Expository Intervention: Teaching “How-To” Talk

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Learning Outcomes
After completing this session, you will be able to:

1. Identify expository expectations within the Common Core
2. Elicit and analyze expository discourse for intervention goals and progress monitoring
3. Plan treatment for expository structure within low-writing motivating activities

Expository Discourse
First combine flour and salt, then add milk, finally blend together...

- Non-narrative discourse employed primarily for informative purposes
- Characterized by:
  - Logical links
  - Hierarchical organization from a central proposition
  - Generalizing stance
- Also known as informational or academic talk

The 2-Hr Plan
1. Explaining Exposition
   - Types of expository discourse
   - Effects of purpose on discourse
2. Assessing Expository Discourse
   - Performance expectations
   - Language sample analysis
3. Intervention for Exposition
   - Research on instruction
   - Treatment framework
   - Treatment materials & activities

“True-for-all-time” of Exposition
- Narrative event beginning: The video I watched was about desert vegetation and desert animals. It talks about vegetation first.
- Expository generalized stance: The saguaro cactus gets its water easier by its widthness. In the desert, it doesn’t rain a lot so plants have to adapt to the weather just like the cactus does. Its long root system can reach 30 meters down in the ground to reach that little bit of water...

(12;10, written report on deserts, Scott, 2010)
Expository Intervention

Teaching Challenges
• No basic organization like story grammar
  – Many expository genres with variable structures
  – Multiple genres within one piece of work
• Content difficult
  – Scientific, factual, logical, precise
  – Often new info for speaker/author
• Achieving purpose difficult
  – Knowledge transmission or even teaching others
  – Must consider audience background and needs
  – Rhetorical: hold audience w/o social closeness of conversation or magic of story

So Why Teach Expository Structure?
• Why not just focus on ideas, vocabulary, and grammar?
• Because
  – Students must compose essays, reports, projects, posters, speeches…
  – Much more than collection of correct sentences with appropriate vocabulary
  – Must organize content into coherent and logical order that follows academic conventions
  – Assignments, essay exams, reports, and presentations
• Plus contributes to comprehension

Common Core Standards: Expository Communication
• Understanding, producing, and evaluating literary and informational texts
• Communicative purposes of persuasion, explanation, and conveying experience
• Students expected to become self-directed learners who ask questions, request clarification, and seek out resources as needed
• Standards applied across subjects: discuss literature, present science projects, or write history essays

http://www.corestandards.org/

Grade 4 – Conveying Ideas and Info Clearly
Writing
  • Intro topic clearly and group related info in parags & sections
  • Develop topic with facts, defns, details, quotations, other info & eggs
  • Link ideas w/in categs of info using words & phrases (e.g., another, for example, also, because)
  • Use precise language & domain-specific vocab to inform & explain
  • Give concluding statement or section related to info presented

Speaking
  • Report on topic or text, tell story, or recount experience in organized manner
  • Use appropriate facts & relevant, descriptive details to support main ideas or themes
  • Speak clearly at understandable pace

The Way It Was…
• Once upon a time, grammar exercises and essay construction
  – Some excelled, most got by, many dropped out
• Moved to interesting writing in social context; process writing: narratives, poetry, memoirs
  – More liked writing
  – But little attm to formal composition and analytic communication
• 2001, NCLB mandated tests for math and basic reading
  – What gets tested gets taught
  – Reduced emphasis on critical writing
  – Not way to study, learn, or construct new knowledge

Current State of Analytic Communication
• Problems with coherent, well-argued sentences, paragraphs, and essays
• Common Core writing standards “will deliver a high-voltage shock to the American public”
• Florida, expository essay test aligned with Common Core
  10th grade pass rate = 80% in 2011 → 38% in 2012
• Nation’s Report Card, 2007
  1% of 12th graders → sophisticated, well-organized essay

the-writing-revolution/309090/
Expository Intervention

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ASHA Schools Conference
July, 2015  Phoenix, AZ

Expository Structure For Listening and Reading

Five “Pillars” of Reading Instruction
1. Phonics
2. Phonemic awareness
3. Fluency
4. Vocabulary
5. Comprehension = everything

National Reading Panel (2000)

Successful Features of Text Comprehension Instruction

(Snow, 2002, for Office of Educational Research Improvement)

1. Providing explicit, systematic attention to text structure
2. Visually graphing ideas and relations
3. Relating student knowledge to reading content
4. Determining and summarizing main ideas
5. Transforming ideas from one form to another
6. Providing motivated student choice

More Successful Features

7. Self-monitoring during reading
8. Instructor modeling of comprehension processes
9. Peer tutoring or cooperative studying
10. Reading connected text, incl. sustained silent reading & repeated readings
11. Connecting strategy instruction to subject matter
12. Employing a diversity of authentic text genres
13. Assessment thru observation, think-alouds, & self-reports

Same ideas in Gajria & al. (2007) and Ehren (2010)

Types of Exposition

1. Description: Describe the sweater you liked.
   – Informative or expressive
2. Enumeration: List the items that were stolen.
3. Explanation: Explain how fish breathe.
4. Procedure: Tell how to operate your stereo system.
5. Comparison: Which university should you choose?
6. Argument or Persuasion: Take a position on forest management.
   – Rational or emotional

Description & Enumeration

<table>
<thead>
<tr>
<th>Example</th>
<th>Purpose</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Classified ad</td>
<td>- Picture this</td>
<td>- Topic + details</td>
</tr>
<tr>
<td>- Eye witness account</td>
<td>- Notice this</td>
<td>- Sensory description</td>
</tr>
<tr>
<td>- Passage in a novel</td>
<td>- Experience this</td>
<td>- Each major image +</td>
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<tr>
<td></td>
<td></td>
<td>- details, ordered</td>
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<tr>
<td>- Nutrition label</td>
<td>- Critical elements</td>
<td>- Text</td>
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<tr>
<td>- Table of contents</td>
<td>- at a glance</td>
<td></td>
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<tr>
<td>- Family genealogy</td>
<td>- Taxonomy</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>- Categories +</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- listings</td>
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<tr>
<td></td>
<td></td>
<td>- Spatial organization</td>
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<tr>
<td></td>
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<td>- Words and phrases</td>
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</table>
**Expository Intervention**

**Explanation & Procedure**

<table>
<thead>
<tr>
<th>Example</th>
<th>Purpose</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet health article</td>
<td>- Why or how</td>
<td>- On, evidence, concl.</td>
</tr>
<tr>
<td>Research article</td>
<td>- Reasons, causes, logical relations</td>
<td>- Purpose, rationale, qn, method, findings, concl.</td>
</tr>
<tr>
<td>Investigative news report</td>
<td>- Investigative</td>
<td>- 5-paragraph essay</td>
</tr>
<tr>
<td>Manual</td>
<td>- How to do it</td>
<td>- Materials, steps + sequence</td>
</tr>
<tr>
<td>Recipe</td>
<td>- Materials &amp; sequenced steps</td>
<td>- Signals to order</td>
</tr>
<tr>
<td>Driving Directions</td>
<td>- Driving Directions</td>
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</tr>
</tbody>
</table>

**Comparison & Argument**

<table>
<thead>
<tr>
<th>Example</th>
<th>Purpose</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer report</td>
<td>- Explain compared to another</td>
<td>- List of same then different</td>
</tr>
<tr>
<td>Catalogue product guidance</td>
<td>- Which is better for what purposes</td>
<td>- Same/different feature by feature</td>
</tr>
<tr>
<td>Job candidate selection report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editorial</td>
<td>- Convince someone</td>
<td>- Thesis + argument + thesis re-statement</td>
</tr>
<tr>
<td>Customer complaint</td>
<td>- Rational, emotional &amp; rhetorical</td>
<td>- Argument = point + elaboration</td>
</tr>
<tr>
<td>Political debate</td>
<td>- Convince someone</td>
<td></td>
</tr>
</tbody>
</table>

**Signaling Devices**

**Overviews**

Signaling devices help composing & understanding

- Amplify organization of loose expository structure
- Aid analysis and synthesis of information
- Aid skimming for main idea and particular details

**Summaries**

**Headings**

**Key words**

**The Effect of Purpose on Performance**

- Language is spoken or written for a purpose and the purpose affects the language

- I am writing this in this way because:
  - I have been told I have to and it is worth 10% of my grade
  - This manual I am making will help my parents use Apple TV and Netflix
  - This is a quickie explanation of where to get cool apps for my friends

**How the Why and Who Affects the What**

- Purpose: Is my recipe intended to show a new dish or to show how quick and easy a familiar dish can be?
- Prior knowledge: Do I need to define *creaming* and *rubbing* in this recipe?
- Interest & attn: How can I explain this in 3 minutes?
- Most efficient organization: Should I put all the ingredients first or list them as they are needed?
- Logic or transparency of steps: Surely I don’t need to say to make sure the cap is screwed on tightly before shaking it?
Description for Achievement Tests

...The raft that the dog and cat are on is made of eight boards nailed together and laid across three round logs. All the boards are almost exactly as long as the others and most of them look about as wide as the others except the one on the left side and it looks a little bit wider. You can see the circles in the ends of the logs...

Purposeful Descriptions

• Newspaper ad: Log raft, 6x8 ft., treated fir and brass nails, 8 ft. pole included, excellent condition, used once, $50.
• Manual: When finished, the log raft should measure 6x9 ft. The boards should be of uniform dimension. The nails should be 6” apart and flush with the wood.
• Witness account: It was a rough log raft. The two passengers looked cold and tired. They weren’t steering or paddling. They didn’t have any gear with them.

Learning Exposition

No clear developmental picture

• School activities
  – Science reports, persuasive essays
• School instruction and expectations
  – Basic skills or extended, sophisticated writing
• Life experiences and approaches
  – Family discussion style, non-fiction reading, interest in learning
• Knowledge and cognitive/linguistic abilities
  – What do you know and how good are you at learning book stuff?

Expository Development

• Studies on vocabulary or grammar of expository texts, not structure
• Control of description, exposition, and argument in writing later than narration
• Elementary school produce shorter expository than narrative texts, with less coherence and weaker cohesion
• Into college, still learning to generalize “true-for-all-time” from specifics and organize arguments from central thesis
• May mix anecdotes and story-structured material into expository assignments

Home Exposition

Okay Mom, let me explain one more time how to send a text message on your cell phone.

• Dialogic more than monologic
• Embedded in supportive conversation
• Assisted with exophoric reference or physical demonstration

You type this and then press that. Try it.
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Expository Writing – The Hard Kind

• Knowledge-Telling Writing
  – The easy kind of writing – across ages and levels
  – Like informal, interactive spoken interactions
  – Unconscious, automatic
  – Little change in own understanding of craft

• Knowledge-Transforming Writing
  – The hard kind of writing – across ages and levels
  – Writer reflects and revises at multiple levels for craft
  and clarity
  – Much is conscious and effortful
  – Writer gains new understandings of content and form

Bereiter & Scardamalia (1987)

Exposition in the School Years

Affected primarily by life experiences and demands, proximal and distal

The development of writing is unbelievable relative, to the point that pupil capacity seems to vary as much horizontally throughout a population of one grade as it does vertically through the grades...The past conditioning of the students (and of the teachers) accounts for more variation than anything else...At every turn of the road we ran into the disconcerting fact that what a student could write seemed to depend more on his out-of-school language environment and previous school training than on his age. (Moffett, 1968, p. 54-55)

Overall School-Age Developments

• Basic conversational language in place
• Developing literate language
• Increasing syntactic length and complexity
• Increasing variety and precision of vocabulary
• Increasingly elaborated narrative structure
• Better formed and elaborated types of expository discourse
• Expanding repertoire of discourse genres
• Word-finding and utterance formulation fluency vary with difficulty of language and idea demands

* Learning how to use what why when *

Assessing Expository Structure

Performance Expectations

• Common Core Standards as an ideal
• Expectations and accomplishments of average students in this grade range in this community
• Set up tasks, examine work, do item analysis on norm-referenced tests
• Norm-referenced tests
  – Generally only isolated word and sentence level
  – Some narrative tasks
  – Few on expository comprehension and even fewer on expression
  e.g., CELF-4 (2003) has 10 narrative and 1 expository items
  e.g., OWLS (1996)

Expository Discourse Analysis

• Oral samples elicited in testing
  – Efficient method but shows only online creation
• Written samples elicited in testing
  – Can produce more crafted work but SLOW
• Classroom work samples
  – Can show most crafted work but process and support unknown
• Interviews on samples
  – Reflections on how work created, support provided, strengths & weaknesses
OWLS Expository Items

- Persuasion items: Reasons for having pets and school on Sunday
- Explanation items:
  1. Explain to parent how cup was broken
  2. Report on table of monthly drinks frequency

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School-age Language Sampling
Elicitation Contexts

- Multiple narrative and expository discourse genres
- For elementary grades:
  - Incidental conversation
  - Two imaginative narratives
  - Meta-narrative knowledge
  - Two descriptions
  - Two procedures
- For secondary grades
  - Drop imaginative narratives
  - Add explanation or argument

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<table>
<thead>
<tr>
<th>Description &amp; Procedure</th>
<th>Explanation and Argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe this picture to me. Point a picture in my head.</td>
<td>1. Explanation: What sport do you like? I don’t know how to play X. Explain to me how X is played.</td>
</tr>
<tr>
<td>2. This time, you want to sell this to me. Describe the picture again to me like you are trying to sell it to me.</td>
<td>2. Argument: Some towns do not allow cats outside without being on a leash. Tell me your view and why you think this.</td>
</tr>
<tr>
<td>Notes: Be aware of effect of topic knowledge Try it yourself to chart out a reasonable structure Then try it with 3 average peers</td>
<td></td>
</tr>
</tbody>
</table>

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Student Self-Analysis

For student awareness of discourse structure and own strengths/weaknesses:

1. Did you provide a good description (or procedure or explanation)?
2. What features of description did you use?
3. How did you organize your description?
4. What was one strength in your description?
5. What is one way you could improve your description?

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Analyzing Expository Discourse

1. Coherence: Does the discourse make sense easily?
2. Genre: Was the discourse consistently in the requested genre?
3. Organization: Was the organization adequate and appropriate for the purpose?
4. Cohesion: however and but; pronoun and a/the; parallel structured lists
5. Elaboration: Was there sufficient detail expressed adequately?
6. Judgment: Was the product reasonable for this age, school expectations, and elicitation situation?
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Teaching Expository Structure

Evidence for Expository Instruction

- Discourse structure as part of effective self-reg instruction
  - Harris & Graham (2003), Wong et al. (2003)
- attn to expository structure improves reg ed compositions
- Works for students with low ach
- Improves reading comprehension

Research-based Components of Expository Instruction

- Guide students to examine published models
- Have peer models demonstrate particular points
- Guide students in each part of a composition
- Demonstrate and encourage self-regulatory talk (e.g., First, I need to state my purpose)
- Provide genre-specific schematics
- Link background knowledge to text ideas
- Prompt students into asking their own questions

Instruction for Learning Disabilities

Same skills and strategies as the regular classroom with more systematic attention to acquisition and use

- Smaller task increments or more interactive learning support
- More explicit instruction
- More attention to skills over content and engagement
- More attention to self-regulatory and meta-cognitive abilities (advance planning, talking oneself through a task, and critically reflecting on work)

A Study of Expository Instruction

Crowhurst (1991) taught 6th graders persuasive text in 3 conditions: writing, reading, and control
- Both txs: Schematic model of persuasive structure, plus practice in rdg or wrtg persuasive texts
- Writing tx: recall structural elements, brainstorm pro/con reasons, write support/against position, peer edit, revision
- Reading tx: Guided reading of a succession of teacher-created persuasive texts
- Results: Higher writing quality, organization, no. of conclusions and text markers, and reason elaboration for both txs vs. control cond of writing bk reports

Studies of Particular Procedures

Bereiter and Scardamalia (1987) reported on variety of studies
- Prompting with say more
- Using non-content priming: I think..., The main point..., "For example..., Even though...
- Listing relevant words in advance
- Providing the final sentence
- Watching acted out procedure compositions
- Results: increased length, vocabulary diversity, completeness of text, and awareness of communicative vagueness
**Systematic Instruction in Self-Regulation and Composition Process**

- Controlled SRSD studies show improved student writing, maintenance, generalization (Graham et al., 2000; Graham & Harris, 1999, 2003; Sexton et al., 1998)
- Wong, Butler, Ficzere, & Kuperis (1996, 1997)
  - Combo of SRSD, composition guides, word processors, teacher modeling, and peer collaboration
  - Results showed higher quality student writing on compare/contrast and opinion essays

**Self-Regulated Strategy Development**

- Strategies & mnemonics (e.g., DARE), self-reg procedures, and topic knowledge explicitly taught
- Children collaborate with teacher and each other
- Individualized by modifying content and steps
- Steps criterion-based not pre-set schedule
  1. Teacher models strategy and self-talk
  2. Students memorize strategy and self-statements
  3. Independent and collaborative strategy practice
  4. Students engage in independent use

**Thinking Through the Process**

- Task-specific "think-sheets" for reflection on
  - Who am I writing for?
  - Why am I writing?
  - What do I know?
  - How can I group my ideas?
- Teacher models the composing process
  - "I wonder if the reader understands what I said here"
  - "I need to move this part up here"
  - "I think I need another step here"
  (Englert, 1992)

**Compare/Contrast Guide**

1. **State topic** (e.g., opinion of better type of concert)
2. **Provide two categories** (rock concerts versus school concerts)
3. **List features to compare** (goal, content, dress & demeanor)
4. **Specify details of each feature**
5. **End with judgment of whether categories similar or different**
6. **Conclusion:** After comparing and contrasting ____ and ____, I think I prefer ____ because ___.

(adapted from Wong et al., 1997)

**Compare/Contrast Start and End Helpers**

- **Introduction**
  - In this essay, I am going to compare and contrast ____ and ____. I have chosen to write on three features: ____, ____, ____. 
- **Conclusion**
  1) Summarize the features
  2) Express your own view

(adapted from Wong et al., 1997)
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Using Starter Words
Lesson on properties of hydrogen and oxygen followed by worksheet to describe elements with subordinating clauses
- Although... "hydrogen is explosive and oxygen supports combustion," Monica wrote, "a compound of them puts out fires."
- Unless... "hydrogen and oxygen form a compound, they are explosive and dangerous."
- If... "hydrogen and oxygen form a compound, they lose their original properties of being explosive and supporting combustion."

Whole-Part-Part-Part-Whole
1. Start with purposeful, communicative, final activity with several tx obj
   - Whole is literature, websites, projects
   - E.g., 1. Expository structure; 2. Expanded noun phrases; 3. Inferring word meaning
2. Move to part of structured focused skill tasks
   - Repeated opps for each tx skill
   - Contrived practice or simple communicative
   - Thematic unity across whole and parts for incidental vocabulary and concept foundation
3. End with project product with integrated tx obj
4. Then do it again on tx goals with a new project...

RISE+ For Procedure Discourse

<table>
<thead>
<tr>
<th></th>
<th>10 opps: 2 experiment critiques, 1 shared &amp; 1 indiv experiment w/ 4 opps each: draft, revise, follow, critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>3 tx obs, 4 students, 90 min/wk, 8 wks</td>
</tr>
<tr>
<td>I</td>
<td>Structural scaffolds: Series of short simple experiments from published text Interactive scaffolds: What about if you said it this way? Wait before you answer, think first.</td>
</tr>
<tr>
<td>S</td>
<td>Focus on organization over spelling and content</td>
</tr>
<tr>
<td>E</td>
<td>Student-selected topic to address class assignment</td>
</tr>
</tbody>
</table>

Keeping a Therapeutic Focus on Expository Structure
- Structural scaffold
  - Crafted short expository selections
  - Passage extracted from single larger whole
  - Require minimum of background knowledge
  - Require minimum of writing
  - With routinized composition procedure
- Interactively scaffold tx skills
  - Responsive moves of a skilled clinician
- Assist, ignore, avoid non-target skills
  - E.g., Provide spelling as requested; Have list of needed vocabulary

Tx Framework of Whole-Part and RISE+
Discrete skills/structured
Contextualized skills/hybrid
Task assistance/enrichment

Staying On Topic (Common Core)

K 1 2-3
The five senses and associated body parts
- My Five Senses by Ahl (1969)
- Seeing by Maria Rius (1988)
- Hearing by Maria Rius (1988)
- Smell by Maria Rius (1988)
- Touch by Maria Rius (1988)
Taking care of your body: Overview (hygiene, diet, exercise, etc.)
- Get up and go by Nancy Carlson (2008)
- Go stack up by Dancing Touville (2008)
- Sleep by Paul Showers (1997)
- Feel the Body by Dancing Touville (2008)

Introduction to the systems of the human body and associated body parts
- Under Your Skin: Your Amazing Body by Mike Manning (2007)
- The human body by Geraldine Johnson (2007)
Taking care of your body: Germs, diseases, and preventing illness
- Germs Make Me Sick by Marylin Berger (1996)
- This is the Life Your Body by Christine Taylor-Butler (2005)
- All About Scolds by Genevieve Naylor (1994)

Dietetic and secretory system
- What happens to a hamburger by Paul Showers (1989)
- The Digestive System by Christine Taylor-Butler (2004)
- The Digestive System by Rebecca S. Johnson (2005)
- The Digestive system by Kristin Perine (2007)

Tourville (2008)
Kornberg (2007)
Carlson (2008)
Thomas (2001)

Touch
Taste
Smell

Expository

ASHA Schools Conference
July, 2015 Phoenix, AZ
Quick Read Expository Passages

Finding Out About Dinosaurs

Hiebert (2002)
www.pearsonlearning.com

QuickRead Level C Topics

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOOK 1</strong></td>
<td></td>
</tr>
<tr>
<td>Dinosaurs</td>
<td>American Heroes</td>
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<tr>
<td>Animal Giants</td>
<td>Celebrations</td>
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<tr>
<td>Plants</td>
<td>Our National Government</td>
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<tr>
<td><strong>BOOK 2</strong></td>
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<tr>
<td>Hurricanes</td>
<td>Oceans</td>
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<tr>
<td>Earthquakes</td>
<td>Rain Forests</td>
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<td>The Solar System</td>
<td>Economics</td>
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<tr>
<td><strong>BOOK 3</strong></td>
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<tr>
<td>Inventions</td>
<td>Ancient Egypt</td>
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<td>Simple Machines</td>
<td>The Ways We Communicate</td>
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<tr>
<td>Sound</td>
<td>Native Americans</td>
</tr>
</tbody>
</table>

Models and Ideas – Expository Tx
Can Be Fun

- Beautiful Bats (Glaser, 1997)
- Baking at High Altitudes
- Mountain Biking
- All About Deer (Arnosky, 1996)
- ChickaDee magazine
- Mountain Equipment Coop Catalogue
- High Country News
- 202 Oozing, Bubbling, Dripping, & Bouncing Experiments (van Cleave, 1996)...

Steps for an Expository Tx Project

1. Make the choice
2. Select models
3. Set the scene
4. Generate content
5. Outline structure
6. Draft content into structure
7. Translate schematic into text
8. Share and reflect

My Choice: Zoo Visitor Brochure

- To teach enumeration & description
  - Lists and descriptions
  - Go together in a purposeful product
- Content manageable and appealing
  - Mainly current knowledge base
  - Brochure models available
- Form manageable
  - Short, little writing
  - Repeated opportunities within the activity
  - Not much compensation needed

Generate Content for Project

- Brainstorm what is needed and why
- Jot down in a discovery draft
- Focus on content not form at this point
- Obtain a few sources with easily understood info
  - Sources for content
  - Sources can also be models
- Basing on classroom curriculum or familiar topic makes comprehension aspect easier
Outline Project Structure

• Remind about purpose of the exposition
• Provide model of structure
• Talk through the components
• Specify macro- and micro-structure
• Organize into schematic or outline
• Provide a mnemonic IF it helps:
  – e.g. Persuasion mnemonic (Graham & Harris, 1999)
    - Determine premise
    - Assemble reasons to support premise
    - Reject arguments for other side
    - End with conclusion

Zoo Visitor Brochure Plan

<table>
<thead>
<tr>
<th>Zoo Name and Location</th>
<th>D</th>
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<td>Guided Activities</td>
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<td>Map &amp; Driving Instructions</td>
</tr>
</tbody>
</table>

Example of DARE & Carrier Phrases

<table>
<thead>
<tr>
<th>D</th>
<th>I think that pets should have to do tricks to get food.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 - The first reason why pets should do tricks to get food is... because its good agility and obedience training for the animal.</td>
</tr>
<tr>
<td></td>
<td>2 - The second reason why pets should do tricks to get food is... so they are under control. If pets are out of control, they are annoying. They jump on you and they bark.</td>
</tr>
<tr>
<td>R</td>
<td>1 - Some say... But, if you pamper them, they think they can do whatever they want.</td>
</tr>
<tr>
<td></td>
<td>2 - But, if you work with your dog when he’s younger – he will be healthy when he’s older and still be able to do tricks.</td>
</tr>
<tr>
<td>E</td>
<td>So, for you people who have read this and are thinking of getting a pet – try to play with it and teach it tricks with treats.</td>
</tr>
</tbody>
</table>

Translate Content Schematic into Text

• Basic procedure
  – Combine headings and main pts into list
  – Expand words or phrases into sentences
  – Blend into paragraph with cohesive devices
  – Add helpful signaling devices

• Learn and practice with focused skill activities
  – Compose a lot of lists and descriptions
  – Between and within children
  – Reflect on good and poor examples
  – Revise as a repeated opportunity
  – Choose a selection for the final product
**Expository Intervention**

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**Paragraph from Passage**

1. Read the passage
2. List the key points
3. Combine related points into single statements
4. Cross out least important points
5. Re-read the list
6. Combine and cross out more points
7. Renumber points in logical order
8. Write points into paragraph in numbered order
9. (Add connective words to make it flow)


**Finding Main Points about Fossils**

1. Fossils tell about dinosaurs. (implicit)
2. Fossils are bones and eggs found under the ground. (explicit, paraphrased)
3. Fossils tell dinosaur size, where it lived, how big it was, how fast it moved, and what it ate. (summarized)
4. The shape of dinosaur teeth tell us what it ate. (explicit & implicit)
5. Meat-eating dinosaurs had long, sharp teeth. (explicit)

Fossils tell us about dinosaurs. Fossils are buried bones and eggs. The shape of dinosaur teeth tell us what they ate. Meat-eaters had long, sharp teeth.

**Build a Fossil Paragraph**

**Finding Out About Dinosaurs**

How do we know that dinosaurs lived long, long ago? There are people who find out about dinosaurs. They are called paleontologists. Paleontologists learn about dinosaurs from fossils. Fossils are the things left over from long ago, such as dinosaur bones and eggs. Fossils are found underground and in rocks. Paleontologists dig in the ground and look at rocks to find fossils.

By looking at fossils, paleontologists can learn a lot about dinosaurs. They help us learn where a dinosaur lived, how fast it moved, and what it ate.

from Hiebert QuickReads

**Meat-Eating Dinosaurs**

The teeth that are found in fossils help us know what dinosaurs ate. When dinosaur teeth are long and sharp, we know meat-eating dinosaurs ate meat.

Meat-eating dinosaurs were in many sizes. The dinosaurs’ long, strong legs helped them run after other animals. Meat-eating dinosaurs had short arms. Their arms ended in sharp claws. These sharp claws were used to tear at other animals.

One of the biggest of the meat-eating dinosaurs was Tyrannosaurus rex. The word rex means “king.” We call Tyrannosaurus rex the “king of the dinosaurs” because of its long teeth.


**Focused Skill Tx Activity on Poor & Good Enumeration**

**Animals:**
1. An otter
2. Bears sunning
3. Lizards
4. Some raccoons
5. The wolf

**You will see:**
1. Otters swimming
2. Bears sunning
3. Lizards creeping
4. Raccoons wrestling
5. Wolves howling

**Varying Description with Purpose**

- Focused skill practice on describing for different purposes
- Compose a description of clothing as if:
  1. Describe to friend the desirable (or ugly) item seen in a store
  2. Compose classified ad to sell worn clothing
  3. Identify clothing of possible participant in a crime
  4. Describing lost piece of clothing

**Poor & Good Description**

I am furry. I am fast. Come visit me. My favorite food is abalones. I am brown. I eat lying on my back. I love swimming. I am fast. I love swimming.

I am a small, furry, brown animal. I am slender and fast. I love swimming and sliding. My favorite food is abalones. I eat them floating on my back in the water. Come visit me!
Share and Reflect

- Collate, compose, and share (Cathy Ross, SLP and co-consultant)
  - Pamphlet, brochure, presentation
  - Research poster = bulleted text groups with pictures
  - Podcast = speech with pictures and background music
  - Mini-wikis = collection of Wikipedia-like text and picture entries
- Reflect on learning
  - Tex skill well-done and tex skill needing improvement
  - Student should ID tex skills not just describe activity

Therapeutic Instruction through the Zoo Brochure

- Repeated opportunities through multiple lists
- Intensity dependent on service delivery
- Systematic support through simple task & interactive scaffolds toward independence
- Explicit attention to enumerative & descriptive structure, rest backgrounded & compensated
- Plus motivating purposeful context with real models and real product (for an imaginary zoo!)

Expository References


Reflecting on Your Work

In this project did you:
1. What were your tx goals for this activity/unit/ project?
2. Did you provide a good description (or procedure or explanation)?
3. What features of description did you use?
4. How did you organize your description?
5. What was one strength in your description?
6. What is one way you could improve your description?
7. How much help did you need?
8. What are you going to focus on improving next time?

For a Therapeutic Focus on Expository Discourse Structure – Make Choices

* * *

Apply to a few expository discourse skills repeatedly, Intensively, Supportively, Explicitly
In Purposeful, Motivating Contexts
And Avoid, Assist, Ignore the Rest

Expository References