

# Read-Aloud with AAC

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## Objectives

1. Participants will explore choosing a book and vocabulary to engage in a read aloud.
2. Participants will learn how to model reading using AAC during a read aloud.
3. Participants will use the AAC device to ask open ended questions.



## Identify the Goal

### Goal and objectives:

- What is the goal for the Read-Aloud?
- What is the goal for the student(s)?

### Materials

- Choose the book
  - How are you going to display it?
- Communication board

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## Procedure

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# Read-Aloud

## Procedure

1. Choose appropriate books
2. Choose vocabulary
3. Read the book to the student and model
4. Provide opportunities to ask questions or comment and model
5. Write about it

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## 1. Choosing Books/Texts

- Choose books with instructional content based on the 2000 National Reading Panel's report
- Choose books that are at grade level and target skills that are identified in the
  - PA State Standards
  - Alternate Eligible Content
  - Common Core Standards

### PA Core Standard

Assessment Anchor  
Assessment Descriptor

PSSA Eligible Content

PASA Alternate Eligible Content

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# 1. Choosing Books/Texts

Where to find grade level books or content for a read aloud?

- Curricula resources, text sets, and content area
- On-line resources
  - [News ELA](#)
  - [Read Works](#)
  - [Readtopia](#)
  - [Start to Finish](#)
  - [Tar Heel Reader](#)
  - [Tar Heel Shared Reader](#)
  - [International Children's Library](#)
  - [13 Read-Alouds to Help Connect with Your Middle Schooler](#)
  - [Common Sense Media](#)

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# 1. Choosing Books/Texts

Elementary School:

- Interesting content
- Capitalize on student likes, interests, hobbies
- Books that have a repetitive pattern
- Predictable books
- Books that relate to the student's experiences; similar age; characters that deal with the same fears or concerns
- Rich language, narrative structure
- Stories that are lively, interactive, and lead to conversations

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# 1. Choosing Books/Texts

## Middle School:

- Interesting content
- Poems
- Books/articles that spark conversations
- Books that include topics with real emotions, current events, tough moral choices

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# 1. Choosing Books/Texts

## High School:

- Content that is of interest and age relevant
- Explore hearing plays, period pieces, dialectal differences in texts
- Promotes engagement and exposure to a variety of texts
- Demonstrate thinking aloud, monitoring understanding, visualizing text, application, and questioning

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## 2. Choosing Vocabulary

Collaboration with the speech language pathologist and educators is key when determining vocabulary because multiple perspectives are needed to:

- Prioritize vocabulary
- Identify familiar vocabulary builds knowledge and communication
- Determine how to teach this vocabulary using communication



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## 2. Choosing Vocabulary

Content vocabulary	Familiar vocabulary	Vocabulary for communication
What vocabulary is provided to all students?	What words does the student already know?	What words are currently available on the student's AAC?
What words are important for the students to know?	What words are used across settings, activities, and/or classes?	What words are currently available on the classroom communication board?
What words are important for your student(s) to know?	How are those words similar/different?	

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## Identifying Language to Define or Describe

Multiple perspectives allow the team to target words to build language and concepts.

- As a team, use core words to describe or define words found only in the book to generate a student-friendly definitions or to determine alternate ways to display book related words
- Include words that are a part of a student's communication repertoire, device, and/or classroom communication system
- Incorporate core words for communication as they can be used for a variety of language functions to ask questions, comment, and retell events

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## Vocabulary

### Core

80% of what you say

Set of 350-400 words

Includes multiple parts of speech;  
can be used across settings

### Fringe

20% of what you say

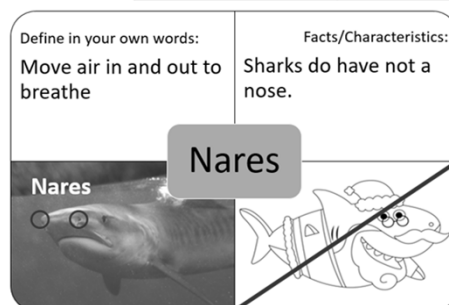
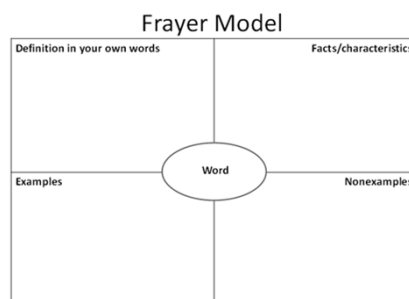
Set of 19,000 words

Includes labels and may be  
specific to the activity

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## Displaying Vocabulary

- Use student friendly definitions:  
(**word**) = (**category**, **synonym**) + (**attributes**)
- Merriman Webster's Children's Dictionary
- Teach words using examples and non-examples such as using a Frayer Model
  - Adapt by using manipulatives/pictures



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## Displaying Vocabulary

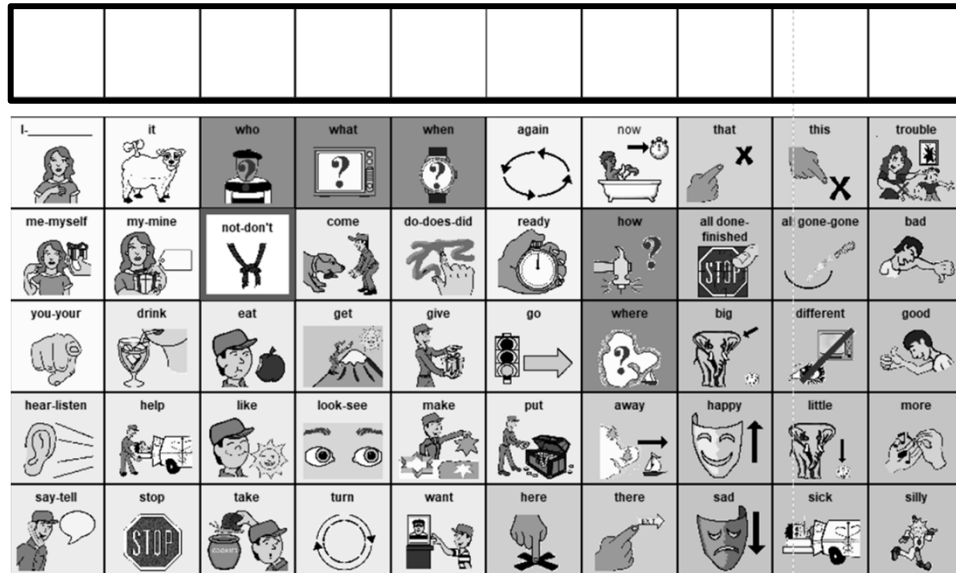
Having multiple perspectives aids with identifying, prioritizing, defining, modeling, and arranging the environment to support communication.

- Classroom communication board(s) that include a balance of core words for communication and topic words
  - Display fringe words on the core board in a designated space
  - Masked boards
  - Pull off words from boards
- Boards can be created manually from symbol authoring software, device company software, and/or from communication apps
- Student's use their AAC device

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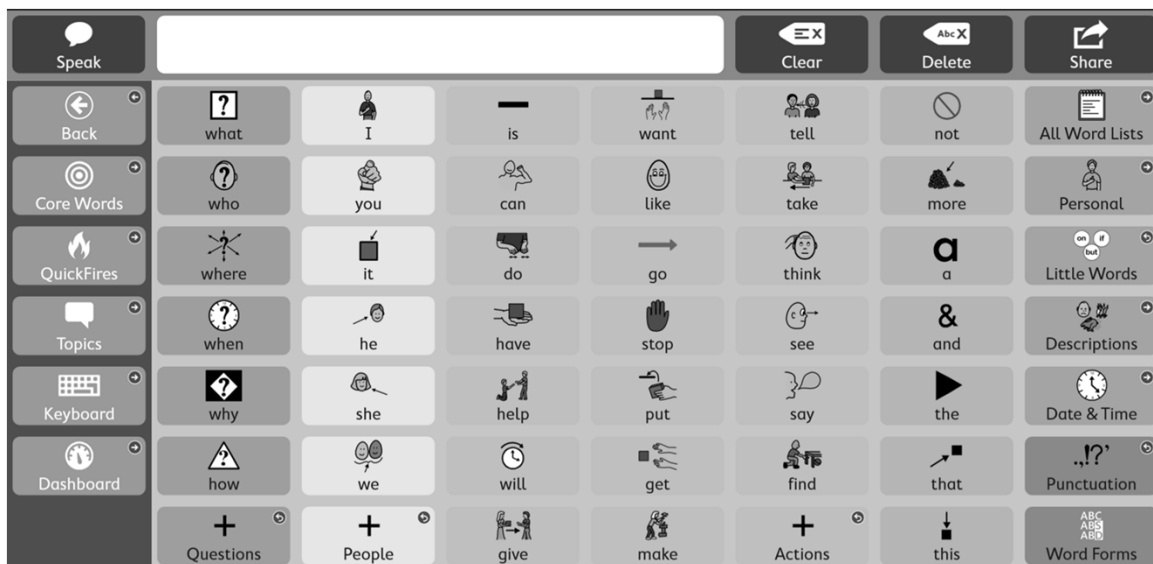


# Pixon Project Board



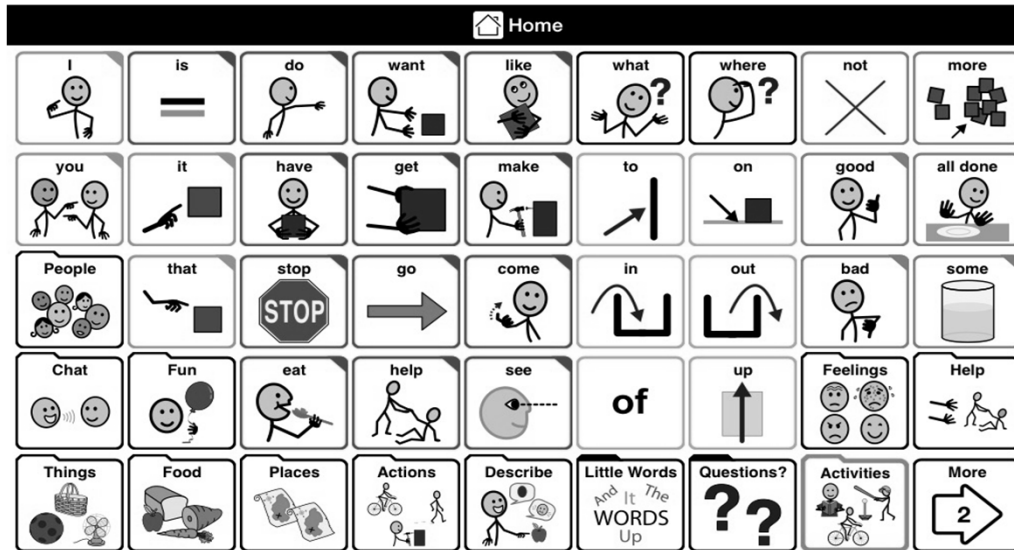
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# Snap Core First



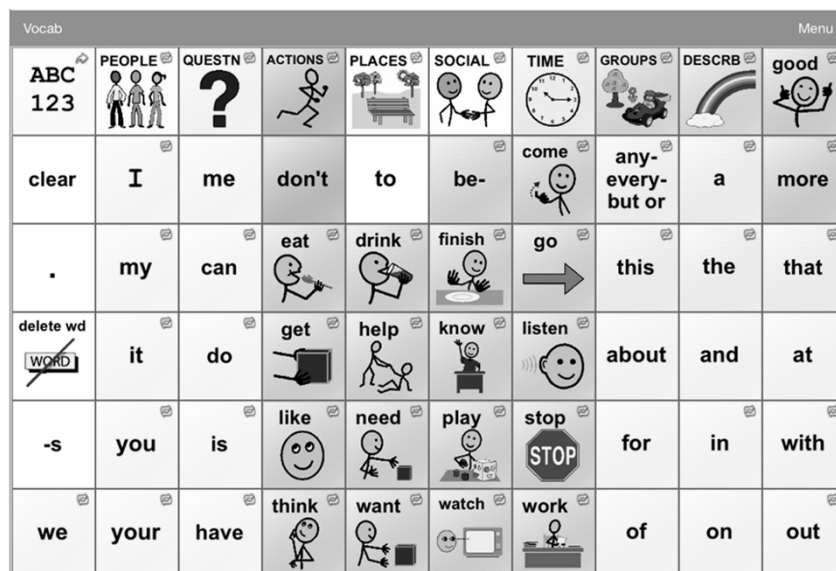
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# Proloquo2go



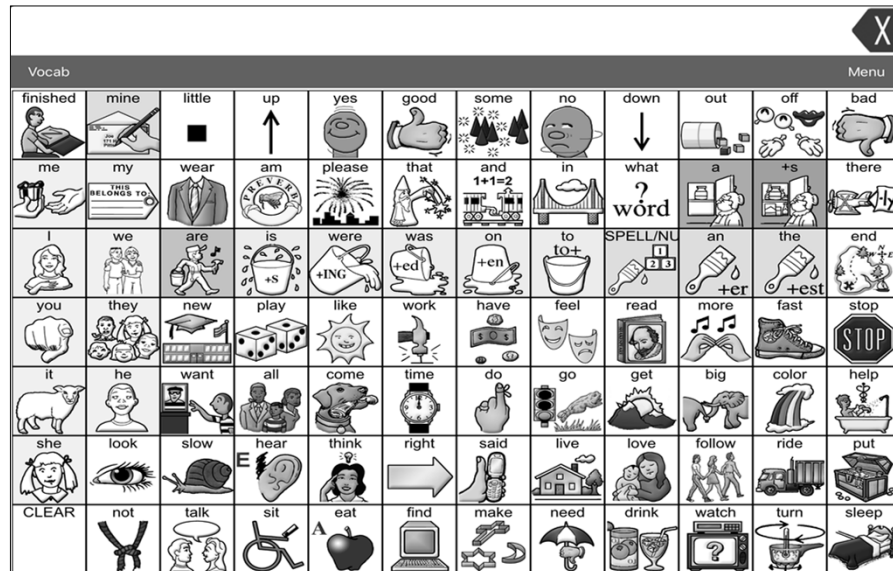
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# TouchChat HDAAC with Word Power



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# LAMP Words for Life

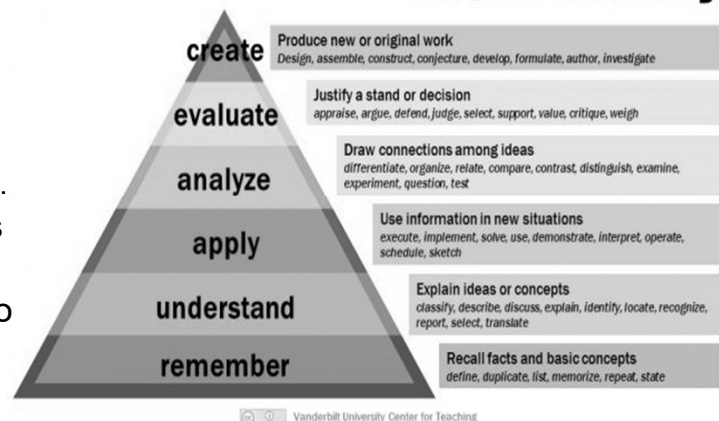


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## Prepare Questions

- Build open-ended questions to ask throughout the book.
  - Yes/no questions do not leave a lot of opportunity for turn taking when engaging in a conversation.
- Ask questions at varying levels of Bloom's Taxonomy
- Ask questions allow students to comment, predict, and infer
- Prepare visual supports for your students when asking questions

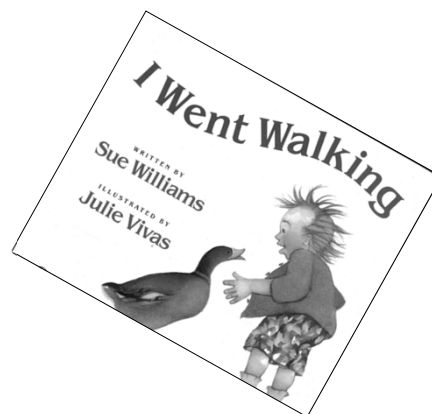
### Bloom's Taxonomy



Vanderbilt University Center for Teaching

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## Read-Aloud



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## Read-Aloud

- Elements of a read-aloud include:
  - Activating background knowledge
  - Reviewing vocabulary
  - Building reading conventions
  - Asking open-ended questions, inference questions, and higher-order thinking questions when reading

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## Gain Students Attention



Activate and or build background knowledge set and allow students to interact with materials

Brainstorm at your desk for a moment. Jot down what visual supports, media, manipulatives, or other supports you might use to introduce the story.

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## Gain Students Attention



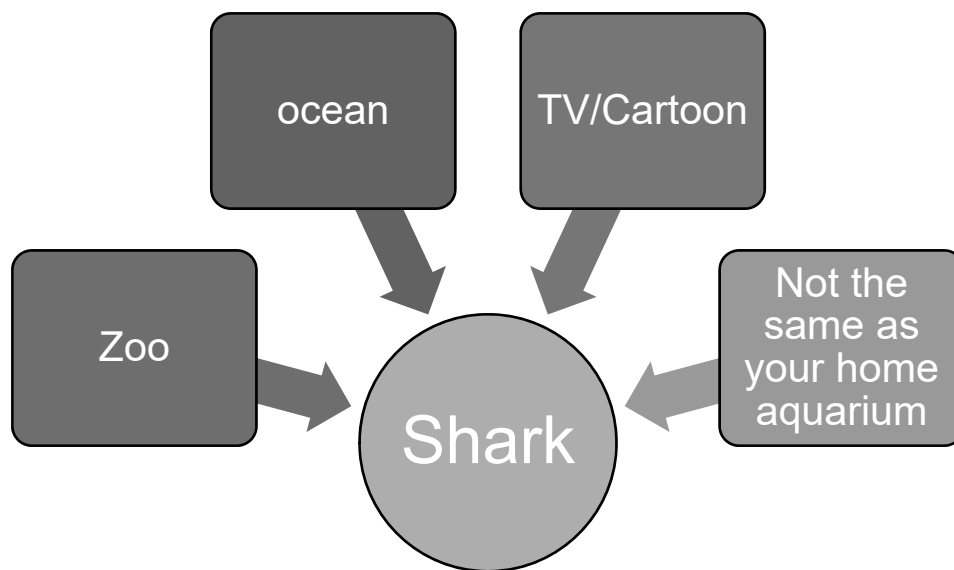
This is a compilation video from the Cape Fear Shark Live Cam. It shows sharks in the water swimming.

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## Build Background Knowledge

- What do students already know?
  - Ask students what they know about the subject
  - Ask open-ended questions that allows the student to use their AAC to answer with their thoughts and ideas
  - Build connections to the book using students' past experiences with the content
  - Bring in objects and materials related to the book for students to interact with when asking question; make a concept sort
- What do they need to know?
- What do you need to teach?

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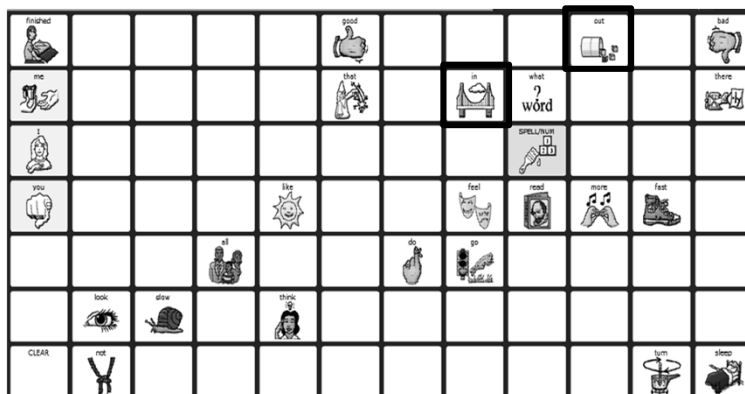
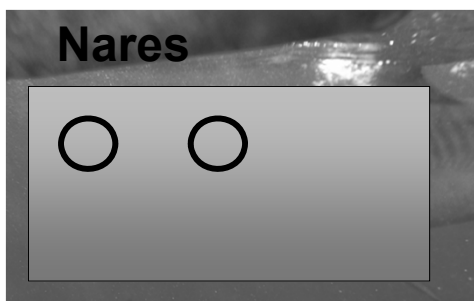
## Review Vocabulary

- Use the vocabulary list created with the team
- Review the vocabulary with the students using your communication supports
- Model the words using the communication supports
- Mask words to explicitly teach targeted vocabulary

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## Review Vocabulary

**Nares** – the nose openings; water goes IN and OUT to smell



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## Predict

- Do a picture walk through the book/article
- Ways to support prediction include using
  - Objects
  - Pictures
  - Words
- MODEL key words, MODEL the vocabulary words, MODEL to confirm what the students said



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## Introduce the Book

- Read the title of the book
- Read the author
- Capitalize on building reading conventions
  - How to hold the book
  - Front and back
  - Turning the page
  - Sabotage holding the book, model what to say

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*OH NO!!  
NOT THAT!  
TURN IT.*



*THAT's IT.*



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## Read the Text

- All students should have their own copy of the text
- Hold the book, present it on the Smartboard, smart camera, projector, poster size copy of the text
- Make sure the communication tool is readily available
- Model using the AAC
- Use choral responding to practice saying words on AAC

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## Read the Text

### Pause for repeated story line

- Model the line on the communication board
- Model the line on a communication device

### Give student an opportunity to point to the chosen line

- Provide the opportunity for the student to use the AAC to read it too
- Model the line on the communication board
- Pause
- Invite the student to say it with you as you provide a visual model
- Practice errorless learning

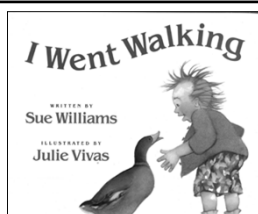
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### Example Video

Core vocabulary in shared reading

<https://praacticalaac.org/video-of-the-week-aactually-doing-it-core-in-the-classroom/>

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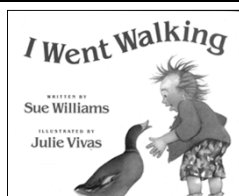


### Example Video

Example focusing on the word  
//

<https://youtu.be/w-l9lCZmZbk>

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### Example Video

This is a sample video of me reading some of the book using Words for Life.



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## 4. Provide Opportunities to Ask Questions and Comment

- Ask questions while reading
  - Pause 5-10 seconds to allow for processing time
- Chunk reading passages when asking
  - Pause 5-10 seconds to allow for processing time
- Ask comprehension questions, review questions, prediction questions, and opinion questions.
  - Pause after asking the question for 5-10 seconds to allow processing time.

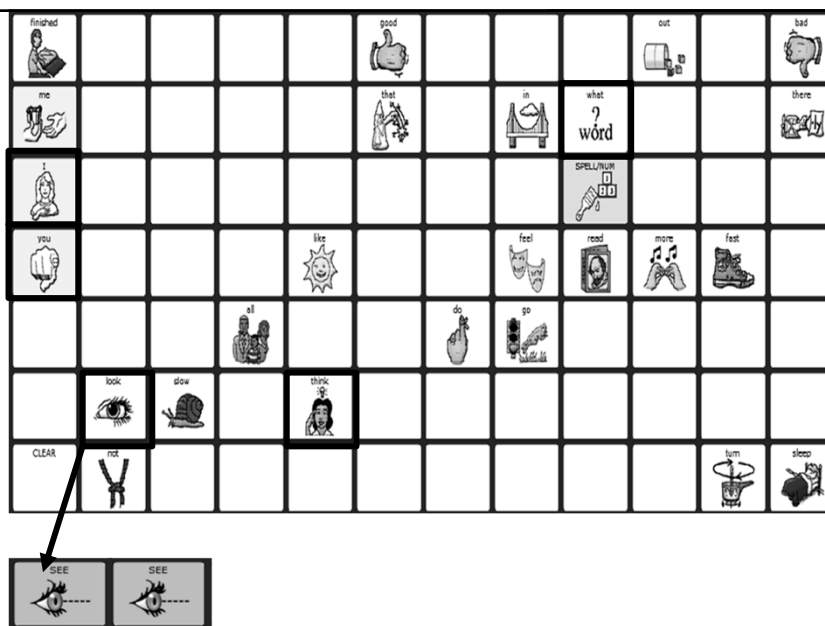
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*I went walking.*

*What did you see?*

What do you think it is? What do you see on the page?

What do I do now?



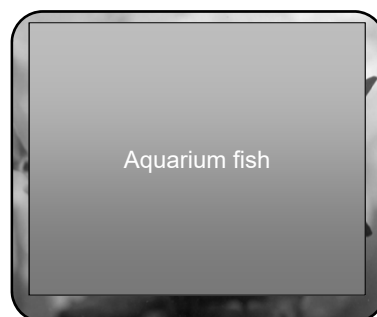
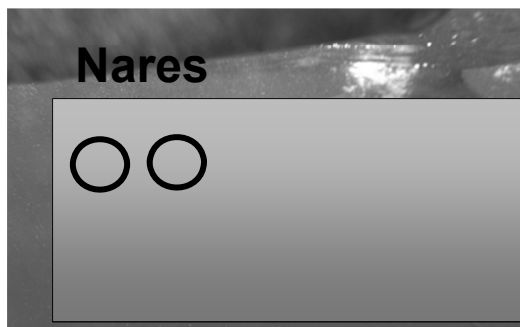
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## Ask Comprehension Questions

What was the article about?

What was the main idea?

What did you think?



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This video shows  
how to model a  
read-aloud.  
Notice the  
modeling,  
extensions, and  
questioning  
happening during  
the reading.

Please click to  
view

[https://youtu.be/  
C63ci68QEvI](https://youtu.be/C63ci68QEvI)

Video Sample

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Task Analysis:  
<https://nceo.umn.edu/docs/Teleconferences/tele17/Elementary%20ELA%20story-based%20Lesson.pdf>

Revised 1.13.09

### Elementary Story-based Lesson Task Analysis

Book or piece of literature to be used:

What the teacher will do	Materials to Present	What the student will do	Examples student responses
1. Get students attention	Show anticipatory set and allow student to interact with materials	Interact with materials	Eye gaze, touch, label
2. Review vocabulary and new symbols	Flashcards with words/ picture symbol/ and or object of key vocabulary word(s) (how many words)	Say/repeat/point to word or symbol	Touch, say, VOCA
3. Ask for prediction	Picture walk through the book. Provide prediction options with words/pictures/ objects. Present plausible, semi plausible, and not plausible	Indicates response to prediction	Verbally answer questions or Look at, touch, reach toward response board with options.
4. Read the title	Text point to title of book while labeling it as "title"	Point to title	Eye gaze word for word, point
5. Read the author	Text point to title of book while labeling it as "author"	Point to author	Eye gaze word for word, point
6. Ask, "how do we get started?"	Present the book upside down and backwards	Opens book to first page of the book	Reorients book and opens, activates VOCA to request open
7. Reads text	Text point along with reading and pauses at end of page	Turns pages when appropriate	Turns page, looks at pic symbol, or activates VOCA
8. Pauses for repeated story line	Reads up to repeated story line or half of repeated story line	Anticipates repeated story line or finishes repeated story line	Says story line or activates switch
9. Pauses for finding the word/picture on page	"Can you find the one of our vocabulary words on the page?"	Points to picture/ word/ object that teacher says	Look at, touch, says word
10. Give student an opportunity to point to chosen line	Wait for student to respond	Text point to chosen line in book	Point, eye gaze
11. Asks comprehension question/ review prediction	Provide comprehension options with words/pictures/ objects. Present plausible, semi plausible, and not plausible (can be same as prediction question)	Answers question	Eye gaze, touch, speak, reach toward, VOCA, AAC

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## Reading Text Video Samples

- Dynamic Learning Maps – Shared Reading module  
<https://youtu.be/cwSxTDsQZb0>
- PrAACtical AAC –
  - Aided Language Input in Book Reading  
<https://praacticalaac.org/video/video-of-the-week-aided-language-input-in-book-reading/>
  - Teaching in the ASD Classroom: Shared Reading  
<https://praacticalaac.org/praactical/praactical-teaching-in-the-asd-classroom-shared-reading/>
  - Pre-school age
    - TELL Me About It <https://praacticalaac.org/praactical/tell-me-about-it-aac-learning-with-i-went-walking/>
    - TELL ME About It Literacy Kit <https://praacticalaac.org/praactical/tell-me-about-it-aac-literacy-kits/>

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## 5. Write About It

- Provide students with the opportunity to express:
  - Opinion – whether they liked or disliked it and why
  - Share one thing they learned
  - Retell an event
  - Summarize
- Class writing chart
  - Predictable Writing Chart Literacy for All
  - Alternate Pencils The Center for Literacy & Disability Studies, UNC, Chapel Hill
  - AAC device
  - Classroom communication board

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## Write About It

Choose one or more to finish this sentence:

I learned that sharks \_\_\_\_\_.

I learned that sharks \_\_\_\_\_.

I learned that sharks \_\_\_\_\_.

I learned that sharks \_\_\_\_\_.

- do not sneeze
- nares are not the like our noses
- nares do not connect
- shake their head to get out what is stuck
- breathe with gills
- can smell

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## Write About It

I see a \_\_\_\_\_.

I see a \_\_\_\_\_.

I see a \_\_\_\_\_.

I see a \_\_\_\_\_.

finished					good				out		bad
me					that		in	what			there
I								SPELL/NUM			
you				like			feel	read	more	fast	
			all			do	go				
	look	slow		think							
CLEAR	not								turn	sleep	

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## Summary

- Read-alouds promote literacy and provide opportunities for students to communicate
- Choose books that have repetitive patterns, are of high interest to students, promote exposure to a variety of texts, provides experiences to prosody of speech
- Choose vocabulary words that can be used for a variety of language functions such as asking questions, commenting, and retelling events
- Allow students to interact with materials and use past experiences to build background knowledge
- Model language during the reading by using communication boards and invite students to use their device to read too
- Model repetitive lines, questioning skills, comments
- Ask open-ended questions



## Communication Resources

- Power AAC <https://www.pattan.net/Assistive-Technology/AT-for-Communication/POWER-AAC>
- LAMP Words for Life <https://aaclanguagelab.com/resources/lamp-words-for-life-with-supplemental-pages>
- Proloquo2Go <https://coreword.assistiveware.com/t/a0-core-word-posters-english-spanish-french-and-dutch/2260>
- Saltillo Flip Book Options <https://saltillo.com/chatcorner/content/29>
- Snap Core First
  - Pathways to Core <https://www.tobiidynavox.com/en-us/software/free-resources/pathways-core-first-windows/>

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## Core Vocabulary Lists Resources

### AAC Lists

- [www.aac.unl.edu/vocabulary.html](http://www.aac.unl.edu/vocabulary.html)
- [www.minspeak.com/CoreVocabulary.php](http://www.minspeak.com/CoreVocabulary.php)
- [www.aac institute.org](http://www.aac institute.org)
- <http://www.vantatenhove.com/papers.shtml>

### High-Frequency Reading/Writing Lists

- [www.eyeonthesky.org/highfrequencywords.pdf](http://www.eyeonthesky.org/highfrequencywords.pdf)
- [www.rmtc.fldb.k12.fl.us/literacy/wordlists.html](http://www.rmtc.fldb.k12.fl.us/literacy/wordlists.html)
- [www.cantonschools.org/content/pdf\\_files/high\\_frequency\\_words.pdf](http://www.cantonschools.org/content/pdf_files/high_frequency_words.pdf)
- <http://textproject.org/topics/core-vocabulary/>

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## Literacy Resources

- 13 Read-Alouds to help connect with your middle schooler  
<https://www.readbrightly.com/13-read-alouds-to-help-you-connect-with-your-middle-schooler>
- 215 Read-Alouds for Elementary Aged Children  
<https://graspingforobjectivity.com/2012/05/read-aloud.html/>
- 2000 National Reading Panel report  
<https://www.nichd.nih.gov/research/supported/nrp#overview>
- Common Sense Media Book Lists  
<https://www.common Sense Media.org/book-lists>
- Communication Training Series; Reading As Communication: Selecting Books  
<https://www.angelman.org/resources-education/communication-training-series/>
- International Children's Library <http://en.childrenslibrary.org/>
- News ELA <https://newsela.com/>

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## Literacy Resources

- PA State Standards: <https://www.pdesas.org/Standard/View>
- PA Alternate Eligible Content: <https://www.pattan.net/Disabilities/Students-with-Significant-Cognitive-Disabilities/Standards-Aligned-Instruction-and-Alternate-Eligib>
- Pathways to Literacy <https://www.pathstoliteracy.org/books-students-multiple-disabilities>
- Reading A to Z Literacy Frameworks <https://www.readinga-z.com/literacy-frameworks/balanced-literacy/>
- Readtopia <https://learningtools.donjohnston.com/product/readtopia/>
- ReadWorks <http://www.readworks.org/>
- Repetitive Line Books  
<https://pdf.snapandread.com/viewer.html?url=http%3A%2F%2Fwww.aacintervention.com%2Fhome%2F180009852%2F180009852%2FImages%2FRepeated%2520line%2520books.pdf>
- Start to Finish <https://learningtools.donjohnston.com/product/start-to-finish/>
- Story Based Task Analysis  
<https://nceo.umn.edu/docs/Teleconferences/tele17/Elementary%20ELA%20story-based%20Lesson.pdf>
- Tar Heel Reader <https://tarheelreader.org/>
- Tar Heel Shared Reader <https://shared.tarheelreader.org/find/>

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- PA Alternate Eligible Content: <https://www.pattan.net/Disabilities/Students-with-Significant-Cognitive-Disabilities/Standards-Aligned-Instruction-and-Alternate-Eligib>
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- Varlas, L. (2018). Why every class needs read alouds. *ASCD(60)*, 1. Retrieved from: <http://www.ascd.org/publications/newsletters/education-update/jan18/vol60/num01/Why-Every-Class-Needs-Read-Alouds.aspx>