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

1. Identify treatment goals at multiple language levels that come together for noticeable change in student performance
2. Plan low-writing motivating expository activities that employ critical elements of treatment
3. Build treatment activities into a thematically-united whole-part contextualized skill framework

Using description discourse, especially purposeful descriptions, for this short presentation

What is Description Discourse?

- Discourse intended to give a mental image of something experienced (Merriam-Webster, 1993)
- One type of expository or informational discourse
- Least abstract and “true-for-all-time” type: about an experience
- Can be expressive (artful) over informational
- Features
  - Typically a static scene (not narrative or procedure)
  - Visual, multisensory, function, taxonomic information
  - Exophoric vs. endophoric reference
  - Referent present or imagined, concrete or abstract

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 + details, ordered</td>
</tr>
<tr>
<td>Nutrition label</td>
<td></td>
<td>Text</td>
</tr>
<tr>
<td>Table of contents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family genealogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical elements at a glance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taxonomy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Categories + listings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spatial organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Words and phrases</td>
</tr>
</tbody>
</table>

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 and modalities: discuss literature, present science projects, or write history essays

http://www.corestandards.org/
Grade 4 – Description-Relevant Standards

Reading
- Describe in depth character, setting, or event, drawing on specific details in text

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

Writing
- Intro topic clearly and group related info in paragraphs & sections with headings & illustrations
- Develop topic with facts, details, quotations, other info & ideas
- Use linking words for ideas within categories of info (e.g., another, for example, also, because)
- Use precise language & domain-specific vocab to inform & explain
- Be clear and coherent w/ develop & organize appropriate to task, purpose, & audience

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

Evidence for Expository Structure Instruction

- Attunement to expository structure improves reading compositions
- Students with low ach: More explicit instruction, smaller task increments, more interactive support, and more attunement to self-regulation and meta-cognition
- Improves reading comprehension

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)
RISE+ For Descriptive Discourse

<table>
<thead>
<tr>
<th>R</th>
<th>10 opps per session: 2 model critiques, 1 share &amp; 1 indiv product w/ 4 opps each: draft, revise, share, critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>3 tx objs, 4 students, 90 min/wk, 8 wks</td>
</tr>
<tr>
<td>E</td>
<td>Focus on discourse; assist, avoid, ignore spelling &amp; knowledge</td>
</tr>
<tr>
<td>+</td>
<td>Student choice within activities</td>
</tr>
</tbody>
</table>

Integrating Tx Skills in Communicative Activities

Tx goal: John will independently verbally describe to convey an image for the purpose of an achievement essay test using specific shape and position words, expanded noun phrases, organized descriptive discourse, using self-generated written key words in three sequential opportunities at 80% accuracy based on SLP data

Tx goal: John will independently match verbal descriptions to three different communicative purposes using appropriate details and organization, with self-review, at 90% accuracy based on SLP data

RISE+: Key Elements of Quality Tx

• Rdg tx res: Explicit, intensive, systematic, and supportive (Torgesen et al., 2004, Berninger et al., 2003)
• Lang tx res: Intensive, focuses attention, presents multiple trials, vary task complexity systematically, and reward progress (Gillam et al., 2001; Gillam et al., 2008)

Repeated opportunities for skill learning
Intensity of instruction
Systematic support of targeted skills
Explicit skill focus
+ Learner factor: attention, motivation, & engagement

Repeat the process: 1. Whole: Start with models of communicative use – Literature, websites, projects – Examine and analyze for multiple tx objs 2. Parts: Simple tasks focused on one tx obj – Component tasks toward final project – Additional simple communicative tasks – Drill-play with contrived tasks 3. Whole: End with purposeful communicative activity that integrates multiple tx objs

Whole-Part-Part-Part-Whole, Repeat

Integrated thematic unity across whole and parts for incidental vocabulary and concept foundation

Steps for an Expository Tx Project

1. ID communic purpose and tx skill objectives
2. Determine models, sources, & tools
3. From sources, generate content
4. From models, outline structure
5. Draft content into schematic structure
6. Using tools, translate schematic into text
7. Repeatedly practice composition
8. Refine with edits and extras
9. Publish, present, and share
10. Reflect on learning & plan next steps
A Description Tx Project: Park Visitor Brochure

- A communicative project for describing and listing
  - Can address multiple tx skills
  - Skills come together in a purposeful whole product
  - Can extend with focused skill part tasks
- Content manageable and appealing
  - Mainly current knowledge base
  - Brochure models available
- Form manageable
  - Short, little writing
  - Easy to provide RISE+
  - Little assist, avoid, ignore 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

Models and Ideas – Expository Tx Can Be Fun

- The Zoo Book (Allen, 1968)
- Beautiful Bats (Glaser, 1997)
- Baking at High Altitudes
- Mountain Biking
- All About Deer (Arnosky, 1996)
- ChickaDee magazine
- Mountain Equipment Co-op Catalogue
- High Country News
- 202 Oozing, Bubbling, Dripping, & Bouncing Experiments (van Cleave, 1996)...

A Well-Structured Description

Bat Description

- Lots of Adjectives

Little Brown Bats are shy, gentle animals with strong toes and big ears and round black eyes.
Description & Explanation

- How to Start the Paper

Have you ever wondered about deer? How big is a deer? What do deer eat? What are antlers made of? Why do deer run away from us? This book answers these and other questions. It’s all about deer!

The flying squirrel leaps from a branch high in a tree. Flags of skin on each side spread out like wings. Then the squirrel glides down to another tree.

Description & Evaluation - Judging a Bike

VITAL SPECS
THUMBS UP: Simple design, great fork suspension, brakes, lights
THUMBS DOWN: Fork generates big-enough capabilities
PRICE: $200
WEIGHT: 130 lbs/36.3 kg
WEBS: Scott, 1.9.3 brand, 1
COLOR: Red, Black
CONTACT: Teresa Ukrainetz, 888.888.8888
WEB: www.scoot.com

Short cut
The mongoose is an incredibly beautiful engineered bike that shows that a rather single design can deliver great suspension performance. Depending on how you define the term ‘frame and how big you really want to go, this bike might or might not be ideal for the trail riding Black fork in front.

Description and Persuasion - Buy This!

Print Bagels
This is the sort of choice for most nites guides. The guides choose their short, because they never wear out and if they happen to slide a rapid or two, these shorts will stay on and dry, too. We drag them because they are real of the best nites and we can make the best of them. Short of shorts, made from fab. Dressed, 1.11.11.11.11.

Quick Read Expository Passages

Finding Out About Dinosaurs

How do we know that dinosaurs lived long ago? There are people who find out about dinosaurs. They are called paleontologists. Paleontologists know about dinosaurs from bones. Bones are the things left over from long ago. We discover bones and eggs. Paleontologists study the ground and look for fossils. By looking at fossils, paleontologists can learn about the dinosaurs that lived on this earth. How is it learned and what is it?


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

ASHA Convention, Denver CO, Nov 2015
## Steps for an Expository Tx Project

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## Park Brochure Plan – Maximize the Learning Opps

<table>
<thead>
<tr>
<th>Park Name and Location &amp; Slogan</th>
<th>D1 The Park’s “Hook”</th>
<th>D2 Attractions</th>
<th>D3 Animals</th>
<th>D4 Activities</th>
<th>D5 Fave Attraction #1</th>
<th>D6 Fave Attraction #2</th>
<th>D7 Fave Animal #1</th>
<th>D8 Fave Animal #2</th>
<th>D9 Fave Activity #1</th>
<th>D10 Fave Activity #2</th>
<th>Access Info, Map &amp; Driving Info</th>
</tr>
</thead>
</table>

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## Why Visit? Hook & Stats Model

Yellowstone National Park is a nearly 3,500-sq.-mile wilderness recreation area atop a volcanic hot spot. Mostly in Wyoming, the park spreads into parts of Montana and Idaho too.

Yellowstone features dramatic canyons, alpine rivers, lush forests, hot springs and gushing geysers, including its most famous, Old Faithful. It’s also home to hundreds of animal species, including bears, wolves, bison, elk and antelope.

**Area:** 3,468 mi²
**Hours:** Open today - Open 24 hrs
**Getting there:** 6 h 6 min flight
**Established:** March 1, 1872
**Phone:** (307) 344-7381
**Management:** U.S. National Park Service

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## Grammar & Discourse of Park Description for Visitors?

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“Sense”able Description Schematic

1. Sounds like…
2. Tastes like…
3. Smells like…
4. Looks like…
5. Feels like…
6. Used for…
7. In group…

Sterling-Orth & Schreiber (2011)

Description Discourse Schematics Suited to Purpose

e.g., Animals for brochure
- Group
- Habitat
- Physical
- Movement
- Preferred food
- Special characteristic

Otters
- Carnivorous aquatic mammals
- Seas and rivers
- Small, brown, furry, whiskers
- Fast, agile, summersault, slide
- Abalones
- Break open food on belly

More on matching to purpose later…

Translate Schematic into Text

- Combine headings and main points into list
- Expand words or phrases into sentences
- Blend into paragraph with cohesive devices
- Add helpful signaling devices

Otters are carnivorous mammals who live in seas and rivers. They are small, furry, and brown with whiskers. They are fast, agile swimmers. They turn summersaults in the water and slide down muddy slopes. Their favorite food is abalones. They pound open the shells with rocks on their bellies while floating on their backs.

Steps for an Expository Tx Project

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8. Refine with edits and extras
9. Publish, present, and share
10. Reflect on learning & plan next steps
Repeated Opps for Learning & Practice
Between communicative models and communicative project product are focused skill activities
Compose lots of lists and descriptions for project
- Between and within children
- Reflect on good and poor examples
- Revise, re-do, share for more opps
- Choose best selection for project
Insert contrived drill-play practice activities
- Same topic for incidental vocab & concept development
- Make describing sentences
- Sort sentences into descriptions

Focused Skill Tx Activity on Poor & Good Enumeration
Animals in the Park
- An otter
- Bears sunning
- Lizards
- Some raccoons
- The wolf
You may see:
- Otters swimming
- Bears sunning
- Lizards creeping
- Raccoons climbing
- Wolves howling

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 slinky 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, illustrate, and share (Cathy Ross, SLP and co-conspirator)
  - 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
  - Tx skill well-done and tx skill needing improvement
  - Student should ID tx skills not just describe activity

Expository
Self-Review: Reflecting on Your Work

In this project did you:
1. What were your tx goals for this activity/unit/project?
2. Did you provide an description?
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: a lot, some, or almost none?
8. What are you going to focus on improving next time?

Therapeutic Instruction through Park Visitor Brochure

- **Repeated** opportunities through multiple descriptions and lists
- **Intensity** dependent on service delivery
- **Systematic support** through simple task & interactive scaffolds toward independence
- **Explicit** attention to descriptive & enumerative structure, with assist, avoid, ignore the rest
- **Plus** motivating purposeful project with real models and real product

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?

Describe the Picture

From Gr 3-5 teacher manual for 1991 Texas achievement test

A High-Scoring Description Excerpt

...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 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.

**Description Task – A Contrast in Purpose**

1. Describe this picture to me. Paint a picture in my head.
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.

**Practice Varying Description by Purpose**

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
Analyze how same and different And why

**Focused Skill Tx Description Activities**

**Writing with Purpose:** (+ others for procedure & comparison)
1. Guess the Object
2. Describe Self for Job Interview
3. Lost Backpack Notice
4. Pet Wanted Ad
5. Car Purchase

- Step-by-step instructions
- Explicit focus on discourse parts and organization
- Structural and interactional scaffolds
- Some attention to parts needed for purposes

Angela Sterling-Orth & Linda Schreiber, Attainment.

**Some References**