Expository Intervention: 
Teaching “How-To” Talk

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The 3-Hr Plan

1. Explaining Exposition
   - Types of expository discourse
   - Effects of purpose on discourse
2. Assessing Expository Discourse
   - Performance expectations
   - Language sample analysis
3. Intervention for Expository Structure
   - Research on instruction
   - Treatment framework
   - Treatment projects and activities

Learning Outcomes

After completing this session, you will be able to:

1. Identify academic expectations and set strategic treatment goals for expository discourse.
2. Ellicit and analyze expository discourse at the word, sentence, and discourse levels.
3. Plan evidence-based treatment for expository structure within low-writing motivating activities

Expository Discourse

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

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

“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 genres with variable structures
  - Multiple genres within one piece of work
- Content difficult
  - Scientific, factual, logical, precise
  - Often new info for speaker/author
- Achieving purpose difficult
  - Knowledge transmission or even teaching others
  - Must consider audience background and needs
  - Rhetorical: hold audience w/o social closeness of conversation or magic of story

Why Go Beyond Expository Vocabulary Tx

- Must shift from learning to read and write to reading and writing to learn
- Move from shelter of narrative discourse to world of expository discourse
- Must comprehend and navigate informational texts, extract critical ideas and details
- Must summarize, paraphrase, recall, analyze, integrate, and apply learned info to tests, essays, reports, and projects
- Students need vocabulary plus concepts, grammar, expository discourse structure, learning strategies...

Common Core Standards: Expository Communication

- Understand, produce, and evaluate literary and informational texts
- Communicative purposes of persuasion, explanation, and conveying experience
- Students to become self-directed learners who ask questions, request clarification, and seek out resources
- Standards applied across subjects: discuss literature, present science projects, or write history essays


Grade 4 – Conveying Ideas and Info

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

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


The Way It Was...

- Once upon a time, grammar exercises and essays
  - Some excelled, most got by, many dropped out
- 1980s, moved to interesting and process writing in social context of narratives, poetry, memoirs
  - More sts liked writing
  - But little attn to formal composition and analytic communication
- 2001, NCLB mandated tests for math and basic reading
  - What gets tested gets taught
  - Reduced emphasis on critical writing
  - Not way to study, learn, or construct new knowledge

Current State of Analytic Communication

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

Discourse Structure Tx Helps Text Comprehension Instruction

Features of successful text comprehension instruction
1. Provide explicit, systematic attention to text structure
2. Visually graph ideas and relations
3. Relate student knowledge to reading content
4. Determine and summarize main ideas
5. Transform ideas from one form to another
6. Provide motivated student choice

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

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

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

Types of Exposition
1. Description: Describe the sweater you liked.
   – Informative or expressive
2. Enumeration: List the items that were stolen.
3. Explanation: Explain how fish breathe.
   – A “why-focused” description
4. Procedure: Tell how to operate your stereo system.
   – Sequential generalized telling
   – NOT how you did it yesterday
5. Comparison: Which university should you choose?
6. Argument or Persuasion: Take a position on forest management.
   – Rational or emotional

Description & Enumeration

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

<table>
<thead>
<tr>
<th>Overviews</th>
<th>Summaries</th>
<th>Headings</th>
<th>Key words</th>
<th>Signaling devices help composing &amp; understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>– Amplify organization of loose expository structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>– Aid analysis and synthesis of information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>– Aid skim reading for main idea and particular details</td>
</tr>
</tbody>
</table>

Novels < Informational Books < Magazines < Websites

The Effect of Purpose on Performance

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

How the Why and Who Affects the What

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

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

- Research mainly on vocabulary or grammar of expository texts, not structure
- Control of description, exposition, and argument in writing later than narration
- Elementary schl, shorter expository than narrative, 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.

Early Explanation

- Scientific explanations and instruction present in young children
  - Reasons & evidence
  - Logical links
  - Re-explanation
  - Thinking questions

- Getting bigger – An explanation by a group of kindergartners (Paley, 1981, Wally’s Stories, p. 114)

Knowledge-Telling Writing

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

Knowledge-Transforming Writing

- The hard kind of writing – across ages and levels
- Reflect and revise at multiple levels for craft and clarity
- Much is conscious and effortful
- Writer gains new understandings of content and form

Bereiter & Scardamalia (1987)

Expository Writing – The Hard Kind

Expository Development – Kinda like Academic Writing

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)

Assessing Expository Language

A focus on discourse structure
But also the words and sentences
**Performance Expectations**

- Common Core Standards or state academic standards
- Norm-referenced test scores
  - Isolated word and sentence level items
  - Narrative comprehension items + TNL (Gillam & Pearson, 2004)
  - Expository content comprehension, e.g., CELF-5 (2013)
  - Expression and meta for discourse structure: e.g., OWLS (1996)
- Find out expectations and accomplishments of average students in your community in X context
  - Set up tasks, examine work
  - N-r item analysis with extension

**Sources of Expository Discourse Performance**

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

**OWLS Expository Items**

- Persuasion items: Reasons for having pets and school on Sunday
- Explanation items:
  1. Explain to parent how cup was broken
  2. Report on table of monthly book frequency
     - Scored on coherence, supporting ideas, & unity


<table>
<thead>
<tr>
<th>No. Books</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
<th>Girls</th>
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</thead>
<tbody>
<tr>
<td>1 or fewer</td>
<td>70%</td>
<td>60%</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>2 or more</td>
<td>30%</td>
<td>40%</td>
<td>50%</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Expository Discourse Analysis**

- AKA Language Sampling — for the Busy SLP

1. Impressionistically to check off a testing requirement
2. Orally, quickly but analytically, to plan tx and track progress
3. Oral and written, in classroom and treatment room, over time & contexts, for even better information

(see Hadley, 1998; McFadden, 1991)

**Overall School-Age Developments**

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

*The Task of Learning how to use what why when*

**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.

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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

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**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

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**Verbal Fluency and Productivity**

- Word-Finding
  
  - Finding appropriate specific words for purpose
  - Reflects inordinate difficulty with simple task
  - Or reasonable struggle for challenging task?

- Verbal fluency
  
  - Ease of utterance formulation
  - Mazes (restart, repetition, reformulation)
  - Pauses, and filler words
  - Reflects task comfort and processing capacity

- Productivity
  
  - Reticence versus verbosity
  - Match to personality & culture
  - Flexible and appropriate to situation

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**Semantics: Expressive Vocabulary**

- Word meaning in communicative tasks
  
  - Vocabulary diversity
  - Appropriate use
  - Not about semantic knowledge and metas in LSA

- Types of words
  
  - Tier 1: common, basic (baby, happy, walk)
  - Tier 2: literate-style, specific (infant, exuberant, plod)
  - Tier 3: low frequency, specialized (neonate, ebullient, perambulate)

- Affected significantly by topic and discourse task

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**Syntax: Word and Phrase Development**

- Grammatical morphology
  
  - Final few of Brown’s 14 in K-1: third p. agreement (she wants), irreg verbs (blew), aux & copula (is tall, is running)
  
  - Dialectal influences (He drug the heavy box into the house by himself; They was busy)

- Fancy Phrases
  
  - Verb conjugations (…would have liked to have gone)
  - Pre-/post-modified noun phrases (…an impressive culminating achievement with few initial resources)
  - Adverbial sentence position (e.g., Very quickly, he dashed…)

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Syntax: Clause & Sentence Levels

- Type of sentence (and conjunctions)
  1. Simple: 1 independent clause
  2. Compound/coordinated: 2+ indep clauses (and, or, but)
  3. Subordinated/embedded: 1 indep and 1+ dep clauses (because, although)

- Test: Try to reverse the clauses:
  Because I am hungry, I am eating now.
  But I don’t want dessert, I want dinner. X

Main Types of Subordinated Sentences

1. Complement clause
   Mother knew that would happen.
   She said ‘Don’t go’.

2. Adverbial clause
   If you leave the door open, the cat will get out.
   However you do it, just shut the door.
   The cat got out because the door was open.

3. Relative (adjectival) clause
   The dog that is well trained will not jump on people.
   The dog will not jump on people who do not allow it.

4. Nonfinite clauses (sometimes considered only phrases)
   Infinitives – Find the main verbs to find the clauses.
   Gerunds – He is afraid of missing the main verbs.
   Participles – The verb, not marked for tense or agreement, was missed.

Segmenting Discourse: T-Units

- Terminal-units (T-units) and Communication-units (C-units)
  - Independent clause with its modifiers (minus mazes)
    - 1 T-unit:
      Yesterday, because I couldn’t leave him alone, I took my dog, who is so well-behaved, into the store with me.
  - Divide compound sentences at clauses (and, or, but) with 2+ subjects
    - 4 T-units:
      I want to go to the store / and then I need to go to the bank/ and then I have to go home/ but Sally doesn’t want to but will anyway.

Length & Complexity Expectations

- Small increases over grades
  - Expanded phrases & multiple clauses
  - Also and...and...and then...
  - MLT: 7-8 at 3rd grade, 12 at 12th grade
    = increase of about 0.5 word/yr
  - SI: 1.2 at 3rd gr (20% 2+ clauses), 1.3 at 8th gr (30%)
    - Multiple 3+ clauses in coordinated (and, or, but) or embedded (because) relations
    - Sophisticated conjuncts: nevertheless, instead of, despite
    - Some errors and awkward constructions normal

Context over Development

- More change across context than across years
  - MLT developmentally increases only 0.5 word/yr
  - MLT 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
  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.

Elicitation Contexts

School-age Language Sampling

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

KSHA Convention, Topeka KS
September 2016
Imaginative Story

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

Simon (1984)

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.

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 diversity and accuracy
6. Grammatical length and complexity

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/the; parallel structured lists
5. **Elaboration:** Was there sufficient detail expressed adequately?
6. **Judgment:** Was the product reasonable for this age, school expectations, and elicitation situation?
**Student Expository Self-Analysis**

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

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

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**Evaluating The Sample**

1. Extract the evidence
   - Videotape or audiotape
   - Repeated listening and note-taking
   - Multiple scans focusing on different levels
2. Analyze the evidence
   - Apply available developmental info
   - Rely on clinical judgment of appropriateness
3. Look for patterns within and across areas
   - Consistent, specific weaknesses
   - Overall low language
   - Inconsistent deficits & errors across areas
   - Difficulties increasing as task demands increase

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**Evidence for Expository Instruction**

- Discourse structure as part of effective self-reg instruction
  - Mason et al. (2011), Wong et al. (2003)
- Attn to expository structure improves reg ed compositions
- Works for students with low ach
- Improves reading comprehension

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**EBP Parts of Expository Instruction**

- Guide students to examine published models
- Have peer models demonstrate particular points
- Guide students in each part of a composition
- Demo 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

Students with low ach: More explicit instruction, smaller task increments, more interactive support, and more attn to self-regulation and meta-cognition

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**A Study of Expository Instruction**

Crowhurst (1991) taught 6th graders persuasive text in 3 conditions: writing, reading, and control
- Both txs: Schematic model of persuasive structure, plus practice in rdg or wrtg persuasive texts
- Writing tx: recall structural elements, brainstorm pro/con reasons, write support /against position, peer edit, revision
- Reading tx: Guided reading of a succession of teacher-created persuasive texts
- Results: Higher writing quality, organization, no. of conclusions and text markers, and reason elaboration for both txs vs. control cond of writing tx reports
Studies of Particular Procedures
Bereiter and Scardamalia (1987)
- Prompting with say more
- Using non-content priming: I think... The main point... "For example... Even though..."
- Listing relevant words in advance
- Providing the final sentence
- Watching acted out procedure compositions
- Results: increased length, vocabulary diversity, completeness of text, and awareness of communicative vagueness

Systematic Instruction in Self-Regulation and Composition Process
SRSD alone + with other supports (e.g., Graham & Harris, 1999, 2003; Losinski et al., 2014; Mason, Harris, & Graham, 2011; Sreckovic et al., 2014; Wong et al., 1996, 1997)
- Individual studies and systematic reviews
- Lower elementary and junior high
- LD, EBD, low ach
- Combo of SRSD, composition guides, word processors, teacher modeling, and peer collaboration
- Higher quality writing with maintenance & generalization on compare/contrast & opinion essays

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

SRSD DARE mnemonic + Added Carrier Phrases
D I think that pets should have to do tricks to get food.
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.

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

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

(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)

Using Starter Words

Lesson on properties of hydrogen and oxygen followed by worksheet to describe elements with subordinating clauses

• Although... “hydrogen is explosive and oxygen supports combustion,” Monica wrote, “a compound of them puts out fires.”
• Unless... “hydrogen and oxygen form a compound, they are explosive and dangerous.”
• If... “hydrogen and oxygen form a compound, they lose their original properties of being explosive and supporting combustion.”

Contextualized Skill Tx Framework

Discrete skills/structured

Contextualized skills/hybrid

Task assistance/enrichment

RISE+

Whole & Part


Whole-Part-Part-Part-Whole

1. **Whole:** Start with models of communicative use
   - Literature, websites, projects
   - Examine and analyze for multiple tx objs
2. **Parts:** Simple tasks focused on one tx obj
   - Component tasks toward final project
   - Additional simple communicative tasks
   - Drill-play with contrived tasks
3. **Whole:** End with purposeful communicative activity that integrates multiple tx objs
   Plus **topical coherence** across whole and parts for vocabulary and concepts

See Ch.3, Ukrainetz (2015)

“Staying on Topic” in Tx

• To increase rdg comprehension (Common Core, 2010; Adams, 2011)
  - Go narrow and deep, not broad and superficial
  - Plus linking topic learning between grades
• Lots of reading advanced texts on common topic
  - Drive concept and vocabulary learning
  - Including never-seen-before new words
• Thematic instruction ➔ knowledge, vocab, and compreh ➔ students handle more difficult texts, ➔ improve knowledge, vocab, & compreh ➔ raise SATs ➔ GT
  - /.. curricular links, projects, and thematic units in tx
RISE+: Key Elements of Quality Tx

R Repeated opportunities for skill learning
I Intensity of instruction
S Systematic support of targeted skills
E Explicit skill focus

+ Learner factor: attention, motivation, & engagement

• Rdg tx res: (Torgesen et al., 2004, Berninger et al., 2003)
• Lang tx res: trials, vary task complexity systematically, and reward progress (Gillam et al., 2001; Gillam et al., 2008)

How Much RISE+?
From Instruction to Intervention

<table>
<thead>
<tr>
<th>Regular</th>
<th>Supportive</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few</td>
<td>Some</td>
<td>Many</td>
</tr>
<tr>
<td>Class</td>
<td>Group</td>
<td>Individual</td>
</tr>
<tr>
<td>Occasional</td>
<td>Regular</td>
<td>Frequent; Short</td>
</tr>
<tr>
<td>Little</td>
<td>Some</td>
<td>Lots</td>
</tr>
<tr>
<td>Implicit</td>
<td>Explicit</td>
<td>Meta</td>
</tr>
</tbody>
</table>
+ Passive & minimal = Motivated attentive = Self-directed, sustained engagement

RISE+ For Expository Structure Tx

R 10 opps per session: 2 model critiques, 1 share & 1 indiv product w/ 4 opps each: draft, revise, share, critique
I 3 tx objs, 4 students, 90 min/wk, 8 wks
S Structural scaffolds: Trade book sources, description schematic, minimal writing, cue cards…
Interactive scaffolds:
  Linguistic: Model, elaborate, & extend responses
  Regulatory: Guide good learner behaviors
E Focus on discourse; assist, avoid, ignore spelling & knowledge
+ Student choice within activities

Structural and Interactive Scaffolds

• **Structural**: Simplify & focus attn by arrangement & materials
  – Crafted short expository selections
  – Passage extracted from single larger whole
  – Minimum of background knowledge
  – Minimum of writing
  – Routinized composition procedure

• **Interactive**: Responsive moves of a skilled clinician
  – Linguistic, response, and regulatory support
  – Matched to child need & task difficulty
  – Cognitive modeling of process
  – Systematic handover for internalization of strategies

Explicit Skill Focus

Explicit attention and modification to 1-3 target skills (as conscious **strategies**)
- Known by both SLP and student
- Avoid, assist, or ignore non-target skills

So in reading a science text, if **summarization** is the target,
1. Avoid difficult content
2. Assist with word decoding
3. Ignore sentence structure errors

In Contrast – Doing It All

• Micro historical bios
• Descriptive/informational discourse
• Short, whole communicative units
• For diverse lang tx objs

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. 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 + Part of RISE+**

Motivated, attentive, and engaged

Guthrie et al. (2013): rdg instruct, motiv, engagement, rdg
ach relations for 1,000 gr7
Confidence in capacity to succeed, interest in science
reading, and tools for success (e.g., strategies & accessible
texts) ➔ reading ach ➔ attitudes toward academic
learning and challenging rdg ➔ reading ach ➔…

---

**Effort and Errors on Performance**

1. Explain effort for good outcome and allow to decide effort
   ➔ emphasis on hard work and good grades
   This will be a challenging project. There will be easier
   and harder parts. You will decide what you need to do
   get the best result.
2. Errors treated as growth opps ➔ Errors as failure
   This mistake showed that you understood X idea but you
   had trouble applying it in Y context.
3. Informational feedback ➔ Controlling feedback
   You got a D on this test. Let’s look at it to see where and
   why you were making errors.


---

**Involvement or “Buy-in”**

1. **Attention**: Arousal and alertness; orient and respond;
search and spotlight; select, sustain, and allocate
Looking for action, learning, liking (Hogarth et al. 2010)
2. **Motivation**: Reasons and attitudes re: skill, activity,
effort of learning (Guthrie et al., 2013; Wigfield et al., 2008)
   ➔ I enjoy reading: This task is hard but it is important. I believe
   I can succeed.
   ➔ I hate reading: This reading task is too hard. Why am I
   doing this? How can get out of this?
3. **Engagement**: Participation in activity; behaviors during
   and attitude after; “in the flow”, “in the zone”

---

**Promoting Student Involvement & Ownership**

- Identify own learning goals
- Have attainable, clear learning goals
- Select tx topics and materials
- See value in tx goals
- Plan own effort for parts of a project
- Identify own obstacles and supports
- Determine outcome measures
- Collect data on self and evaluate progress
- See errors as informative opportunities for growth
- Judge for self what is “good enough”

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---

**Keeping It Simple – Description – with Hint of Persuasion**

- Discourse intended to give mental image of something
  experienced (Merriam-Webster, 1993)
- Least abstract and “true-for-all-time” type of expository
discourse
  - Can be expressive (artful) or informational
  - Should be endophoric for school tasks
- Features
  - Typically static scene
  - Visual, multisensory, function, taxonomic info
  - Referent present or imagined, concrete or abstract

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KSHA Convention, Topeka KS
September 2016

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Expository Discourse Tx

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

KSHA Convention, Topeka KS
September 2016

15

Expository Tx Project Steps

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

Generate Content & Find Models

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

Models: Use informational books, magazines, websites as models for structure and language of purposeful expository communication

Trade Sources for Models and Ideas

Exposition Can Be Fun

• The Zoo Book (Allen, 1968)
• Beautiful Bats (Glaser, 1997)
• Baking at High Altitudes
• Mountain Biking
• All About Deer (Armosky, 1996)
• ChickaDee magazine
• High Country News
• What Makes the Weather? (Palazzo, 1998)
• 202 Oozing, Bubbling, Dripping, & Bouncing Experiments (van Cleave, 1996)

A Well-Structured Description

PENGUINS

Penguins look as if they are wearing coating clothes, which is funny because they live around the South Pole where there is no place to go at night. Penguins can’t fly but they can move very fast. When they go for a swim, they jump out of the water and turn in the air like a bird flying. Penguins are very kind of other penguins and sometimes light of them live together. Penguins are sunny and have short legs and weldie when they walk. Penguins cannot as if someone made them cry, but they are real.

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Project tx guidance from Ukrainetz (2006)
### Park Brochure Plan – Maximize the Learning Opps

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

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### Why Visit? Discourse, Grammar, Vocab?

Yellowstone National Park is a nearly 3,500-sq.-mile wilderness recreation area atop a volcanic hot spot. Mostly in Wyoming, the park spreads into parts of Montana and Idaho too. Yellowstone features dramatic canyons, alpine rivers, lush forests, hot springs and gushing geysers, including its most famous, Old Faithful. It’s also home to hundreds of animal species, including bears, wolves, bison, elk and antelope.

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

---

### Grammar & Discourse of Park Description for Visitors?

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Retrieved from sidebar when googled Yellowstone National Park.


---

### Enumeration & Description Schematics

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

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

---
**Description Discourse**

**Schematic/Outline & Bulleted Notes**

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

More on matching to purpose later...

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

**Translate Bulleted Notes into Text**

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

**Otters**

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

**Expository Tx Project Steps**

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**Repeated Opps for Learning & Practice**

Between “whole” communicative models and communicative project are focused skill “part” activities

Compose lots of lists and descriptions for project
  - Between and within children
  - Reflect on good and poor examples
  - Revise, re-do, share for more opps
  - Choose best selection for project

Insert contrived drill-play practice activities
  - Same topic for incidental vocab & concept development
  - Make describing sentences
  - Sort sentences into descriptions

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

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

**You will see:**
- Otters swimming
- Bears sunning
- Lizards creeping
- 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!
Share and Reflect

- Collate, compose, and share
- Products
  - Pamphlet, brochure, presentation
  - Research poster = bulleted text groups with pictures
  - Podcast = speech with pictures and background music
  - Mini-wikis = collection of Wikipedia-like text and picture entries
- Reflect on learning
  - Tx skill well-done and tx skill needing improvement
  - Student should ID tx skills not just describe activity

Teaching Expository Discourse
Discourse for Communicative Purpose

Possibilities for focused skill activities embedded within projects and units

Describe the Picture

...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.

Description for Achievement Tests

Varying Description with Purpose

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

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

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

---

**Commercial Resources: EET, Writing with Purpose, Writers are Readers**

- Use as-is for additional focused skill practice
- Change activity topics to fit your unit or project topic
- Build your unit around an activity topic and resource structure
- Modify activity procedures to teach effect of communicative purpose
- Cycle through activity topic for sentence & word tx goals

---

**Expanding Expressions Tool**

Activities, worksheets, & memory tool for describing:
- Vocabulary comprehension
- Defining and describing
- Making associations
- Stating functions of objects
- Categorization
- Similarities and differences...

[Website Link]

**“Sense”able Description Schematic**

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

Sterling-Orth & Schreiber (2011)

---

**Writing with Purpose**

- Description topics
  1. Guess the Object
  2. Describe Self for Job Interview
  3. Lost Backpack Notice
  4. Pet Wanted Ad
  5. Car Purchase
- Same for procedure & comparison
- Explicit attn to discourse parts and organization
- Structural and interactional scaffolds
- Some attn to parts needed for purposes

**My Version of Guess The Object**

Do orally with recording and jottings as scaffolds
1. Start with array of very different objects (e.g., apple, flower, pen)
2. Examine objects, generate & jot descriptors, organize into categories
3. Hide objects in a bag and reach in to hold one
4. Describe object for others to guess
5. Listen, identify descriptors used, what (not) helpful
6. Each student takes a turn, with evaluation of descriptors
7. Repeat with progressively more similar objects and evaluate how effective descriptions change

---

**Writers are Readers**

**Reading The Honey Makers** (Gail Gibbons)
- ID details of jobs for bees
- ID main idea from description of cells in beehive

Flip to writing:
- Follow bees model
- Four main ideas or subjects
- Generate ideas for each subject
- Can be oral or shared writing

**Expository Language Tx References**


---

**For Effective Tx for Expository Discourse and Beyond**

* * *
**Apply to a few skills**
Repeatedly, Intensively, Supportively, Explicitly Integrated into Purposeful, Motivating Contexts Through a Whole-Part Framework With Learner Involvement Avoid, Assist, Ignore the Rest * * *

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**Expository Discourse Tx**

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