

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

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Expository 1

**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 2

**For More Ideas  
and Information**

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**Contextualized  
Language  
Intervention**

**Scaffolding PreK-12  
Literacy Achievement**

Teresa A. Ukrainetz, PhD

Expository

**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

Expository 4

**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

Expository 5

**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*

Expository 6

### Importance of Expository Talking and Writing

- Students must compose essays, reports, projects, posters, speeches...
- Much more than a collection of correct sentences with appropriate vocabulary
- Must organize content into coherent and logical order that follows academic conventions
- Assignments and essay exams evaluated on organization and coherence as well as content
- Jobs and professions require expository reports and presentations

Expository 7

### Five “Pillars” of Reading Instruction

1. Phonics
2. Phonemic awareness
3. Fluency
4. Vocabulary
5. Comprehension

National Reading Panel (2000)

Expository 8

### 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?*

Expository 9

### 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

Expository 10

### 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)

Expository 11

***Explaining Exposition***

Expository 12

### 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

Expository 13

### Description & Enumeration

Example	Purpose	Structure
<ul style="list-style-type: none"> <li>•Classified ad</li> <li>•Eye witness account</li> <li>•Passage in a novel</li> </ul>	<ul style="list-style-type: none"> <li>•Picture this</li> <li>•Notice this</li> <li>•Experience this</li> </ul>	<ul style="list-style-type: none"> <li>•Topic + details</li> <li>•Sensory description</li> <li>•Each major image + details, ordered</li> <li>•Text</li> </ul>
<ul style="list-style-type: none"> <li>•Nutrition label</li> <li>•Table of contents</li> <li>•Family genealogy</li> </ul>	<ul style="list-style-type: none"> <li>•Critical elements at a glance</li> <li>•Taxonomy</li> </ul>	<ul style="list-style-type: none"> <li>•Categories + listings</li> <li>•Spatial organization</li> <li>•Words and phrases</li> </ul>

Expository 14

### Explanation & Procedure

Example	Purpose	Structure
<ul style="list-style-type: none"> <li>•Internet health article</li> <li>•Research article</li> <li>•Investigative news report</li> </ul>	<ul style="list-style-type: none"> <li>•Why or how</li> <li>•Reasons, causes, logical relations</li> </ul>	<ul style="list-style-type: none"> <li>•Qn, evidence, concl.</li> <li>•Purpose, rationale, qn, method, findings, concl.</li> <li>•5-paragraph essay</li> </ul>
<ul style="list-style-type: none"> <li>•Manual</li> <li>•Recipe</li> <li>•Driving Directions</li> </ul>	<ul style="list-style-type: none"> <li>•How to do it</li> <li>•Materials, steps + sequence</li> </ul>	<ul style="list-style-type: none"> <li>•Materials &amp; sequenced steps</li> <li>•Signals to order</li> </ul>

Expository 15

### Comparison & Argument

Example	Purpose	Structure
<ul style="list-style-type: none"> <li>•Consumer report</li> <li>•Catalogue product guidance</li> <li>•Job candidate selection report</li> </ul>	<ul style="list-style-type: none"> <li>•Explain compared to another</li> <li>•Which is better for what purposes</li> </ul>	<ul style="list-style-type: none"> <li>•List of same then different</li> <li>•Same/different feature by feature</li> </ul>
<ul style="list-style-type: none"> <li>•Editorial</li> <li>•Customer complaint</li> <li>•Political debate</li> </ul>	<ul style="list-style-type: none"> <li>•Convince someone</li> <li>•Rational, emotional &amp; rhetorical</li> </ul>	<ul style="list-style-type: none"> <li>•Thesis + argument + thesis re-statement</li> <li>•Argument = point + elaboration</li> </ul>

Expository 16

### Signaling Devices

Overviews Summaries Headings Key words

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

Expository 17

### 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

Expository 18

### 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

Expository 19

### How the Why and Who Affects the What

Keeping the purpose and audience in mind


Expository 20

### 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?*

Expository 21

### Describe the Picture



Expository 22

### 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...

Expository 23

### 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 24

**Expository Development**

Expository 25

**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 26

**Expository Development**

- Studies on vocabulary or grammar of expository texts, not structure
- Control of description, exposition, and argument in writing later than narration
- Elementary sch/ 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

Expository 27

**“True-for-all-time”**

- 12 yr, 10 mos, written report on deserts
- Event beginning: *The video I watched was about desert vegetation and desert animals. It talks about vegetation first.*
- 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...*

(Scott, 2010)

Expository 28

**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.*

Expository 29

**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)*

Expository 30

**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*

Expository 31

**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)

Expository 32

**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

Expository 33

**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

Expository 34

**Self-Evaluation and Revision**

- Students can be directed to attend to expository composition, but need to be able to do it on their own
- Bereiter and Scardamalia (1987), planning notes:
  - Adolescents: key words & phrases, expanded into sentences and unified text; think-aloud protocols contained numerous idea units
  - 10-year-olds: unable to respond to the planning prompts; notes were complete sentences replicated and linked in text; only half the idea units in think-alouds

Expository 35

**Carrying Out Knowledge-Transforming Writing**

- Need skill automaticity and integration for independent, skillful performance
- If the student is at the conscious strategic level, can easily be overwhelmed
- Needs simplification, scaffolding, compensation, and selective blindness

Expository 36

**Assessing Expository Structure**

Expository 37

**Performance Expectations**

- Consider context and expectations over developmental schedule
  - What are the expectations and actual accomplishments of average students in this grade range in this community?
- First grade:
  - Can verbally explain with conversational support
  - Can write picture and sentence combinations to describe or explain
- Third grade:
  - Short speeches with picture or note support
  - Simple written essays

Expository 38

**Fifth Grade Standard**

- Specific, well-elaborated description with a consistent organizational structure, and consistent control of written language (TAAS, 1991, in 3<sup>rd</sup>-5<sup>th</sup> grade test manual)
- Demonstrates an accurate understanding of some basic science facts and principles.  
With support... connections to related unifying concepts and processes. ... recognize, *identify*, *describe*, and recall scientific information with support. ... *describe and record* some characteristics of objects and living things. With support, students demonstrate or *explain*: stages in life cycles of plants and animals, changes in earth. sky, and states of matter (Wyo Dept Ed, 2003, p. 25, 4<sup>th</sup> grade standard)

Expository 39

**Norm-Referenced Tests**

- Most examine only word and sentence level comprehension and expression
- A few examine passage comprehension
  - e.g., CELF-4 (2003) has 10 narrative and 1 expository items
- Very few examine expression
  - e.g., OWLS (1996)
- Can use in as criterion-referenced if SLP knows expectations and achievements for that task

Expository 40

**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

Carrow-Woolfolk, E. (1996). *Oral and Written Language Scales*. MN: AGS.

Expository 41

**OWLS Explanation Item**

	Fifth Grade		Ninth Grade	
No. Books	Boys	Girls	Boys	Girls
1 or fewer	70%	60%	50%	40%
2 or more	30%	40%	50%	60%

*Table of Monthly Bookreading Frequency*

Expository 42

### 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

Expository 43

### Language Sample Analysis in the School Years

*Narrative & Expository Sampling  
For the Busy SLP*

LSA 44

### 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

LSA 45

### Overview of Later Language Development

LSA 46

### 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* \*

LSA 47

### 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 48

### 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

Quantitative data from Scott (1988, 1995)

LSA

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### Length

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

Loban (1976)

LSA

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### C-units and T-units

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

Loban (1976)

LSA

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### Context over Development

- More change across context than across years
  - MLC developmentally increases only 0.5 word/yr
  - MLC is 3 words longer in expository 3 than narrative for 10th graders
  - Conversational oral very different kind of complexity from formal written
- Longer is not always better  
*If someone is found doing something wrong, he should be told and then punished in a way that would convince him to pay attention instead of goofing off, such as calling and notifying the parents and telling them what a bad little boy they have.*

Scott (1988)

LSA

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### 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.*

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### 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.*

LSA

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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*

LSA 55

### 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.*
- Dialectal 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

LSA 56

### 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

LSA 57

### 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

LSA 58

## Sampling School-age Discourse

LSA 59

### 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

LSA 60

### Imaginative Story

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



Simon (1984)

LSA

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### Meta-narrative knowledge

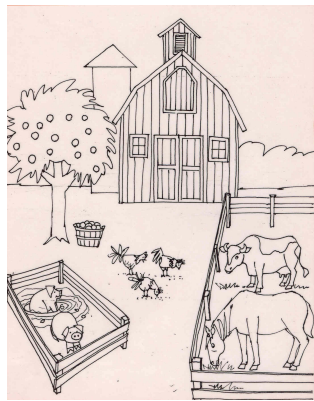
- Refer to the better formed of two stories
- Story grammar: Ask for complication or problem, feelings, thoughts, attempts, consequence
- Story art: Title, setting, character names, dialogue, special words, exciting part, ending
- How would the student improve story on a retelling

LSA

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### 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.



LSA

### 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.



LSA

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### 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.

LSA

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### 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?

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### 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)

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### 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

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### 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

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1. Scan 2
  - a) Vocabulary: Appropriate, sufficient, diverse, sophisticated
  - b) Grammar: Errors, expanded phrases, & complex sentences
    - Transcribe some sentences for complexity and errors
2. Scan 3
  - a) Narrative: story grammar, cohesion, & story art
  - b) Expository: Cohesion, elaboration, coherence, & organization
  - c) Self-regulation: Attentive, thinks first, self-corrects

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### 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?

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### Analyzing Expository Discourse

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

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### 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?*

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### Later LSA – An Example Sample

LSA

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### 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

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### 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

LSA

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### Textbook Comprehension Strategies

Text organization:

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

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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.*

LSA

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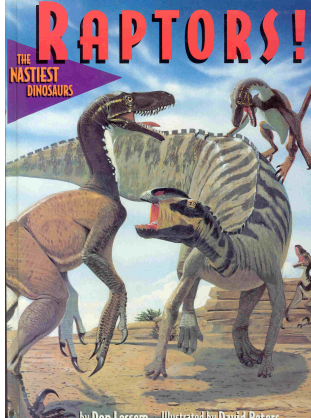
Information analysis:

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

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

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**This is a textbook like you might use in school. I want to see how you get an idea of this book, what strategies you can use.**



LSA

### Language Sample Analysis

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

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### References

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LSA 82



**Teaching Expository Structure**

Expository 83

### 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
  - Bereiter & Scardamalia (1982, 1987); Charney & Carlson (1995), Crowhurst (1991), Hiebert et al. (1983), Smagorinsky (1991), Taylor & Beach (1984)
- Works for students with low achievement
  - Garcia-Sanchez & Fidalgo-Redondo (2005), Graham & Harris (2003), Sexton et al. (1998), Kletzian (1991), Wong et al. (1996, 1997)
- Improves reading comprehension
  - see Snow (2002), Pearson & Fielding (1991), Williams (2003)

Expository 84

### 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

Expository

85

### 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)

Expository

86

### A Study of Expository Instruction

Crowhurst (1991) taught 6<sup>th</sup> 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

Expository

87

### 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

Expository

88

### 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

Expository

89

### 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

Expository

90

### 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

Expository 91

### Other Self-Regulatory Guides

- POWER: Plan, Organize, Write, Edit, Rewrite/Revise (Englert, 1990, 1992)
- Add an initial task Evaluation = EmPOWER (Bashir & Singer, 2006; Singer & Bashir, 2004)

Expository 92

<b>P</b>	<b>LAN</b>	AUDIENCE : Who? PURPOSE : Why? BACKGROUND KNOWLEDGE: What do I know?
<b>O</b>	<b>RGANIZE</b>	CATEGORIZE IDEAS: How can I group my ideas? ORDER IDEAS : How can I order my ideas?
<b>W</b>	<b>RITE</b>	TRANSLATION: Extend, Elaborate, Fleshout
<b>E</b>	<b>DIT/EDITOR</b>	MONITOR Does everything make sense? Did I achieve my plans? Is it interesting?
<b>R</b>	<b>EVISE</b>	Fix up my text

Expository 93

### 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)

Expository 94

### 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)

Expository 95

### 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 96

### Word Processors

- Word processors *can* assist in text production, content generation, editing, and revision
- MacArthur & Graham (1987): Computer processing vs handwriting vs dictation. Results:
  - Slower composition and no overall improvement on computer vs handwritten
  - More revisions on first draft for the computer and on second draft for handwritten, but overall quality similar
  - Dictated work (oral) faster and of higher quality, with fewer grammatical errors

Expository 97

### Combination Instruction for LD

- Wong, Butler, Ficzero, & 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

Expository 98

### 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 objs are integrated into the whole
  - Construct a project with tx expository structure, relative clauses, and specialized vocabulary

Expository 99

### 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

Expository 100

### 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

Expository 101

### ARISE With Procedure Tx

A	Student-selected topic to address class assignment
R	10 opps: 2 experiment critiques, 1 shared & 1 indiv experiment w/ 4 opps each: draft, revise, follow, critique
I	3 tx objs, 4 students, 90 min/wk, 8 wks
S	<ul style="list-style-type: none"> <li>✂ Structural scaffolds: Series of short simple experiments from published text</li> <li>✂ Response scaffolds: <i>What do you think about this?</i></li> <li>✂ Linguistic scaffolds: <i>What about if you said it this way?</i></li> <li>✂ Regulatory scaffolds: <i>Wait before you answer, think first.</i></li> </ul>
E	Focus on organization over spelling and content

Expository 102

### 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

Expository 103

### 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

Expository 104

### 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


Expository 105

### 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*
- *What Makes the Weather? (Palazzo, 1998)*
- *202 Oozing, Bubbling, Dripping, & Bouncing Experiments (van Cleave, 1996)...*

Expository 106

### Quick Read Expository Passages



**Finding Out About Dinosaurs**

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

By looking at fossils, paleontologists can learn<sup>o</sup> if a dinosaur was small or large. Fossils also help paleontologists learn where a dinosaur lived on land, how fast it moved, and what it ate.<sup>o</sup>

Hiebert (2002)  
[www.pearsonlearning.com](http://www.pearsonlearning.com)

Expository 107

### QuickRead Level C Topics

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

Expository 108

### 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

Expository

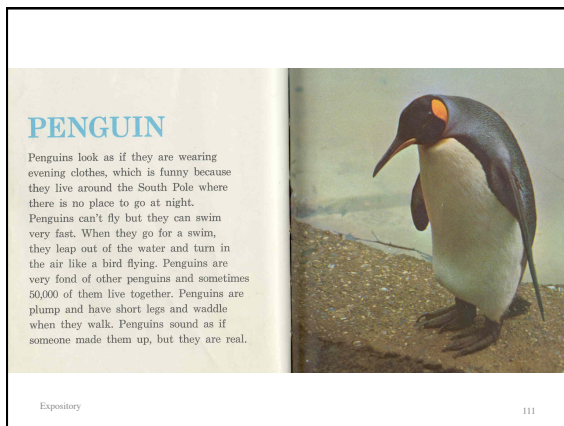
109

### 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

Expository

110



Expository

111

### 5. Outline Structure

- Provide model of structure
- Talk through the components
- Specify macro- and micro-structure
- Organize into schematic or outline
- Provide a mnemonic IF it helps

Expository

112

### I am Going to Talk About Cactus

- Part of a science unit (*Cacti or cactuses?*) used in tx
- Tx aim is to improve organization and wordfinding
- What happens to this student when he talks about cacti?
- What does he need to talk better about cacti?

Expository

113

### Purpose & Structure

Purpose ⇒ With content & structure ⇒ Fluent organized substantive discourse

Give a purpose for the content, then structure flows from purpose, then fluent organized talk flows, and the flow continues into written discourse (if spelling isn't a showstopper)

Content from the classroom, structure from tx, oral opportunities in tx...

Expository

114

### Persuasion Mnemonic + Carrier Phrases

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

DARE from Graham & Harris (1999)

Expository 115

### Example of DARE & Carrier Phrases

D	I think that <i>pets should have to do tricks to get food.</i>
A	1 – <u>The first reason</u> why pets should do tricks to get food is... because its good agility and obedience training for the animal. 2 – <u>The second reason</u> 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 – <u>Some say... But</u> , if you pamper them, they think they can do whatever they want. 2 – <u>But</u> , 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.

Expository 116

### Eetchie Jingle

(<sup>TM</sup> Sara Smith)

Expository 118

### Expanding Expression <sup>TM</sup>

- 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](http://www.expandingexpression.com) (at Northern Speech Services at ASHA' 08)

Expository 118

### EET

- Multisensory approach for defining and describing
- Based on Aristotelian definition format of category plus feature, then expanded into a description
- Superordinate category splus 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)

Expository 119

### Zoo Visitor Brochure Plan

Zoo Name and Location	D The Zoo	L Animals	D Guided Activities	D Favorite Animal #2	L Access Info
Slogan	L Attractions	D Habitats	D Favorite Animal #1	D Favorite Animal #3	Map & Driving Instruct-ions

Expository 120

### Enumeration Schematic

Heading

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

Expository 121

### Description Schematic

Item followed by features:

- Physical
- Movement
- Preferred activity
- Preferred food
- Special characteristic

Order

- Alternating
- Clustered
- Consistent

Expository 122

### 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

Expository 123

### 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)

Sheinker & Sheinker (1989), from Ward-Loneragan (2010)

Expository 124

### Build a Dinosaur Paragraph

#### Finding Out About Dinosaurs

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

By looking at fossils, paleontologists can learn if a dinosaur was small or large. Fossils also help paleontologists learn where a dinosaur lived on land, how fast it moved, and what it ate."

#### 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.

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

One of the biggest of the meat-eating dinosaurs was Tyrannosaurus rex. The word rex means "king." We call Tyrannosaurus rex the "king of the dinosaurs" because of its large size."

Expository 125

### Main Points

1. Paleontologists learn about dinosaurs from fossils
2. Fossils are bones and eggs that are found under the ground
3. Fossils tell paleontologists dinosaur size, where it lived, how fast it moved, and what it ate (all about it)
4. The shape of dinosaur teeth tell us what it ate
5. Long and sharp teeth say meat-eater
6. Meat-eaters came in many sizes, with long strong legs, short arms, sharp claws
7. Tyrannosaurus Rex was the largest meat-eater
8. Rex means king
9. T-Rex means king of the dinosaurs

Expository 126

### 5- Sentence Paragraph

*Fossils are buried bones and eggs from the past that tell about dinosaurs. Dinosaur teeth tell us what they ate. Meat-eaters had long, sharp teeth. Tyrannosurus Rex was the largest meat-eater. His name means king of the dinosaurs.*

- The source was basically in order
- But still a lot of guidance (and options) to get to this point
- Decide how complex you want the sentence structure

Expository

127

### Poor & Good Enumeration

Animals:

- An otter
- Bears sunning
- Lizards
- Some raccoons
- The wolf

You will see:

- Otters swimming
- Bears sunning
- Lizards creeping
- Raccoons wrestling
- Wolves howling

Expository

128

### Poor & Good Description

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

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

Expository

129

### Varying Description with Purpose

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

Expository

130

### 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

Expository

131

### 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

Expository

132

### 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)

Expository 133

### 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?

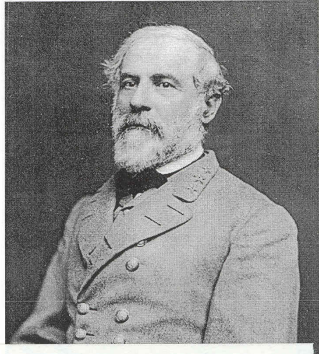
Expository 134

### 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

Expository 135

### In Contrast – Doing It All



Expository 136

### 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

Expository 137

### Potential Instructional Targets?

*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.”*

Expository 138

## For a Therapeutic Focus – Make Choices

\* \* \*

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

\* \* \*

Expository

139

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Expository

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Expository

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