Expository Intervention: 
**Strategic Teaching and Learning of Informational Discourse**

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**For More Ideas and Information**

[Image of book cover]

**Contextualized Language Intervention**  
Scaffolding Pre-K–12 Literacy Achievement  
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**Part B**  
**Expository Discourse:**  
Teaching “How-To” Talk

And write  
And understand

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**The 3-Hr Plan**

1. Explaining exposition  
2. Performance expectations  
3. Language sample analysis  
4. Research on instruction & intervention  
5. Contextualized skill tx & RISE+  
6. Treatment projects and activities

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**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
  – Audience background and needs
  – Rhetorical: hold audience w/o sociability of conversation or magic of story

Common Core: Proficient Learners

• Understand, produce, & evaluate literary and informational texts
• Communicative purposes: persuasion, explanation, and conveying experience
• Strong general and domain knowledge
• Across subjects: discuss literature, present science projects, or write history essays
• Emphasis on textual evidence over personal connections
• Self-directed learners who read purposefully, ask questions, and seek out resources

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 paragraphs & sections
• Develop topic with facts, defns, details, quotations, other info & eggs
• Link ideas in categs of info (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

Grade 4 – Comprehension (& Expression)

Language
• Use relative pronouns (who, which that) and adverbs (where, when, why)
• Choose words and phrases to convey ideas precisely
• Differentiate contexts for formal and informal discourse
• Use academic and domain-specific words and phrases

Reading
• Refer to details and examples in text when explaining explicit meaning and drawing inferences
• Determine and summarize main idea and key details
• Explain events, procedures, & ideas based on info in text
• Determine meaning of general and domain-specific words or phrases
• Describe text structure (e.g., chronology, comparison, cause/effect, problem solution)

Writing, 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


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

Explanation & Procedure

Example
- Internet health article
- Research article
- Investigative news report
- Manual
- Recipe
- Driving Directions

Purpose
- Why or how
- Reasons, causes, logical relations
- How to do it
- Materials, steps + sequence

Structure
- Qn, evidence, concl.
- Purpose, rationale, qn, method, findings, concl.
- 5-paragraph essay
- Materials & sequenced steps
- Signals to order

Description & Enumeration

Example
- Classified ad
- Eye witness account
- Passage in a novel
- Nutrition label
- Table of contents
- Family genealogy

Purpose
- Picture this
- Notice this
- Experience this
- Critical elements at a glance
- Taxonomy

Structure
- Topic + details
- Sensory description
- Each major image + details, ordered
- Text
- Categories + listings
- Spatial organization
- Words and phrases

Comparison & Argument

Example
- Consumer report
- Catalogue product guidance
- Job candidate selection report
- Editorial
- Customer complaint
- Political debate

Purpose
- Explain compared to another
- Which is better for what purposes
- Convince someone
- Rational, emotional & rhetorical

Structure
- List of same then different
- Same/different feature by feature
- Thesis + argument + thesis re-statement
- Argument = point + elaboration

Expository Discourse Tx
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Expository Tx

Expository Tx

Expository Tx

Expository Tx
**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

Novels < Informational Books < Magazines < Websites

**Which Is Easier to Read?**

That or this?

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

**But Word Bites Have A Cost**

• Read info out of order
• Miss details, logical relations, subtle meanings

**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**

• 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

Writing Development

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)

Home Exposition

Okay Grandma, let me explain one more time how to send a picture in a text message on your cell phone.

- Dialogic more than monologic
- Embedded in supportive conversation
- Assisted with exophoric reference or physical demonstration

Type this and then press that. Try it. No, press harder. No, faster. Not in that direction.

Early Argumentation

Persuasion by a 3:9 yr girl: Obtaining goal, topic maintenance, negotiating conditions, listener perspective...

C: Will you give me some pink Skittles?
A: I don’t have any ones, pink Skittles.
C: Well, let’s go buy some.
A: I don’t have any money.
C: Yeah (white), let’s get money.
A: Where?
C: At the store. Then we can buy some (pause). Mom, let’s go get some money first, then let’s go get some Skittles (pause). Okay? Okay, Mommy?
A: Not today.
C: Yeah, yeah, yeah (white). The red Skittles, I promise.

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)
Teacher: Do you mean taller since yesterday?
Rose: Because I’m six.
Wally: Yesterday she was five. She is taller today.
Lisa: On that very day when it’s your birthday, you’re bigger. If I was four and on one day I got to be five, I’d be much bigger.
Teacher: Then would you have to wait until your sixth birthday to grow some more?
Eddie: Otherwise, how would you grow bigger?
Teacher: Then must you get new clothes?
Eddie: Sure, everything was too small on my birthday.
Lisa: When you start running, it makes you have more energy. It makes you stronger and bigger every day. But on your birthday is when you grow inches.
Teacher: Fred, you’re the only other child here who is six, so we’ll ask you. We didn’t see you on your birthday because it was during vacation. Did you feel taller on that day?
Fred: I really was taller. My bed was too short. I’m getting a new bed.

Expository Discourse Analysis – AKA Language Sampling for a 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)

Assessing Expository Language

A focus on discourse structure
But also the words and sentences

Performance Expectations

• Common Core or state/province academic standards
• Norm-referenced tests
  – Isolated word and sentence level items
  – Paragraph comprehension items, e.g., CELF-5
  – Written expression items, e.g., OWLS-II
  – N-r item analysis with extension
• Average students in X community in X context
  – Curriculum and classroom topics and features
  – Set up functionally similar tasks, examine work
• Systematic Analysis of Language Transcripts (SALT)
  – Age comparisons on oral expository tasks

Expository Writing – The Hard Kind

• Knowledge-Telling Writing
  – The easy kind of writing – across ages and levels
  – Like informal, interactive spoken interactions
  – Unconscious and 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
  – Conscious and effortful
  – Writer gains new understandings of content and form

Bereiter & Scardamalia (1987)
Types of Expository Discourse Tasks

- Utterance level < ------------------ > Discourse level
- Contextualized < ------------------ > Decontextualized
- Unplanned < ------------------ > Planned
- Oral < ------------------ > Written
- Supported < ------------------ > Independent
- Unfamiliar < ------------------ > Familiar

- Oral samples elicited in testing
- Written samples elicited in testing
- Classroom work samples
- Interviews on samples & how created

SALT for Expository Discourse

Heilmann & Malone (2014)

- Participants:
  - 235 Gr 5, 6, 7, 9 typical stts in 55 schools in WI
  - 86% White, 11% Black, 7% Latino, 2% Asian
- Task:
  - Explain favorite team sport, individual sport, or game
  - Write notes on planning sheet, 8 components described
  - 20 min to plan & speak
- Analysis: 12 measures
  - MLC, clausal density, adverbials, nominals, relatives,
  - NDW, NTW, TCU
  - ESS, WPM, mazes, errors & omissions
  - Factor analysis to find distinct dimensions

SALT Expository Scoring Scheme

- Score 1-5
- Rubrics
  - Proficient (5)
  - Emerging (3)
  - Minimal (1)

Expository LSA Results

- Topic: Individual sport longest, no other sig diffs
- Age: small sig diffs on rate (.22), relatives (19), MLC (.19), NDW (.12), ESS (.14)
- Dimensions: syntactic complexity, expository content, discourse difficulties, lexical diversity
- Discourse level:

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Overall School-Age Developments

- Basic conversational language in place
- Literate language skills developing
  - Variety and precision of vocabulary
  - Syntactic length and complexity
  - Narrative & expository discourse repertoire
- Literate language use developing
  - Word-finding and utterance formulation
  - Written sentence structure and wording
  - Length and elaboration
  - Dialect and register adaptation

* Learning how to use what why when *

Verbal Fluency and Productivity

- Word-Finding
  - Finding specific words for purpose
  - Inordinate difficulty with simple task
  - Or reasonable struggle for challenging task?
- Verbal fluency
  - Ease of utterance formulation
  - Mazes, pauses, filler words
  - Task comfort and processing capacity
- Productivity
  - Reticence versus verbosity
  - Personality & culture
  - Flexible and appropriate to situation
Semantics: Expressive Vocabulary

- Word meaning in communicative tasks
  - Vocabulary diversity
  - Appropriate use for purpose & context

- 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)

- Communicative use not metalinguistics

- Topic knowledge: Concepts vs words

Syntax & Grammatical Morphology

- Grammatical Morphology
  - Final B14 third p. agree (she wants), irreg verbs (blew), aux & copula (is tall, is running)

- Fancy Phrases
  - Verb conjugations ...would have liked to have gone
  - Pre-post-modified noun phrases ...an impressive culminating achievement with few initial resources
  - Adverbial position Very quickly, he dashed away.

- Compound and Subordinated Sentences
  - Adverbial clause If you leave the door open, the cat will get out. However you do it, just keep the cat in. The cat got out because the door was open.
  - Relative clause A dog that is well trained will not jump on people. The dog will not jump on people who do not allow it.

Using Syntax for Expository Communication

- Nippold (2014). Lang interv at the middle school: Complex talk reflects complex thought. LSHSS
- Nippold et al. (2005). Persuasive writing in ch, adoles, and adults: Syntactic, semantic, pragmatic develop. LSHSS
- Scott & Windsor (2000). General lang perf measures in spoken and written narrative and expository discourse of schl-age ch with LLD. JSLHR

Segmenting Discourse: C-Units

- MLC/MLT not MLU > 5yrs & written language
- Communication-units (C-units) & Terminal-units (T-units)
  - Independent clause with its modifiers (minus mazes)
  - Divide compounds at clauses (and, or, but) with 2+ subjects

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.

Scott (1988)
Elicitation Tasks
School-age Language Sampling

- Choose and maintain tasks
  - Retells, story stems, pictures, scenarios...
- For elementary grades:
  - Incidental conversation
  - Two imaginative narratives
  - Meta-narrative knowledge
  - Two descriptions
  - Two procedures
  - Meta-expository knowledge
- For secondary grades, drop narrative, add explanation or argument

Imaginative Story

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

Simon (1984)

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. *Story grammar* or episodic structure
3. *Cohesion* esp. pronoun reference
4. *Story art* or expressive elaboration
5. *Vocabulary* diversity and accuracy
6. *Grammatical* length and complexity

Appropriate for 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

*Meta-Exposition*

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

Evaluating The Sample

1. Extract the evidence
   - Videotape or audiotape
   - Repeated listening and note-taking
   - Multiple scans at different levels
2. Analyze the evidence
   - Available developmental info
   - 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

Evidence for Expository Instruction

• Discourse structure as part of self-reg instruction
  - Mason et al. (2011), Wong et al. (2003)
• Attention to expository structure for written compositions
• Students with low ach
• Reading comprehension
• General expository instruction

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 attention to self-regulation and meta-cognition
Expository Structure on Writing
Crowhurst (1991)
- Taught gr6 in 3 conds: writing, reading, no-tx 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: Both txs > Controls on book reports
  Writing quality, organization, conclusions, text markers, reason elaboration

Expository Structure on Comprehension
Armbruster et al. (1991)
- Multifaceted discourse structure vs. teacher-led content-focused qn-answer
- 4th & 5th graders
- Repeated measures group experimental
- Teacher-directed and cooperative groups analyzed social studies texts w/ cause-effect, problem-solution, compare-contrast frames
- Results: Better recog & recall of info, esp for 5th gr
- Scanlon et al. (1996): similar benefits for middle schl students with LD in inclusive history & civics lessons

Particular Teaching Procedures on Writing
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
SRSD alone + with other supports (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
- Later 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 & generaliz on compare/contrast & opinion essays

Self-Regulated Strategy Development
- Strategies & mnemotics (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

From Instruction to Intervention: Contextualized Skill Tx
Discrete skill stimulation/hierarchy
Contextualized skill / hybrid
Task assistance / enrichment
RISE+
Whole & Part
Whole-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 ➔ ☝!

I... curricular links, projects, and thematic units in tx

SLP version of Staying On Topic: Tx thru Thematic Units & Inquiry Projects

- 8-12 sessions
- Small groups of a range of grades
- Can be with resource teacher
- Choice of research topics around theme
- ID sources in advance: websites, books, magazines
- Make timeline and guide for “What do I do next?”
- Student self-review on project parts & tx goals

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Expository Discourse Tx

Expository Tx

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Owls are cool!

There are more than 150 kinds of owls. Owls have 3 eyelids. The third eye lid sweeps over the eye to clean it. There are many types of owls such as, barn owls, Eagle owls, Eastern screech owls, and Western screech owls. They are birds of prey. They have three eyelids. The third eye lid sweeps over the eye to clean it. There are 155 kinds of owls. Owls are nocturnal animals. They live in trees, and they are silent. They hunt small mammals, birds, and insects. They eat small mammals, birds, and insects. They have round, flat heads. They have fluffy feathers on their legs and bodies. They eat mice, rats, snakes, birds, and bats. Owls have strong wings to fly. They move quietly and quickly. They make soft sounds. They eat small mammals, birds, and insects. They eat small rodents, and small mammals. They are silent. They eat small mammals, birds, and insects. They are silent. They are silent. They eat small mammals, birds, and insects. They are silent. They eat small mammals, birds, and insects.

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African Lions

They are a type of cat. They live in Africa. African lions have long claws, gold fur, and they eat bigger than any other cat. They run fast with their claws. African lions are big and small mammals. African lions have 36-40 teeth. This is what I learned about African lions. These are the animals that I learned about.

Black Rhinos

Black Rhinos are mammals. They are awesome. They eat plants, roots, and berries. They live in Africa. Black Rhinos have black skin and have a horn on their head. They live in Africa. Black Rhinos have black skin and have a horn on their head. They live in Africa. Black Rhinos have black skin and have a horn on their head. They have black skin and have a horn on their head. They live in Africa. Black Rhinos have black skin and have a horn on their head. They have black skin and have a horn on their head.

TSUNAMIS KILLER WAVES

The Big Wave

Hammerhead Sharks

Hammerhead Sharks are awesome. They are a type of fish. They live in the water. They have a flat head, they can be blue, or white. They have long teeth. They eat big mammals and small fish. A special characteristic of hammerhead sharks is that 152 of them are called a school of sharks. They are the details I learned about hammerhead sharks. These are the animals that I learned about.
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:** Explicit, intensive, systematic, and supportive (Torgesen et al., 2004; Berninger et al., 2003)

- **Lang tx res:** Intensive, focuses attention, presents multiple trials, vary task complexity systematically, and reward progress (Gillam et al., 2001; Gillam et al., 2008)

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**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: For the tx goal

Linguistic: Model, elaborate, & extend responses

Regulatory: Guide good learner behaviors

**E** Focus on discourse; assist, avoid, ignore spelling & knowledge

+ Student choice within activities

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**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

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**In Contrast – Doing It All**

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

He was born in 1807. He graduated from west point in 1829. He became the superintendent for a academy in 1852 it was a military academy. In 1857 the death of his father in law he asked 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."

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**The + Part of RISE+**

Motivated, attentive, and engaged

Noticeable relevant improvements

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 →…
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; Wiegfield 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 I 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”

Expository Tx Project: A Park Brochure

Easy to provide RISE+
- Tx skills in purposeful whole communicative unit
- Rep opps with focused skill part tasks
- Content manageable and appealing
- Content has curricular links
- Short, little writing with little to assist, avoid, ignore

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

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

A Tool – MS Word Brochure Templates
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 (Amosky, 1996)
- ChickaDee magazine
- High Country News
- 202 Oozing, Bubbling, Dripping, & Bouncing Experiments (van Cleave, 1996)

A Well-Structured Description

PENGUIN

Penguins look as if they are wearing evening 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 swim very fast. When they go for a swim, they keep out of the water and turn in the air like a ball. Penguins are very fond of other penguins and sometimes go into them live together. Penguins are plump and have short legs and webbed when they walk. Penguins sound as if someone made them up, but they are real.

Bat Description

- Lots of Adjectives

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

How to Play Soccer

Position Description

The goalie tries to stop the ball from going into the net. He is the only player allowed to use his hands.

Defenders help the goalie by stopping the other team from scoring any goals.

The halfbacks help score goals by getting the ball from the defenders and passing it to the forwards.

A referee makes sure the players follow the rules.

What Makes the Weather?

Explanation - Cause/Effect

There are all kinds of weather. But where do they start? They all start with the sun.
Description & Explanation

- How to Start the Paper

Description & Explanation

- How to Start the Paper

Procedure - Science Report

56. Hidden

Purpose To demonstrate how colors help protect an animal.

Materials

- 2 sheets of construction paper (1 black and 1 orange)
- 2 sheets of newspaper (newsprint only—no pictures)
- Pencil

Procedure

1. Cut two 3-inch squares (7.5 by 10 cm) from each sheet of construction paper and from one sheet of newspaper.
2. Stack the rectangles together. Draw the largest fish possible on the top piece.
3. Cut the fish, making sure to cut through all of the layers of paper. Do not allow your helper to see the fish before the experiment starts.
4. Lay the stack of the newspaper paper on the floor at the back of your helper.
5. Ask your helper to close his or her eyes while you scatter the paper fish on the newspaper. Be sure to do the same with the newspaper fish with the print-only side facing up.

Evaluation - Judging a Bike

VITAL SPECS

THUMBS UP: Simple design, great rear suspension function, light weight.

THUMBS DOWN: Fork compresses big-time capabilities.

PRICE: $799

WEIGHT: 30.0 lbs/13.6 kg

SIZES: 1, M (medium), L

COLOR: Red, Black

CONTACT: Toreno Bicycles (800) 1-800-123-4567

WEB: www.toreno.com

Description and Persuasion - Buy This!

Expository Tx Project Steps

1. Define communic purpose and tx skill objectives
2. Determine models, sources, & tools
3. From sources, generate content
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5. Draft content into schematic structure
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8. Refine with edits and extras
9. Publish, present, and share
10. Reflect on learning & plan next steps
A Brochure Model

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>
</tr>
</thead>
<tbody>
<tr>
<td>The Park’s “Hook” Attraction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animals</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fave Attraction #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D6</td>
<td></td>
<td>D7</td>
<td>D8</td>
<td>D9</td>
<td>D10</td>
</tr>
<tr>
<td>Fave Animal #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fave Animal #2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fave Activity #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fave Activity #2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access Info, Map &amp; Driving Info</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Find the Expository Vocabulary, Grammar, & Discourse

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

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

Area: 3,468 mi² Hours: Open today · Open 24 hrs
Getting there: 6 h 6 min flight.
Established: March 1, 1872
Phone: (307) 344-7381
Management: U.S. National Park Service
https://www.google.com/search?q=yellowstone+national+park&ie=utf-8&oe=utf-8

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
Other Tx Activities & Scaffolds for Expository Discourse

Description for Achievement Tests

...The raft that the dog and cat are on is made of eight boards nailed together and laid across three round logs. All the boards are almost exactly as long as the others and most of them look about as wide as the others except the one on the left side and it looks a little bit wider. You can see the circles in the ends of the logs...

Purposeful Descriptions

• **Newspaper ad:** Log raft, 6x8 ft., treated fir and brass nails, 8 ft. pole included, excellent condition, used once, $50.
• **Manual:** When finished, the log raft should measure 6x9ft. The boards should be of uniform dimension. The nails should be 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.

Descriptions -- An Example of Contrasts in 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

Varying Description with Purpose
Description Tx Goal Possibilities

Tx goal: John will independently verbally describe to convey an image with 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

Structural Scaffolds for Expository Content & Structure

Schematics, mnemonics, worksheets, planning guides

Structural Scaffolds: Mnemonic vs. Carrier Phrases

<table>
<thead>
<tr>
<th>D</th>
<th>I think that pets should have to do tricks to get food.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>R</td>
<td>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.</td>
</tr>
<tr>
<td>E</td>
<td>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.</td>
</tr>
</tbody>
</table>

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 ___.

(Englert, 1990, 1992)

(Englert, 1990, 1992)

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)

Descriptive Report – Graphics & Notes

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...

www.expandingexpression.com
But be sure to go past the “parts” to the communicative whole
Primary Grades

Mid Elementary Grades

“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)

Describe as a Scientist

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 & 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
Expository Discourse Tx

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

Literature sources ided

Laminack & Wadsworth (2015). Heinemann

Expository Language Tx References


For Effective Tx for Expository Discourse and Beyond

* * *

Apply to a few tx goals
Repeatedly, intensively, supportively, explicitly
* Purposeful, motivating contexts
Through a whole-part framework
Avoid, assist, ignore the rest

* * *