

[www.prentrom.com](http://www.prentrom.com)

Look for AAC Language Lab for step-by-step intervention targets, IEP objectives, and plans. This is also the source for the Pixon Project Kit by G. Van Tatenhove

[www.storyplace.org](http://www.storyplace.org)

Charlotte & Mecklenburg County public library has preschool stories with text, dialogue is highlighted, accompanying games

<http://trainland.tripod.com/pecs.htm>

Links to many Boardmaker overlays

[www.vantatenhove.com](http://www.vantatenhove.com)

Gail has many handouts here on using core vocabulary, descriptive teaching, teaching Unity/Minspeak, and samples of the Pixon boards

## LITERACY & AUGMENTATIVE-ALTERNATIVE COMMUNICATION USERS: Using Literature to Increase Language Skills and Language to Build Literacy Final Exam ( 3 CE HOURS)

- \_\_\_\_\_ are broken up into 4 groups: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range and Level of Text Complexity.
  - The NGA's best practices
  - The Reading Foundations
  - The 10 anchor standards for reading
  - The CSSO's recommendations
- By teaching descriptively, teachers provide students with the opportunity to \_\_\_\_\_.
  - Give the details of a specific item
  - Demonstrate that they have learned through describing, summarizing, and analyzing
  - Use fringe rather than core vocabulary
  - Give the name of a person or place
- Core vocabulary \_\_\_\_\_.
  - Allows the user to generate a wide variety of messages for a variety of purposes.
  - Includes those words with low frequency of use
  - Emphasizes nouns over verbs, adjectives and adverbs, prepositions, pronouns
  - Includes words that are usually useable in single ways
- The PODD system uses \_\_\_\_\_ to define the user's intent, and teaches how to express multiple functions.
  - Core words
  - Pragmatic branches
  - Fringe words
  - Partners
- \_\_\_\_\_ organize vocabulary, offer functional vocabulary, and offer stability of vocabulary for ease of learning.
  - Only core vocabulary systems
  - Only pragmatically organized systems
  - Both core vocabulary systems and pragmatically organized systems
  - Neither core vocabulary systems nor pragmatically organized systems
- In the Normal Literacy Learning Continuum, children develop knowledge about alphabetic principle, word recognition, and reading fluency during the \_\_\_\_\_ stage.
  - Reading to Learn
  - Emergent Literacy
  - Pre-Alphabetic
  - Learning to Read
- Within the Four Block Framework for balanced literacy, students focus on learning to select their own reading materials that are interesting as part of the \_\_\_\_\_ approach.
  - Self-Selected Reading
  - Guided Reading
  - Writing
  - Working with Words
- Students who use AAC \_\_\_\_\_.
  - Develop syntax, vocabulary, and pragmatics skills more quickly than their typical peers
  - Have more opportunities to interact with classroom vocabulary than their typical peers
  - Have more language with which to interact with classroom vocabulary than their typical peers
  - Have fewer opportunities to experiment with language in the way their typical peers do

9. At the “transitional” level of text, students \_\_\_\_\_.
- Should be able to read 50-75 sight words in a variety of texts
  - Should be able to recognize most letters most of the time, recognize logos and signs
  - Consistently read silently with comprehension
  - Can use word reading strategies to read unknown words
10. For AAC users who are beginning readers, use \_\_\_\_\_: adapt texts with less than 6 words per page and less than 12 pages, close text-to-picture match, and repetitive and predictable text that has some sight words.
- Emergent books
  - Transitional books
  - Conventional books
  - Enrichment books
11. Shared reading has been shown to have a significant influence upon language and literacy skills development. Reading in this format should be \_\_\_\_\_.
- Interactive
  - Vocal
  - Individual
  - Silent
12. Before reading the first time, do a “\_\_\_\_\_:” starting with the front cover of the book, go through the illustrations.
- Word scan
  - Story map
  - Content review
  - Picture walk
13. Per the B-D-A (Before-During-After) framework, BEFORE reading, \_\_\_\_\_.
- Explicitly set the purpose for reading
  - Complete an activity related to the purpose you set
  - Activate students’ prior knowledge and pre-teach concepts
  - Ask appropriate comprehension or prediction questions
14. \_\_\_\_\_ – visual diagrams of story elements – provide students with both visual cues and a way of organizing the information, and also a way of expressing what they know with pictures and/or symbols.
- Illustrations
  - Story maps
  - Flow charts
  - Picture walks
15. Reading a book with a child while using AAC provides \_\_\_\_\_ that can improve syntactic and semantic language understanding and use (Binger & Light, 2007), which support the fundamentals of reading.
- A window of opportunity
  - An incidental learning opportunity
  - A fundamental opportunity
  - A targeted learning opportunity
16. Features of a good \_\_\_\_\_ include offering choices of “read to me” and “read to myself,” highlighting words as they are read, saying and showing words when objects in the graphics are activated by touch, providing appropriate “turn the page” prompts, and graphics that support the text through movement.
- Story book app
  - Vocabulary board
  - Flip book
  - Sequencer button
17. \_\_\_\_\_ is the individual’s understanding or awareness of the sound structure of language.
- Language awareness
  - Alphabetic awareness
  - Phonological awareness
  - Syllable awareness
18. \_\_\_\_\_ lists three components necessary for instruction in literacy for AAC users: the reading of interesting texts to them, building their language skills, and teaching phonological awareness skills.
- Van Tatenhove (2006)
  - Burkhart (1993)
  - Schuster et al (2012)
  - Light (2009)
19. Per Light, among the basic component skills that lead to reading and writing are early reading skills, such as \_\_\_\_\_.
- Single word decoding and learning to decode in the context of shared reading activities
  - Dictating and writing stories
  - Sound spelling activities
  - Skills in phoneme segmentation and sound blending
20. In \_\_\_\_\_, the developing reader needs to know the link between sounds and the graphemes and letters that represent them.
- Letter-Sound Correspondence
  - Blending Sounds
  - Segmenting Initial Sounds
  - The National Reading Panel

21. \_\_\_\_\_ uses song boards and music to meet curriculum standards for phonological awareness skills.
- McNaughton
  - Carmine
  - Musselwhite
  - Van Tatenhove
22. Vocabulary sets for writing include \_\_\_\_\_, which still use core vocabulary to support quick writing but also include use of the alphabet to generate vocabulary that's not in the core.
- Closed sets
  - Generative vocabulary sets
  - Stable sets
  - Core + content vocabulary sets
23. Using \_\_\_\_\_ aligns the students with state standards and promotes access to the general education curriculum, as well as providing them with the same experiences as their peers.
- Picture-based books
  - Informational books
  - Text-based books
  - Grade level books
24. Per Erickson, watch for a match between level of difficulty between text and activity. For example, combine \_\_\_\_\_ text with a \_\_\_\_\_ language activity.
- Difficult / New
  - Simple / Familiar
  - Simple / More difficult
  - Difficult / Difficult
25. For emergent literacy students the emphasis is still on \_\_\_\_\_.
- Communication
  - Text
  - Objectives
  - Reading