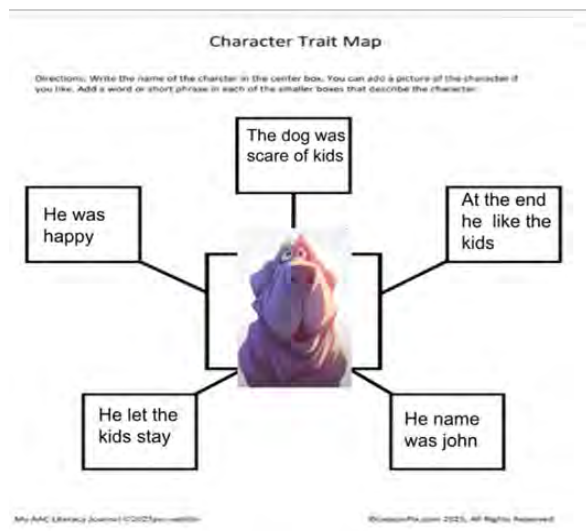
Author: A 17-year-old who has had his robust AAC device for less than 2 years. He has a few words he can say with verbal speech or sign language. He used a combination of words and spelling. When asked what words he was thinking of when he used his keyboard, he used words stored in his device to tell us.



Author: A 10-year-old using words on her device, the keyboard, Zoom annotations during her online therapy session, and verbal approximations for her writing. She attempted to spell “brave” on her own and used her device to find the spelling for “help.”



Conventional




Author: A 13-year-old using the computer and vocabulary in her AAC device. He used Word Finder in his device to find words he wanted. He also gave the dog in the story a name.



Author: A 15-year-old using his AAC device and verbal speech.

Name: _____ Date: _____

KWL CHART

| What I Know | What I Wonder | What I Learned |
|-------------|---|-----------------------|
| Need bite |  | It likes go eat meat. |

My AAC Literacy Journal | ©2023 AAC Literacy Journal

Author: A 15-year-old using his AAC device. He has really found his voice but has the most to say when given chances to write about age-appropriate topics with his device.



Monarch Reader™ by Building Wings

Looking for materials to teach the same vocabulary to older, emergent learners? Check out Monarch Reader, a free online library of thousands of digital books designed for beginning readers of all ages, from our friends at Building Wings.

Key Features of Monarch Reader

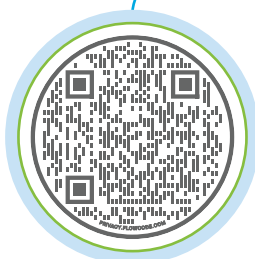
- Adjustable text size and placement (bottom or side of the page)
- Customizable background colors
- Text can be read-aloud
- A switch-accessible computer offers independent page turning for the reader

Device Integration Increases Independence

PRC-Salttillo Devices: Use the Empower® accessible web browser to open Monarch Reader or link directly to a specific book directly from the Accent®. The split-screen feature on NovaChat® and Via® provides access to WordPower® and the book you are reading at the same time. Split screen also works on the TouchChat® iOS app.

Alternative Access: Compatible with eye tracking, head tracking, and switch access for independent use.

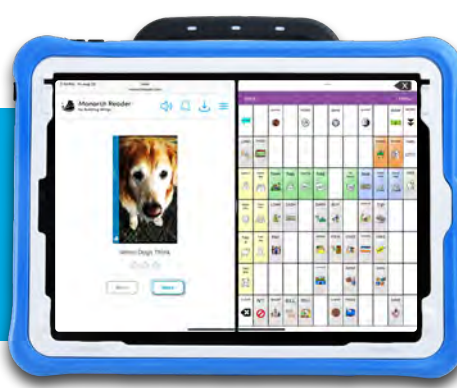
Start exploring today at Monarch Reader and empower your learners with accessible, engaging books.



Explore the 12 books we have written that align with the target vocabulary from My AAC Literacy Journal, offering age-respectful topics and interesting images that appeal to older learners.



TouchChat with
WordPower on iPad



Unity AAC App on Via

Did you know you can write your own book on Monarch Reader?

Encourage your AAC writer to use their vocabulary creatively by crafting stories that can be shared and enjoyed by others on Monarch Reader. It's a fun and empowering way to build language skills, express ideas, and contribute to a growing library of user-created content.

Here's how to get started:

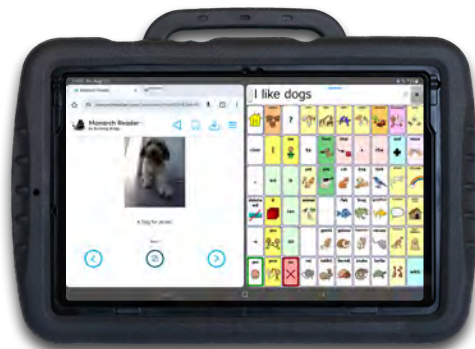
1. Anyone over the age of 18 can create a free Monarch Reader account
2. Select "Create a New Book" from the main menu; then select "+ Start new"
3. Invite your AAC writer to offer suggestions for images for the book; use the built-in search feature to find the pictures for your book; you can write about anything—your favorite animal, a fun day at school, or an imaginary adventure
4. Add the text to your pages; the AAC writer can dictate the text to be added to each page
5. Review the book for correct grammar and spelling; this can be a learning experience for your AAC writer
6. Publish or personal? Choose to publish the book for others to read or keep it in draft form just for you



Writing stories helps build confidence, supports literacy development, and gives AAC users a voice in a creative and meaningful way.



Accent 1400 with Empower and the accessible web browser



NovaChat with WordPower

Language Stages Overview

Being able to communicate and understand language is the ultimate goal of AAC. When emergent communicators take single words and put those words together to create communication, they can begin to express themselves. Learning to use language will allow your AAC user to go beyond pre-programmed words and simple requests to being able to express their thoughts, feelings, humor, and emotions. Keep this goal first and foremost.

Every language learner hits certain milestones while going through the steps towards acquiring language skills. While the rate of progress varies, the order of the steps is consistent.

The stages that form the foundation of the AAC Language Lab® are a compilation of information on language development gathered from a number of resources and organized in a single chart of teachable segments. Because the acquisition of new language skills flows gradually from stage to stage, it is not unusual to find skill development overlapping the stage divisions. The stages provide a general structure and should not be interpreted rigidly.



Stage 1

Starting to use single words and symbols to communicate. May use single words to represent longer ideas: “go” may represent “make it go” or “more” may represent “I want more.”

Stage 2

Growing vocabulary results in combining words to make phrases. Words are used for more purposes. The smallest unit of meaning (morphemes) are emerging, for example using -ing.

Stage 3

Longer and more complex messages are created as vocabulary continues to grow. Participation in conversation increases, as does sentences with correct word order, changing/adding words, and use of syntax and grammatical markers.

Stage 4

Sentences are becoming longer and more complex as vocabulary keeps growing.

Stage 5

More advanced grammar is being used, along with more diverse words, longer sentences, and new vocabulary.

Post Stage 5

The individual uses all types of words, has more advanced grammar and sentences are typically 4.5 words or longer.



Visit the Getting Started section of the AAC Language Lab for guidance on which language stage to start with and for progress monitoring.

Active with AAC

Help your AAC users grow and expand their language through everyday activities using the Active with AAC handouts available free on the AAC Language Lab®. Get practical tips for modeling language and different reasons to communicate, including directing, commenting, protesting, and more. You'll find supplemental vocabulary strips that can be used with one of our lite-tech boards also. Conventional learners can increase vocabulary, phrase length, and communication functions.

Use Active with AAC resources to enhance themes in My AAC Literacy Journal. For example, the Bug Hunt handout is a fun, simple guide for exploring nature with your AAC learner after reading the book, "The Backyard Bug Book for Kids." Playing the game, "Yeti in My Spaghetti," is a wonderful way to provide more communication opportunities after reading the book, "How to Catch a Yeti."

You'll find so many ways to get Active with AAC!



Additional Resources

LessonPix | [lessonpix.com](https://www.lessonpix.com)

LessonPix is an online resource for making custom printable materials.

Reading Rockets | [readingrockets.org](https://www.readingrockets.org)

Reading Rockets is a national public media literacy initiative offering information and resources on how young kids learn to read, why so many struggle, and how caring adults can help.

Reading Universe | [readinguniverse.org](https://www.readinguniverse.org)

Reading Universe gives educators guidance on how to teach reading and writing using structured literacy approaches.

Center for Literacy and Disability Studies | med.unc.edu/healthsciences/clds

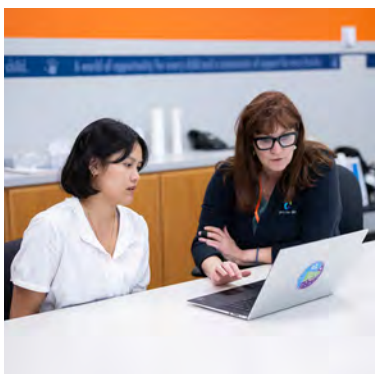
The mission of the Center for Literacy and Disabilities Studies is to promote literacy and communication for individual of all ages with disabilities.

Your PRC-Salttillo Community

Connect with Your Regional PRC-Salttillo Consultant

You and your support team can trust in 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
- Implementation support for parents & professionals
- Device setup and training



Meet the PRC-Salttillo Ambassadors

Get to know our ambassadors who illustrate the impact of effective communication using customized SGDs and personalized access methods. This program showcases individuals who are actively using a PRC-Salttillo system. Read and share their stories and leave them a message on the AAC Language Lab blog.



aaclanguagelab.com

Find real-life solutions to support you as you support your learners through this award-winning online resource designed to support language development and communication growth for individuals using AAC. Many resources are free; however, an annual subscription of \$19.99 gives you access to everything.

- Interactive Lesson Plans: Easy-to-follow plans that align with language development stages
- Activities & Games: Fun, motivational exercises to encourage communication
- Implementation Tips: Practical strategies for integrating AAC into daily routines
- Getting Ready to Read: A research-based literacy and communication program designed to teach word recognition, decoding, spelling, and symbol sequencing using an AAC device
- Smart Charts: Visual aids showing symbol use across different AAC vocabularies
- Jane's Place: A community-sourced section where users can share and access custom materials





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.



prc-salttillo.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 intensive coaching tailored for your family, AAC Coaching Corner provides ASHA-certified coaches with years of AAC experience. Sessions are offered throughout the year.

PRC-Salttillo 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 or device. Plus, guidance on selecting the right mount for your unique needs.

PRC-Salttillo Facebook™ User Groups

Connect with others who use PRC-Salttillo devices and apps. Open to anyone who uses or supports our systems or simply wants to learn more.

- Accent® devices
- LAMP Words for Life®
- NovaChat® devices
- TouchChat® with WordPower®
- Unity® AAC

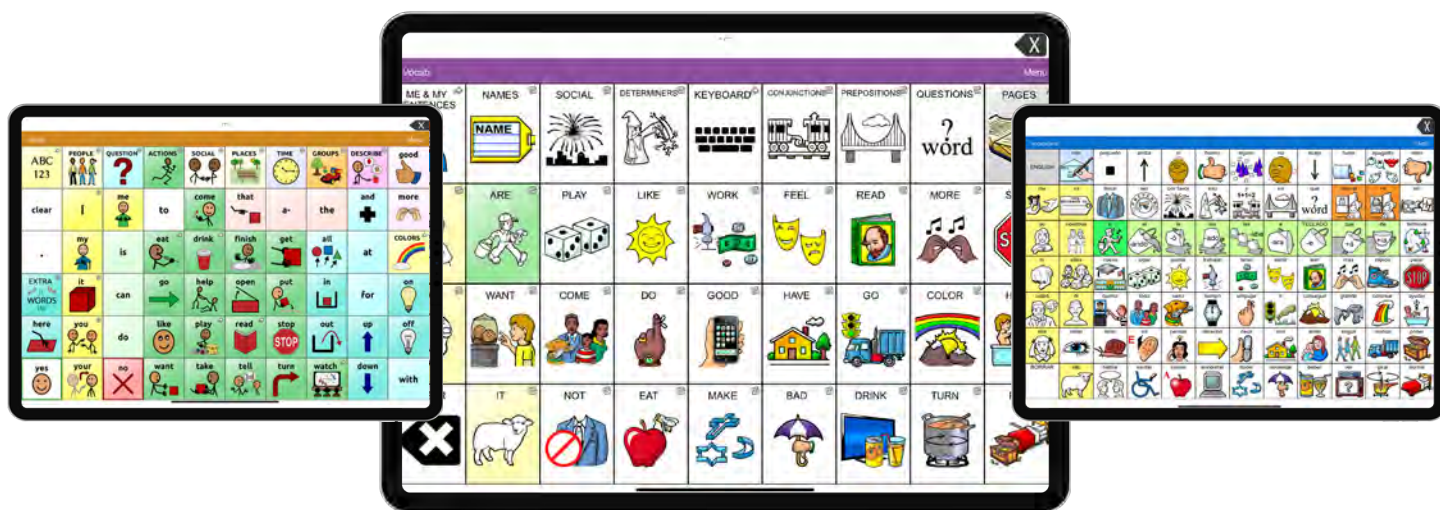
PRC-Salttillo Social Media

Follow us on social media (Facebook, Instagram, LinkedIn) or sign up for PRC-Salttillo enews to stay current on all things AAC.



Discover Apps from PRC-Salttillo

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. PRC-Salttillo is pleased to offer three Discover apps—your risk-free way to experience the apps before you buy. Download them from the App Store today and start your 30-day trial!





















































































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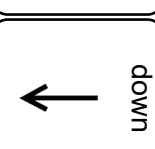



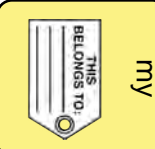


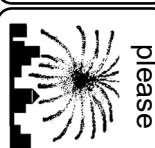
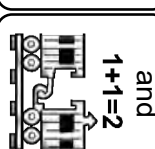
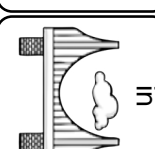



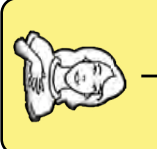


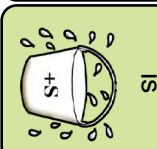

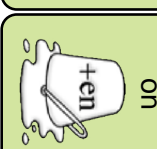
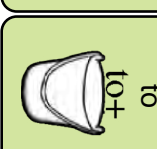




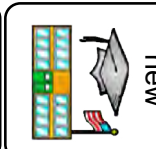
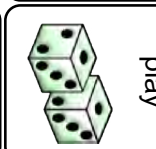

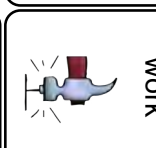
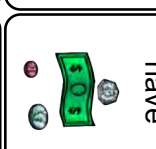

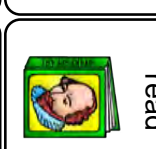




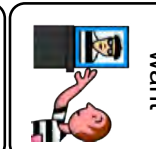








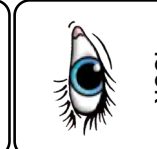


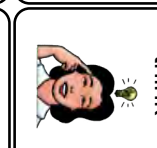
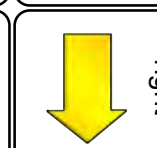








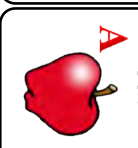





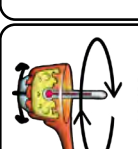



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| | | | | | | | | | | | |
|--|---|---|---|---|---|--|---|---|---|---|---|
| what  | when  | where  | ABC 123 | PEOPLE  | QUESTION  | ACTIONS  | SOCIAL  | PLACES  | TIME  | GROUPS  | DESCRIBE  |
| I | me  | how  | who  | why  | again  | please  | thank 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 |

| | | | | | | | | | | | |
|---|--|--|--|--|---|--|--|--|--|---|---|
|  finished |  mine |  little |  up |  yes |  good |  some |  no |  down |  out |  off |  bad |
|  me |  my |  wear |  am |  please |  that |  and 1+1=2 |  in |  what word |  a |  +s |  there |
|  I |  we |  are |  is |  were |  was |  on |  to |  SPELL/NUM |  an |  the |  end |
|  you |  they |  new |  play |  like |  work |  have |  feel |  read |  more |  fast |  stop |
|  it |  he |  want |  all |  come |  time |  do |  go |  get |  big |  color |  help |
|  she |  look |  slow |  hear |  think |  right |  said |  live |  love |  follow |  ride |  put |
|  CLEAR |  not |  talk |  sit |  eat |  find |  make |  need |  drink |  watch |  turn |  sleep |