Expository Structure

Expository Intervention: Assessing and Teaching the Ways of How-To Talk

Teresa A. Ukrainetz, Ph.D.
University of Wyoming

The 3-Hour Plan

1. Explaining Exposition
   •
   •
2. Assessing Expository Discourse
   •
   •
3. Intervention for Exposition
   •
   •

Expository Discourse

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

• Non-narrative discourse employed primarily for informative purposes
• Characterized by:
  –
  –
• Also known as informational or academic talk

“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 wideness. 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)

Teaching Challenges

• No basic organization like story grammar
  – Many expository subgenres
  – Loosely specified structures
  – Multiple subgenres within one piece of work
• Content difficult
  – Scientific, factual, logical
  – Often new information for speaker/author
  – Specialized vocabulary and complex syntax

For More Ideas and Information

Ukrainetz (2006)
Pub: Pro-Ed
Email: Teresa at tukraine@uwyo.edu

Northern Mich SL Alliance & TBA ISD
October 26, 2012
More Teaching Challenges

• Achieving purpose difficult
  – Knowledge transmission or even teaching others
  – Must consider audience background and needs
  – Rhetorical considerations: holding your audience w/o social closeness of conversation or magic of story
• Often involves writing -- of the hard kind

So Why Teach Expository Structure?

Why not just focus on ideas, vocabulary, and grammar?

Importance of Expository Talking and Writing

• 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

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

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

Writing
• Introduce topic clearly and group related info in parags and sections
• Develop topic with facts, defns, details, quotations, other info and egs
• Link ideas within categories of info using words and phrases (e.g., another, for example, also, because)
• Use precise language and domain-specific vocab to inform or explain
• Provide concluding statement or section related to info presented.

The Way It Was…

• Once upon a time, grammar exercises and essay construction
• Then interesting writing in a social context, process of writing, narratives, poetry, memoirs
  – analytic communication
• 2001, NCLB mandated tests for math and reading
  – What gets tested gets taught
  – Reduced emphasis on writing
  – No longer a way to study, to learn, or to construct new knowledge
Current State of Analytic Communication

- Problems with coherent, well-argued sentences, paragraphs, and essays
- New writing Common Core standards will deliver “a high-voltage shock to the American public”
- Florida, new writing test with expository essay aligned with Common Core; 10th grade pass rate from 80% in 2011 to 38% in 2012
- Nation’s Report Card: in 2007, only 1% of 12th graders could write a sophisticated, well-organized essay


Expository Structure for Listening and Reading

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

National Reading Panel (2000)

Comprehension

= everything: vocabulary, grammar, discourse, pragmatics, and knowledge
= factual, inferential, and applied understanding of heard and read discourse
= strategic approach to listening and reading academic material

What am I trying to find out and how should I go about it in this situation?

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
4. Determining and summarizing main ideas
5. Transforming ideas from one form to another
6. Providing

More Successful Features

7.
8.
9. Peer
10. Reading 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 reported in Gajria&al. (2007) and Ehren (2010)

Explaining Exposition
Types of Exposition

1. Description: Describe the sweater you liked.
   - Can be 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.

Description & Enumeration

<table>
<thead>
<tr>
<th>Example</th>
<th>Purpose</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Nutrition label</td>
<td>• Critical elements at a glance</td>
<td></td>
</tr>
<tr>
<td>• Table of contents</td>
<td>• Taxonomy</td>
<td></td>
</tr>
<tr>
<td>• Family genealogy</td>
<td>• Categories + listings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Spatial organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Words and phrases</td>
<td></td>
</tr>
</tbody>
</table>

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>• Qn, 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></td>
<td>• 5-paragraph essay</td>
</tr>
<tr>
<td>• Manual</td>
<td>• How to do it</td>
<td>• Materials &amp; sequenced steps</td>
</tr>
<tr>
<td>• Recipe</td>
<td>• Materials, steps + sequence</td>
<td>• Signals to order</td>
</tr>
<tr>
<td>• Driving Directions</td>
<td></td>
<td></td>
</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></td>
<td></td>
</tr>
</tbody>
</table>

Signaling Devices

Signaling devices help composing & understanding

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

Which Is Easier to Read?
That or this?

Signaling devices are important for both cohesion (i.e., unified text) and coherence (i.e., making sense). These word and phrase insertions indicate the central content or direction of a section of text and how this section relates to prior and upcoming sections. They include the table of contents (an example of enumeration discourse), overviews in prefaces or introductory paragraphs, summaries or abstracts, headings and subheadings, and key words such as First or In conclusion. Some expository forms have standard signaling devices, such as the research report subheadings of Method, Participants, and Results. Signaling devices aid both the writer to organize and develop the composition and the reader to understand and recall it.
But Word Bites Have A Cost

- effects can hinder expression and comprehension
- Can read information out of order
- Will miss details and subtle meanings

How the Why and Who Affects the What

Keeping the purpose and audience in mind

Considerations for Organization and Detail

- The prior knowledge of the reader or listener
  - Do I need to define creaming and rubbing in this recipe?
- Audience interest and attention span
  - How can I explain this in 3 minutes?
- Perceptions of the most efficient order of steps
  - Should I put all the ingredients first or list them as they are needed?
- Logic or transparency of the steps and sequence
  - 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 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.
Expository Development

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 schl ch 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.

Context Factors over Developmental Schedule

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...As 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)

Exposition Involves Writing -- Of the Hard Kind

Writing is easy. I just sit and stare at the page until beads of blood form on my forehead.
Knowledge-Telling Writing

- The easy kind of writing
- Enjoyable for people of many literacy levels
- Writing like one talks
- Close to the informal, interactive language typical of oral contexts

Bereiter & Scardamalia (1987)

Knowledge-Transforming Writing

- The hard kind of writing
- Occurs across ages
- Writer reflects and revises at multiple levels, striving to improve both the craft and the clarity of the message
- Writer gains new understandings as he composes

Written Composition

- Writing as a juggling act among many levels and types of demands
  - into words
  - Putting ideas into print, using literate vocabulary, grammar, conventional spelling, and punctuation
  - Reflecting on quality and clarity for an absent reader, revising, editing...
- Going back and forth among these demands

Doing Knowledge-Transforming Writing

- Writing is juggling among levels and demands
  - Generating ideas, organizing ideas, putting ideas into words, putting words into print
  - Using academic vocabulary, grammar, spelling, and punctuation
  - Reflecting on quality and clarity for an absent reader, revising, editing...
- Need skill automaticity and integration for fluent performance
  - At the conscious strategic level, can easily be overwhelmed
  - Needs tx involving simplification, scaffolding, compensation, and selective blindness

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
  - Examine only word and sentence level
  - Some do narrative
  - Few examine expository comprehension or fewer expression
  - CELF-4 (2003) has 10 narrative and 1 expository items
  - e.g., CELF (1996)
OWLS Expository Items

- Persuasion items:
  - Reasons for having pets and school on Sunday
- Explanation items:
  1. Explain to a parent how a cup was broken
  2. Report on frequency of bookreading for students
     - Interpret a table and organize info in written paragraph
     - Scored on coherence, supporting ideas, & unity


OWLS Explanation Item

<table>
<thead>
<tr>
<th>No. Books</th>
<th>Fifth Grade</th>
<th>Ninth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>1 or fewer</td>
<td>70%</td>
<td>60%</td>
</tr>
<tr>
<td>2 or more</td>
<td>30%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Table of Monthly Bookreading Frequency

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

Language Sample Analysis in the School Years

Narrative & Expository Sampling For the Busy SLP

Language Sampling Matters

1. Can be done impressionistically to check off a testing requirement
2. Can be done orally, quickly but analytically, to plan treatment and track progress
3. Can be done in oral and written modalities in classroom and treatment room over time to obtain even better information

Overview of Later Language Development
Overall School-Age Developments

- Basic conversational language in place
- Developing literate language
- Expanding discourse genre repertoire
- Increasing syntactic length and complexity
- Increasing variety and precision of vocabulary
- Word-finding and utterance formulation for difficult language and ideas

* Learning how to use what why when *

Morphosyntax Development

- Grammatical morphology
  - The last few of Brown’s 14 in K-1: third person agreement (
  ), irregular verbs ( ), auxiliary and copula ( )
  - Dialectal influences ( house by himself )
- Phrases
  - Expanded phrases
  - Verb conjugations (..would have liked to have gone)
  - Expanded noun phrases (..an impressive culminating achievement with few initial resources)
  - Adverbial sentence position (e.g., Very quickly, he dashed...)

Morphosyntax Cont’d.

- Clausal Complexity
  - Frequent subord. sentences (2+ main verbs): 20% have 2+ clauses at 3rd grade, 30% at 8th grade
  - Object and esp. subject relative clauses (Canines who have not been domesticated will continue to exhibit...)
  - Sophisticated conjunctions: nevertheless, instead of, despite
  - Multiple (3+) clauses in coordinated (and, or, but) or embedded (because) relations
  - BUT with overuse of and...and...and then...and in storytelling

Quantitative data from Scott (1988, 1995)

Length

- Due to expanded phrases, more phrases, and multiple clauses
- Longer sentences
  - MLC: 7-8 words/T-unit at 3rd grade, 12 at 12th grade
  - increase of about 0.5 word/yr
  - Mean Length of Communication Unit = average sentence length

Loban (1976)

C-units and T-units

- Communication-units (C-units) for talking or Terminal-units (T-units) for writing
- C-units and T-units are like sentences most of the time
  - Independent clause with its modifiers
  - Subordinated sentences (because, relative clauses) are 1 C-unit
  - Yesterday, because I couldn’t leave him alone, I took my dog. who is so well-behaved, into the store with me.
- But divide compound sentences (and, or, but) with 2+ subjects
  - I want to go to the store / and then I need to go to the bank/ and then I have to go home.
  - I want to go / but she doesn’t.
- C-units allow elliptical utterances, e.g., Me too. Beautiful. No. Loban (1976)

Context over Development

- More change across context than across years
  - MLC developmentally increases only 0.5 word/yr
  - MLC is 3 words longer in expository 3 than narrative for 10th graders
  - Conversational oral very different kind of complexity from formal written

- Longer is not always better
  If someone is found doing something wrong, he should be told and then punished in a way that would convince him to pay attention instead of goofing off, such as calling and notifying the parents and telling them what a bad little boy they have.

Scott (1988)
Oral versus Written
Because the technology has improved, it’s less risky than it used to be when you install them at the same time, and it doesn’t cost so much either.

Improvements in technology have reduced the risks and high costs associated with simultaneous installation.

Narrative versus Expository
One day Yanis was taking the sheep to the meadow and a lamb went wild. It ran up the mountain. When he got to the top, he saw...

At a 95-minute news conference, retired Admiral Thomas Davis said that Peary’s claims about finding the North Pole were supported by scientific means.

Formal vs Informal vs Code
• I would like arrange a meeting at 3pm tomorrow to discuss the proposal.

• Let’s get together about 3pm tomorrow to talk about the idea.

• I nEd 2 tok bout sum idEz @3 2morrow

Appropriate over Correct
• Basic conversational oral grammar usually fine
• Difficult content can result in syntax breakdown
• Informal oral language may use syntax for pragmatic purposes: 
  Do you need the car? Because I have a meeting tonight.
• Dialectical variations present, even in "mainstream white" children
  Anymore, people stay home to watch movies.
• Standard American English for school, but local oral dialect is not bad English

Grammatical Development in Summary
• Sentences getting longer, ~0.5 word/yr
  – Finishing off grammatical morphology
  – Expanding and positioning phrases
  – Increasing number of clauses in complex sentences
  – Decreasing errors in sentence structure

• With more variation
  – Within an age
  – Between discourse tasks
  – Than between ages

Children with Language Impairment
• Overall immaturity in grammatical structure with less elaboration and fewer complex forms than age peers
• Low but significant frequency of grammatical errors, particularly in written text
• Later-developing structures may be lacking or less frequently used
Sampling School-age Discourse

Language Sampling Contexts
- Sample multiple narrative and expository 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

Imaginative Story
- Choice of picture with problem implied
- Use the story starter “It was a dark and gloomy night…”

Simon (1984)

Meta-narrative knowledge
- Refer to the better formed of two stories
- Story grammar: Ask for complication or problem, feelings, thoughts, attempts, consequence
- Story art: Title, setting, character names, dialogue, special words, exciting part, ending
- How would the student improve story on a retelling

Description
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.
Expository Structure

Procedure

1. What is a chore you have at home? I want to help. Give me instructions about how to do that chore.
2. You have a new friend you want to visit you. Pretend I am the friend and give me instructions about how to get to your house.

Explanation and Argument

1. Explanation: What sport do you like? I don’t know how to play X. Explain to me how X is played.
2. Argument: Some towns do not allow cats outside without being on a leash. Tell me your view and why you think this.

Student Self-Analysis

For student awareness of discourse structure and 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?

Analyzing The Sample

Evaluating Language

- Use several discourse contexts
- Videotape or audiotape
- Repeated listening and note-taking
- Multiple scans at word, sentence, and discourse levels
- Apply available developmental information (e.g., 1/3 sentences complex)
- Rely mainly on clinical judgment of appropriateness (e.g., vocabulary sufficient for the task)

SALT and Wisconsin Guide

- Can transcribe into Systematic Analysis of Language Transcripts (SALT)
- SALT authors publish a written guide
- Scads of age-referenced information on conversation and narrative
- Focus on: TNW, MLC, NDW, %Mazes
- Will need at least 50 utterances
Scanning Across Language Areas

1. Scan 1
   a) Speech intelligibility: Clarity and volume
   b) Amount: Too little, just right, too much
   c) Fluency: Wordfinding, utterance formulation, & pacing
   d) Pragmatics: Appropriate behavior for assessment situation

2. Scan 2
   a) Vocabulary: Appropriate, sufficient, diverse, sophisticated
   b) Grammar: Errors, expanded phrases, & complex sentences
      • Transcribe some sentences for complexity and errors

3. Scan 3
   a) Narrative: story grammar, cohesion, & story art
   b) Expository: Cohesion, elaboration, coherence, & organization
   c) Self-regulation: Attentive, thinks first, self-corrects

Analyzing Narrative Discourse

1. Coherence: Does the story make sense?
2. Episodic or story grammar structure
3. Cohesion esp. pronoun reference
4. Story art or expressive elaboration
5. Vocabulary
6. Grammar

Were these appropriate for the age, school expectations, and situation?

Analyzing Expository Discourse

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

Putting It Together

• General profile
• Variations across areas or low overall
• Consistent difficulties within an area (e.g., just can’t do relative clause sentences)
• Inconsistent difficulties (e.g., 5 different gramm errors along with correct occurrences)
• System overload or domain specific difficulties?
• Attention or executive function difficulties?
• Trying to say more than you can say well?

Analyzing the Effect of Purpose

• Language is spoken or written for a purpose and the purpose affects the language
  Context plays a huge role in performance!

• I am writing this because:
  – It is worth 10% of my grade
  – This manual will help my parents program the DVD/TV
  – This is a set of cool DVD/TV stuff for my friends
Descriptions

Two Examples of Contrasts in Purpose

Comprehension Sampling

- LSA is primarily focused on production
- Standardized tests suited to comprehension
  - Language tests for general vocabulary, grammar, and passage comprehension
  - School tests for curricular comprehension
- But can obtain additional information on functional performance

Textbook Comprehension Strategies

Text organization:
1. What is this textbook about? How do you know? Cover, title, Preface...
2. What is a Preface or Foreward? Where is it in the book? Explains, front
3. What are the topics the book covers? TOC or headings
4. Does this all look new to you? What do you know that will help you understand this book? Link to prior knowledge

Section organization:
5. Find X section. Should use TOC
6. Does this book talk about X (specific item). Should use Index
7. What is a quick way to get the idea of this section? Should use opening/concluding paragraphs
8. Show me a heading or a subtitle. Points to one.
9. On this page, show me two ways of organizing information: e.g., a description, a list, a compare/contrast paragraph, an explanation.
10. What tells you this one is a description not a compare/contrast paragraph? How information is organized.

Information analysis:
11. What does this word mean? How can you figure it out? Morphological analysis, context
12. What does this graph show? How do you know? Explain graph parts
13. Do you think this information is true or dependable? Why do you think so? Author info, Acknowledgments, Preface, type of info

Inspired by Survey Technique (Aukerman, 1972) and Informal Textbook Inventory, Manzo et al. (2001)
Language Sample Analysis

- A valuable assessment tool, even in the school years
- That can be achieved by a practiced SLP in a reasonable time
- Examining
  - Vocabulary, syntax, pragmatics
  - Conversation, narration, & exposition
  - Self-regulation & comprehension strategies
- With a focus on context & purpose over development

References


Evidence for Expository Instruction

- Knowledge of discourse structure a part of composition
  - Harris & Graham (2003), Wong et al. (2003)
  - Explicit attention to expository structure improves student compositions in regular ed
- Works for students with low achievement
  - Garcia-Sanchez & Fidalgo-Redondo (2005), Graham & Harris (2003),
- 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, number of conclusions and text markers, and reason elaboration for both vs. control condition of writing book reports

Studies of Particular Procedures
• Bereiter and Scardamalia (1987) reported on a variety of investigations
  – Increasing length by prompting with say more
  – Using non-content priming, such as I think..., The main point...
  – 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

A Procedure for Teaching Self-Regulation and Discourse Structure
• Self-Regulated Strategy Development (SRSD, Graham et al., 2000; Graham & Harris, 1999; Sexton et al., 1998)
• A number of controlled studies showing improved student writing with SRSD (Graham & Harris, 2003)
• Maintained and generalized effects too

Stages of SRSD
1. Develop background knowledge
2. Discuss the strategy goals and significance
3. Model the strategy and self-talk
4. Have student memorize the strategy and self-statements
5. Support independent and collaborative strategy practice
6. Have student engage in independent performance

Characteristics of SRSD
1. Strategies, self-regulation procedures, and needed knowledge explicitly taught
2. Children encouraged to actively collaborate with the teacher and each other
3. Skills taught are individualized by modifying content and steps
4. Instructional steps are criterion-based rather than a pre-set time schedule

Other Self-Regulatory Guides
• POWER: Plan, Organize, Write, Edit, Rewrite/Revise (Englert, 1990, 1992)
• Add an initial task Evaluation = EmPOWER (Bashir & Singer, 2006; Singer & Bashir, 2004)
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 the categories similar or different
6. Conclusion: After comparing and contrasting ____ and ____, I think I prefer ____ because ____.

(Englert, 1992)

Using Starter Words

Lesson on the properties of hydrogen and oxygen followed by worksheet to describe elements with subordinating clauses
- Although ...
- Unless ...
- If ...

(Englert, 1992)

Combination Instruction for LD

- 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

(Englert, 1992)
Expository Structure

Recommended Practice:
Multi-Faceted Instruction in Self-Regulation and Discourse Structure

Next, a focus on the details:
An example project and some cautionary tales...

Whole-Part-Part-Part-Whole
1. Start with a purposeful, complex activity with several tx objectives
   • Identify structure of a passage, relative clauses, and specialized vocabulary
2. Move to several focused skill tasks for repeated opportunities for each tx skill
3. Return to an integrated, purposeful activity where tx obj are integrated into the whole
   • Construct a project with tx expository structure, relative clauses, and specialized vocabulary
4. Then do it again...

Structural Scaffolds for Exposition
Choosing, modifying, or presenting meaningful text in ways that larger whole
− Short expository selections
− Extracted from a single larger whole
− Requiring a minimum of background knowledge
− Requiring a minimum of writing
− With a routinized composition procedure

Making Meaningful Writing Manageable
− Simplify the task
  − A summary instead of a full report, sections to be combined into a longer report, an oral presentation
− Interactively scaffold the tx skills
− Compensate non-target skills
  − Provide the spelling as requested; have a list of needed vocabulary
− Selective blindness
  − Ignore lack of descriptive vocabulary; cycle back for tx obj of sentence structure

Maintaining The Therapeutic Balance
contextualized skills/hybrid

Teaching the Whole Again and Again (Common Core)

Making Meaningful Writing Manageable
− Simplify the task
  − A summary instead of a full report, sections to be combined into a longer report, an oral presentation
− Interactively scaffold the tx skills
− Compensate non-target skills
  − Provide the spelling as requested; have a list of needed vocabulary
− Selective blindness
  − Ignore lack of descriptive vocabulary; cycle back for tx obj of sentence structure

Northern Mich SL Alliance & TBA ISD
October 26, 2012
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Expository Structure

ARISE With Procedure Tx

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

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

1. Make the Choice

- Basic expository structure to be taught
  - Where it is used and why
  - Models of purposeful use
- Content should be appealing and known to student
  - Preferably from the classroom curriculum
  - Also from trade books, magazines, and websites
- Form should be manageable
  - Limited writing
  - Short composition time
  - Scaffolding possible

My Choice - Enumeration & Description in a Zoo Brochure

- Lists and descriptions
- Go together in a product
- Can be interesting and fun
- Real models available
- Mainly current knowledge base
- Can be short, with little writing
- Can provide repeated opportunities within the activity
- Not much compensation needed

2. The Endless Expository Possibilities

- 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)...

Quick Read Expository Passages

Finding Out About Dinosaurs

How do we know that dinosaurs lived long ago? There are people who call themselves paleontologists. Paleontologists hunt these dinosaurs. Few fossils of dinosaurs are complete. To see dinosaur bones and eggs, paleontologists must dig them out of the ground and look at them in the lab. By looking at fossils, paleontologists can learn how dinosaurs looked when they were alive. This is what a dinosaur fossil looks like: "

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

3. Set the Scene

- Present topic, purpose, and genre
  - What, why, and how
- Determine content known and not known
  - Individual interest
  - Classroom connection
  - Thematic unit
  - Present additional content necessary

4. Generate Content

- Brainstorm what is needed and why
- Jet down in a discovery draft
- Focus on content not form at this point
- Obtain a few sources with easily understood info
- Basing on classroom curriculum or familiar topic makes comprehension aspect easier

5. Outline 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
Persuasion Mnemonic + Carrier Phrases

- Determine your premise (I think that...)
- Assemble reasons to support your premise (The first reason, the second reason...)
- Reject arguments for the other side (Some say...but)
- End with a conclusion (In conclusion...)

DARE from Graham & Harris (1999)

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>
</table>
| A | 1. The first reason why pets should do tricks to get food is... because it's good agility and obedience training for the animal.  
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. |
| R | 1. Some say... But, if you pamper them, they think they can do whatever they want.  
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. |
| E | 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. |

Eetchie

The Describing Helper

(™ Sara Smith)

Expanding Expression™

- Program built around a string of wooden beads & a jingle
- A manipulative mnemonic and activities to teach describing
- Category plus 5 features: Group, function, appearance, composition, parts, location
- Sara L. Smith, MS, CCC-SLP, www.expandingexpression.com (at Northern Speech Services at ASHA’08)

EET

- Multisensory approach for defining and describing
- Based on Aristotelian definition format of category plus feature, then expanded into a description
- Superordinate category plus 5-6 other characteristics
- Applies to oral and written expression
- Program can be used across ages and abilities
- Tool can be incorporated into other curricular and language tasks
- Students learn song and use tool easily

(Sara Smith, IMASH, Salt Lake City, Oct’08)
Expository Structure

Teresa Ukrainetz, Ph.D.
University of Wyoming

Northern Mich SL Alliance & TBA ISD
October 26, 2012

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EET & Context

- Looks like a promising tool
- Standard use does not consider purpose and context:
  - Do you want category and 5 features including the function of a blouse and the source of cotton if someone asked you to describe the blouse you liked at the store yesterday?
- But a good starting point, good for standardized essay tests, and then could adapt to situations

Zoo Visitor Brochure Plan

<table>
<thead>
<tr>
<th>Zoo Name and Location</th>
<th>D The Zoo</th>
<th>L Animals</th>
<th>D Guided Activities</th>
<th>D Favorite Animal #2</th>
<th>L Access Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slogan</td>
<td>L Attractions</td>
<td>D Habitats</td>
<td>D Favorite Animal #1</td>
<td>D Favorite Animal #3</td>
<td>Map &amp; Driving Instructions</td>
</tr>
</tbody>
</table>

Enumeration Schematic

- Heading
- Subheading
  - Item
  - Item
  - Item
- Subheading...

Description Schematic

- Item followed by features:
  - Physical
  - Movement
  - Preferred activity
  - Preferred food
  - Special characteristic
- Order
  - Alternating
  - Clustered
  - Consistent

6. Drafting Content into Structure

- Easy to Compose
  - Words and phrases
  - Repeated discourse
  - Short total text
- Multiple 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

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. Rerunber points in logical order
8. Write points into paragraph in numbered order
9. (Add connective words to make it flow)

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 under the ground and it takes paleontologists a long time to find fossils. By looking at fossils, paleontologists can learn if a dinosaur was small or large. Fossils also help paleontologists learn where a dinosaur lived or how fast it moved, and what it ate.

Expository Structure

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 that the dinosaur ate meat. Meat-eating dinosaurs come in many sizes. The dinosaurs’ long, strong legs helped them run after other animals. Meat-eating dinosaurs had sharp teeth. These sharp teeth 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 large size.

Main Points about Fossils

1. Fossils tell about dinosaurs
2. Fossils are bones and eggs found under the ground
3. Fossils tell dinosaur size, where it lived, how fast it moved, and what it ate (all about it)
4. The shape of dinosaur teeth tell us what it ate
5. Long and sharp teeth say meat-eater

Fossil Paragraph

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.

• Keep focus on the main idea
• The source was basically in order
• But more info than needed
• Use only details that relate to main idea

Expository Structure

Poor & Good Enumeration

Animals:
• An otter
• Bears sunning
• Lizards
• Some raccoons
• The wolf

You will see:
• Otters swimming
• Bears sunning
• Lizards creeping
• Raccoons wrestling
• Wolves howling

Expository Structure

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!

Expository Structure

Varying Description with Purpose

• Repeated opportunities for description for different purposes:
• Compose a description of clothing as if:
  1. Describing to a friend the desirable (or ugly) item seen in a store
  2. Composing a classified ad to sell worn clothing
  3. Identifying the clothing of a possible participant in a crime
  4. Describing a lost piece of clothing
Expository Structure

7. Translate Schematic into Text

- Start with headings
- Expand schematic words or phrases into sentences
  - Keep the focus on structure
  - With lots of help but little comment on non-target skills
- Blend into a paragraph with cohesive devices
- Add helpful signaling devices

Persuasive Composition – DARE Structure & Spelling

Why pets should do tricks to get food.

I think that pets should do tricks to get food. One of the main reasons is when they get older they are weaker than they were. If you make them do tricks, they will be ten times more healthily healthy. Also when they are younger you should make them work harder for their food because when they are in obedience class, they will listen better to you if you just gave them food.

Some people think that there pets should not have to make them do tricks to get food also they just want to love their pet so they can play with them and not have to work. But most people think that there pet should not work for food because if they don’t they will be spoiled and just get food and not work for it, and once you aren’t spoiling your pet as much they will be very mean and not like what took place there.

In conclusion, if you are thinking about getting a dog try and teach it tricks and yomching using dog treats, start treat and loving your pet.

8. Share and Reflect

- Collate and compose into a product
  - Powerpoint, book, or poster
- Share through presentation, publication, or posting
- Reflect on learning
  - What has been learned
  - One aspect well-done and one needing improvement
  - Student should be able to identify the target skill taught
  - NOT just describe the activity

Other Media Sharing Possibilities

- Research Poster = bulleted text groups with pictures
- Podcast = speech with pictures and background music
- Mini-Wikis = collection of Wikipedia-like text and picture entries

(Cathy Ross, SLP and co-conspirator)

Reflecting on Your Work

In this project did you:
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?
6. How much help did you need?
7. What are you going to focus on improving next time?
Therapeutic Instruction through the Zoo Brochure

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

Therapeutic Possibilities of Historical Biographies

- One-paragraph description
- Below a scanned photo of the historical personage
- Excellent contexts for expository intervention
  - Whole units
  - Short
  - Repeated opportunities for teaching descriptive structure

Potential Instructional Targets?

point in 1829. He became the superintendent for a academy in 1852 it was military academy. In 1857 the death of his father in law he ask for a series of leaves to settle the estate. The north ask he to still be there general he said no this was in 1861. Early in 1862 he was recalled to Richmond and made an advisor to the president. He gradually became Uncle Robert and Marse Robert.

The Teacher’s Comments

*Who?* He was born in 1807. He graduated from west point in 1829. He became the superintendent for a academy in 1852. It was military academy. In 1857 the death of his father in law he ask for a series of leaves to settle the estate. ![This is not a complete sentence. What happened first?](The north ask he to still be there general he said no this was in 1861.) Early in 1862 he was recalled to Richmond and made an advisor to the president. He gradually became "Uncle Robert" and "Marse Robert." - How? Why are you including this information?

Trying to Teach it All

- Cohesion
- Capitalization
- Grammatical morphology
- Punctuation
- Sentence structure
- Sequencing
- Coherence.
- Missed: *there for their*, absence of periods, and grammar of "The north ask he to…" sentence.
For a Therapeutic Focus –
Make Choices

Apply to Skills
Repeatedly, Intensively, Supportively, Explicitly
In Purposeful Contexts
With Compensation

Expository References


