Expository Structure

Teresa Ukrainetz, Ph.D.
University of Wyoming

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
   • Types of expository discourse
   • The effects of purpose on discourse
2. Assessing Expository Discourse
   • Performance expectations
   • Norm-referenced assessment of exposition
   • Schoolage language sample analysis
3. Intervention for Exposition
   • Research on instruction
   • Treatment framework
   • Treatment materials & 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

“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

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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 eg
- 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
  - Some excelled, most got by, many dropped out
- Then interesting writing in a social context, process of writing, narratives, poetry, memoirs
  - More liked writing, but little attn to formal composition and 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 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 reported in Gajria & al. (2007) and Ehren (2010)
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.
   – Can be 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 + details, ordered</td>
</tr>
<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>Categories + listings</td>
</tr>
<tr>
<td>Family genealogy</td>
<td></td>
<td>Spatial organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Words and phrases</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>+Purpose, rationale, qn, method, findings, concl.</td>
</tr>
<tr>
<td>Research article</td>
<td>Reasons, causes, logical relations</td>
<td></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></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></td>
</tr>
<tr>
<td>Catalogue product guidance</td>
<td></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></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**

- Heavy use of signaling devices and visual 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 6x9ft. 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 Structure**

**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...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)

**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
  - Generating ideas, organizing ideas, putting ideas 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
  - e.g., CELF-4 (2003) has 10 narrative and 1 expository items
  - e.g., OWLS (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

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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

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

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 (she wants), irregular verbs (blew), auxiliary and copula (is tall, is running)
  - Dialectal influences (He drug the heavy box into the 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...)

LSA 45

LSA 46
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 conjuncts: 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

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

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.

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 than narrative for 10th graders
  – Conversational oral very different kind of complexity from formal written

• Longer is not always better

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.

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.
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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

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

Sampling School-age Discourse
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.

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?

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

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. **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/th; 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?

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 Foreword? 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
Expository Structure

Teresa Ukrainetz, Ph.D.
University of Wyoming

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

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
• 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..., 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

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

- Add an initial task Evaluation = EmPOWER (Bashir & Singer, 2006; Singer & Bashir, 2004)

Other Self-Regulatory Guides

- 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 ___.
  (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)
Expository Structure

Using Starter Words
Lesson on the 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.”

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 objis are integrated into the whole
   • Construct a project with tx expository structure, relative clauses, and specialized vocabulary
4. Then do it again...

Teaching the Whole Again and Again (Common Core)

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The five senses and associated body parts</td>
<td>Introduction to the systems of the human body and associated body parts</td>
<td></td>
</tr>
<tr>
<td>• Hearing by Maria Rius (1985)</td>
<td>• Me and My Amazing Body by Juan (1999)</td>
<td></td>
</tr>
<tr>
<td>• Sight by Maria Rius (1986)</td>
<td>• The Human Body by Sarah (1995)</td>
<td></td>
</tr>
<tr>
<td>• Smell by Maria Rius (1985)</td>
<td>• The Big Body Book by Lolly (2002)</td>
<td></td>
</tr>
<tr>
<td>• Taste by Maria Rius (1986)</td>
<td>• First Encyclopedia of the Human Body by Frank (2008)</td>
<td></td>
</tr>
<tr>
<td>• Touch by Maria Rius (1986)</td>
<td>Taking care of your body: Genes, diseases, and preventing illness</td>
<td></td>
</tr>
<tr>
<td>• Taking care of your body: Digestive and excretory systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• My Amazing Body: A First Look at Health &amp; Fitness by Pat Thomas (2001)</td>
<td>• Genes Make Me by Marilyn Berger (1994)</td>
<td></td>
</tr>
<tr>
<td>• Get Up and Go by Nancy Carson (2009)</td>
<td>• Taking care of your body: Healthy eating and nutrition</td>
<td></td>
</tr>
<tr>
<td>• Go Wash Up by Dorothy Trowbridge (2008)</td>
<td>• Good Enough to Eat by Lizzy Rockwell (1999)</td>
<td></td>
</tr>
<tr>
<td>• Sleep by Paul Showers (1997)</td>
<td>• Showdown at the Food Pyramid by Rex Barron (2004)</td>
<td></td>
</tr>
<tr>
<td>• Put the Body by Dorothy Trowbridge (2008)</td>
<td>• Muscles, skeleton, and nervous systems</td>
<td></td>
</tr>
</tbody>
</table>

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

Maintaining The Therapeutic Balance
discrete skills/structured contextualized skills/hybrid task assistance/enrichment

ACSLPA Conference
10/25/2013
Structural Scaffolds for Exposition

Choosing, modifying, or presenting meaningful text in ways that *simplify and focus while retaining the 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

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 experiement 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

Palaeontologists have found many dinosaur bones. How do we know that dinosaurs lived long, long ago? How can people who find such dinosaurs be sure they are real? Paleontologists learn about dinosaurs from fossils. Fossils are the things left over from long ago, such as dinosaur bones and eggs. Paleontologists dig under the ground and collect fossils. Paleontologists dig in the ground and look at rocks in the fossils. By looking at fossils, paleontologists can learn about dinosaurs from millions of years ago. Results also help paleontologists learn where a dinosaur lived on land, how long it lived, and what it ate.

Hiebert (2002)
www.pearsonlearning.com

QuickRead Level C Topics

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book 1</td>
<td>Dinosaurs, Animal Giants, Plants</td>
</tr>
<tr>
<td>Book 2</td>
<td>Hurricanes, Earthquakes, The Solar System</td>
</tr>
<tr>
<td>Book 3</td>
<td>Inventions, Simple Machines, Sound</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
- Jot 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**

- **D**etermine your premise (I think that...)
- Assemble reasons to support your premise (The first reason, the second reason...)
- **R**eject arguments for the other side (Some say...but)
- **E**nd 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 its 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. |

---

**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 Lk City, Oct’08)

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

**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 these dinosaurs ate meat.

Most eating dinosaurs were in many areas. 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.
### Main Points about Fossils

**Finding Out About Dinosaurs**

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

**Meat-Eating Dinosaurs**

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

Most meat-eating dinosaurs were in many sizes. The dinosaurs’ long, strong legs helped them run after other animals. Most 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 means “king.” We call Tyrannosaurus rex the “king of the dinosaurs” because of its big size.

---

### 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

---

### Poor & Good Enumeration

**Animals:**
- An otter
- Bears sunning
- Lizards
- Some raccoons
- The wolf

**You will see:**
- Otters swimming
- Bears sunning
- Lizards creepng
- Raccoons wrestling
- 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!**

---

### Varying Description with Purpose

- Repeated opportunities for description for different purposes:
  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

---

### 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 reasons is when they get older they are weaker than they were. If you make them do tricks they will be ten times more healthly 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 to you better better then if you just gave them food.

Some people think that 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 pets 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 Caution conclusion if you are thinking about getting a dog try and teach it tricks and vorching using dog treats to 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?

* * *

Potential Instructional Targets?

He was born in 1807. He graduated from West Point in 1829. He became the superintendent for a military academy in 1852. In 1857 the death of his father-in-law asked for a series of leaves to settle the estate. The north asked 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 graduated himself "Uncle Robert" and "Marse Robert."

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
Repetedly, Intensively, Supportively, Explicitly
In Purposeful Contexts
With Compensation
* * *

Expository References


