

# Contextualized Expository Intervention for Competent Confident Learners

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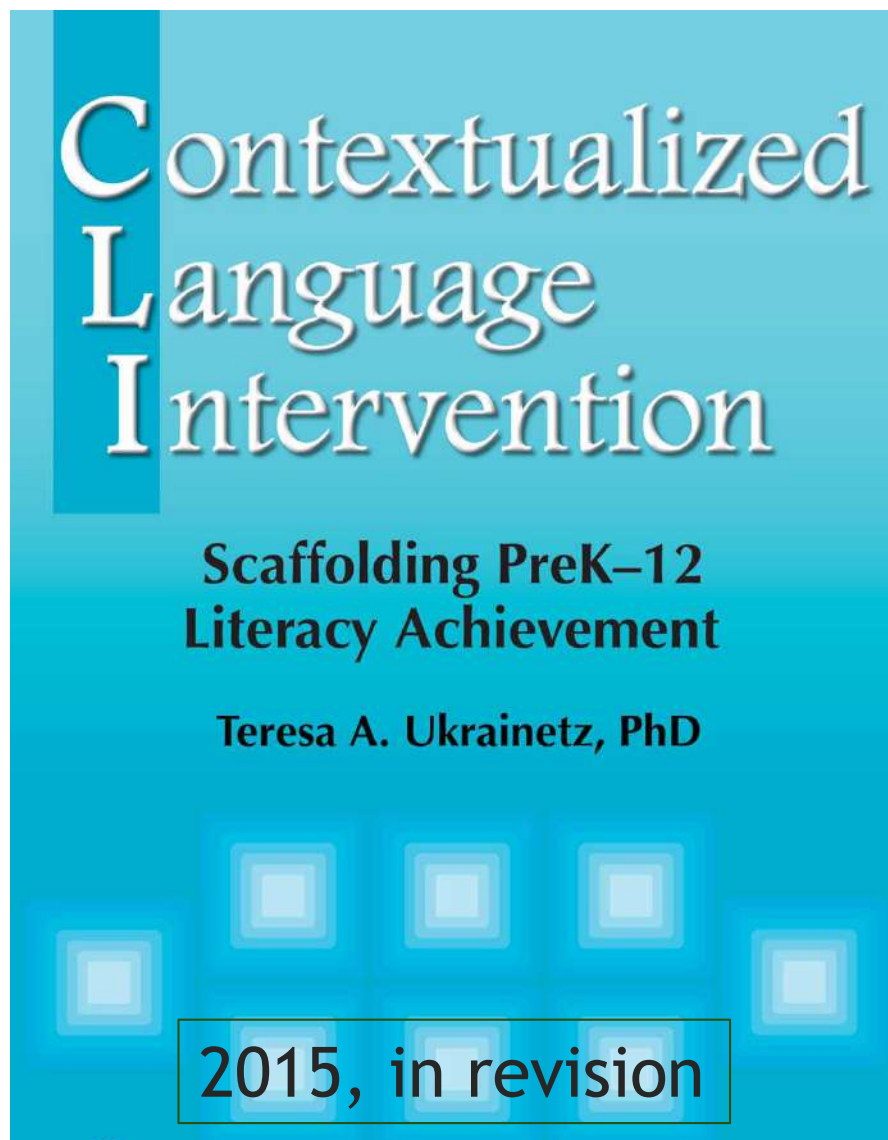
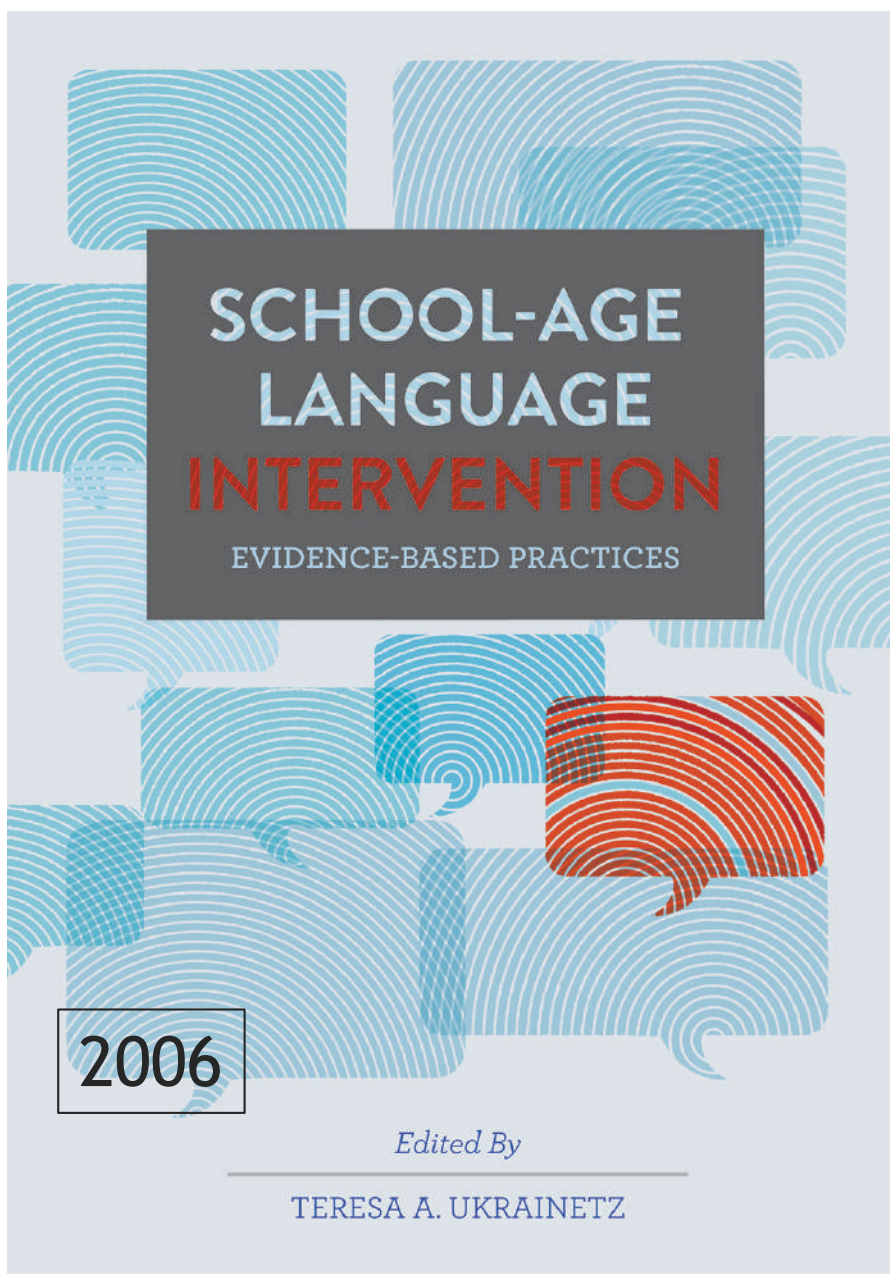
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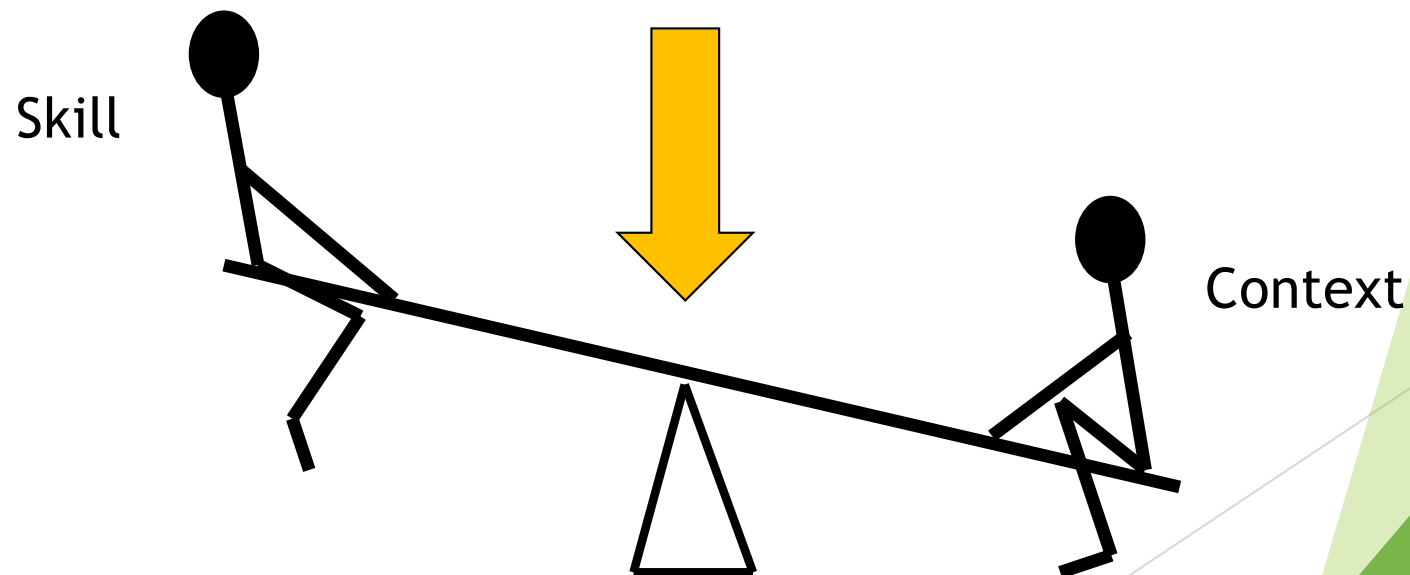
*For More Ideas and Info*



Pro-Ed, <http://www.proedinc.com>

# Learner Objectives

1. Explain expository discourse and expectations across the grades.
2. Identify key evidence-based features of effective SLP intervention.
3. Plan expository language intervention within a contextualized skill framework.



# *Explaining Exposition*

*Just tell us a story instead*

# Career and College Ready Learners

- ▶ Understand, produce, & evaluate literary and informational texts
  - ▶ Persuade, explain, convey experience
  - ▶ Strong general and domain knowledge
  - ▶ Advanced texts at high levels of proficiency
- ▶ K-12 Key Idea #1:
  - ▶ Read closely to determine what text says explicitly and make logical inferences
  - ▶ Cite specific textual evidence when writing or speaking to support claims
- ▶ Self-directed learners who read purposefully, ask questions, and seek out resources

Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects

# Expository Discourse

- ▶ Non-narrative discourse primarily for informative purposes
  - ▶ Discourse = organized unit of language > sentence
  - ▶ Informational or academic talk
- ▶ Discourse characterized by:
  - ▶ Logical links
  - ▶ Hierarchical organization from central proposition
  - ▶ Generalizing stance, “true-for-all-time”

NO: *The video I watched was about desert vegetation and desert animals. It talks about vegetation first.*

YES: *The saguaro cactus gets its water easier by its wideness. In the desert, it doesn't rain a lot so plants have to adapt...*

(12;10, written report on deserts, Scott, 2010)

# Describe like a Scientist

1. ear dry skin - Connor helped
2. the little rock became big under the microscope Baylor  
magnifying glass
3. black tar rock when we looked it was
4. sand smelled like vinegar - Raven
5. The bowl is big - Ethan
6. Pom Pom - red - ~~was~~ small then big with magnifying glass.
7. Rock ~~spelt~~ smelled like grass but disgust
8. My rock smelled yucky - Ava
9. The sand has little cuts - Tremayne breaks easily
10. pine needle - brown one had bumps - Josiah
11. Sand and it's really (wierd) like vine
- We Use Our Senses  
- as  
Scientists

## observe

\* pay close attention to something

5 senses - 1 taste

ear — listen - hear  
smell - nose - compare it to something  
see - color, shape, size  
touch - gently touch

Writing, draw picture

# Think like a Scientist

**Step 1**  
Read the whole question, carefully

- Is there more than one question?

**Step 2**  
THINK about what the question is asking you and how you might answer.

**Step 3**  
Write or Say your answer by:

- ★ Restating the question
- ★ Using evidence to support your answer
- ★ Use Complete Expository Txs

- **Gist** reading for impressions
- **Close** reading for textual evidence
- **Strategic** reading for specific info

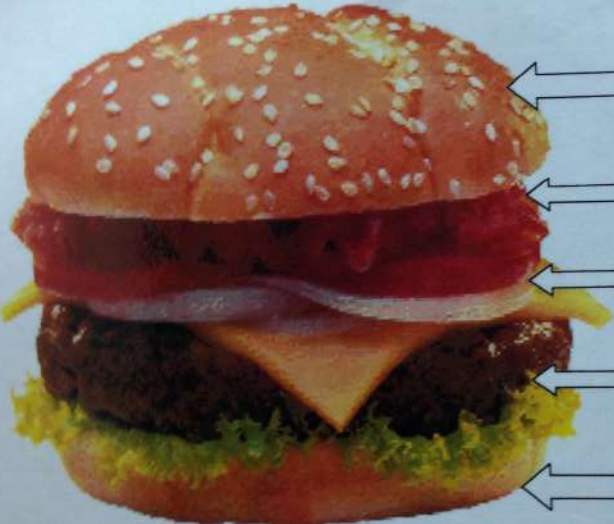
**Step 4**  
Reread the question, reread your answer

- Did you answer the whole question?
- Does your answer make sense?

# Report like a Scientist:

*Topic/Claim - Detail/Support - Conclude*

**COOKING A JUICY PARAGRAPH**



Topic Sentence: \_\_\_\_\_

Supporting Detail: \_\_\_\_\_

Supporting Detail: \_\_\_\_\_

Supporting Detail: \_\_\_\_\_

Conclusion: \_\_\_\_\_

*Is my paragraph as appetizing as a juicy hamburger???*

Expository Tx

## 3 Star Answers

★ ★ ★

- ★ restate the question in your answer
- ★ evidence to support your answer
- ★ Complete ~~sentences~~ sentences

# 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?

# 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.*

# 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

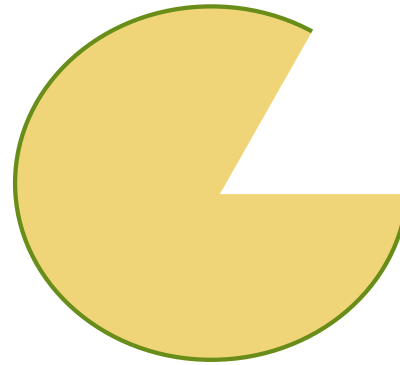
# Dimensions of Expository Discourse Tasks

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

Topic, Purpose, Structure

Hadley (1998)

# Cutting Up the Expository Pie



1. **Description:** *Describe the sweater you liked.*
2. **Enumeration:** *List the items that were stolen.*
3. **Explanation:** *Explain how fish breathe.*
4. **Procedure:** *Tell how to operate your stereo system.*
5. **Comparison:** *Which university should you choose?*
6. **Argument or Persuasion:** *Take a position on forest management.*

# Description & Enumeration

<b>Example</b>	<b>Purpose</b>	<b>Structure</b>
<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>

# Explanation & Procedure

<b>Example</b>	<b>Purpose</b>	<b>Structure</b>
<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>

# Comparison & Argument

<b>Example</b>	<b>Purpose</b>	<b>Structure</b>
<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>

# Signaling Devices

Overviews   Summaries   Headings  
Key words

Signaling devices help composing & understanding

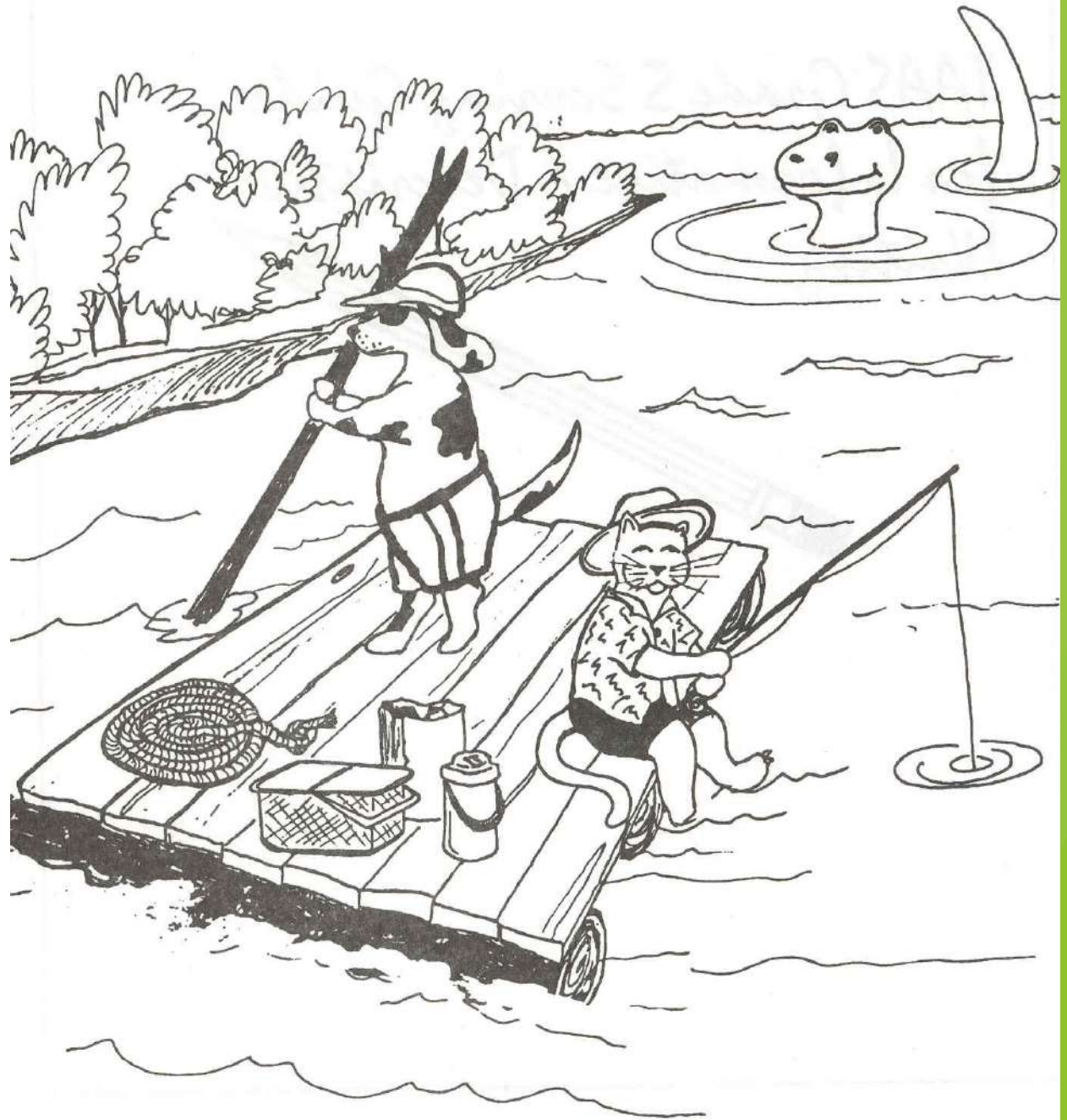
- ▶ Amplify organization of loose expository structure
- ▶ Aid analysis and synthesis of information
- ▶ Aid skim reading for main idea and particular details

Novels < Informational Books < Magazines < Websites

# 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?*

*Describe  
this*



Texas Educ Agency (1991).  
TAAS and the writing process: A  
composition handbook: Gr 3 -5.

Expository Tx

# Quality Description for Achievement Tests

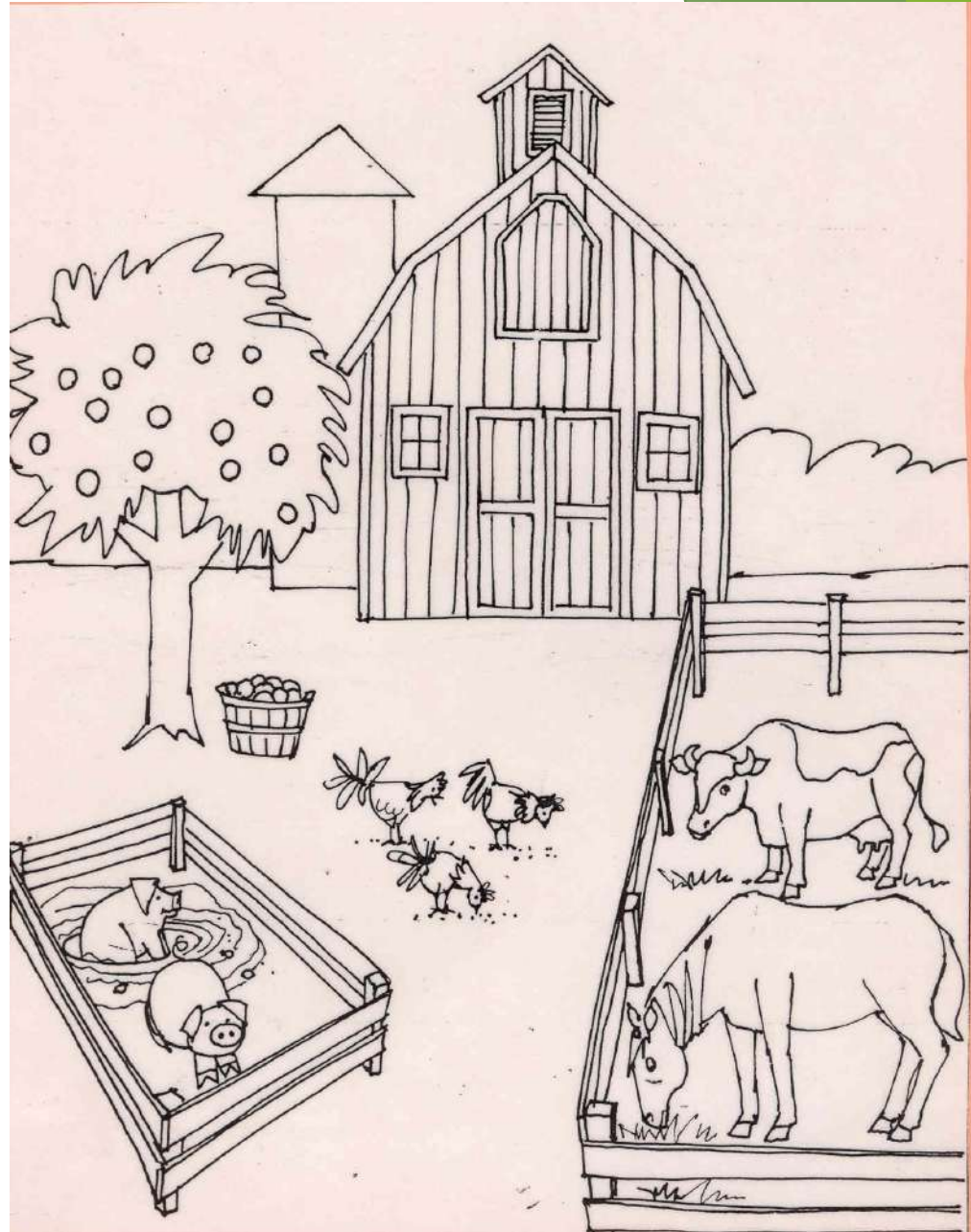
...The raft that the dog and cat are on is made of eight boards nailed together and laid across three round logs. All the boards are almost exactly as long as the others and most of them look about as wide as the others except the one on the left side and it looks a little bit wider. You can see the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

# Purposeful Descriptions

- ▶ **Newspaper ad:** *Log raft, 6x8 ft., treated fir and brass nails, 8 ft. pole included, excellent condition, used once, \$50.*
- ▶ **Manual:** *When finished, the log raft should measure 6x9ft.. The boards should be of uniform dimension. The nails should 6" apart and flush with the wood.*
- ▶ **Witness account:** *It was a rough log raft. The two passengers looked cold and tired. They weren't steering or paddling. They didn't have any gear with them.*

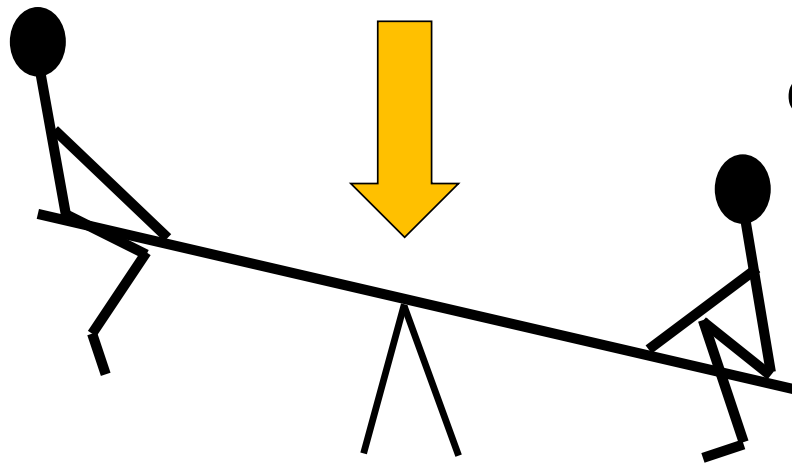
# Descriptions with Purpose

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 to me like you are trying to sell it to me.



# Contextualized Skill Intervention

Skill



Context

*A quickie on the teeter-totter*

# Contextualized Tx

- ▶ Skills-in-activities
  - ▶ Skill acquisition involves not only what is learned
  - ▶ But how it is learned and how and why it is used
- ▶ Context = how tx links to use in activities beyond tx
  - ▶ Tx with simplified but whole communication events
  - ▶ Linked to classroom, curriculum, academic standards
  - ▶ Through skills, topics, purposes, activities
- ▶ Context connections
  - ▶ Observe classroom; talk to teachers and students; look at academic standards, lessons, interactions, materials...
  - ▶ Engineer tx contexts to functionally connect

# Skill Tx: RISE+

**R** epeated opportunities for skill learning

**I** ntensity of instruction

**S** ystematic support of tx skills

**E** xplicit focus on targeted skills

**+ Learner:** attention, motivation, & engagement

Across tx approaches, procedures,  
skills, modalities, disorders

# Repeated Opportunities & Intensity

- ▶ For learning and practice of target skill
  - ▶ 10,000 hours?
  - ▶ 200 repetitions of correct /s/ in a session?
  - ▶ 20 repetitions verb + object in a session?
  - ▶ How many expositions in a session?
- ▶ Plan many opportunities
  - ▶ Encounter, examine, create, revise, present, review
  - ▶ Within and across sessions
  - ▶ In other contexts

# Structural Scaffolding of Target Skill

- ▶ Modify physical & social environment
  - ▶ Increase facilitating features
  - ▶ Reduce constraining features
- ▶ Highlight and support tx skill with consistency, predictability, repetition, accessibility
  - ▶ Keep non-target skills variable and unremarkable
  - ▶ Simplify whole communicative activities
  - ▶ Make focused skill tasks more communicative



# Interactive Scaffolding of Target Skill

- ▶ Responsive dynamic moves of skilled clinician to highlight and support target skill
  - ▶ Matched to child need & task difficulty
  - ▶ Systematic decrease in support and handover to child
- ▶ **Linguistic:** give info to help child create better response; expansions & recasts
- ▶ **Regulatory:** control beh & attn, gain responses, build toward self-control

→ Internalization of supported actions into unconscious **skills** and self-regulated **strategies**

# Explicit Skill Focus

## Explicit attention to 1-2 target skills

- ▶ Focus on the target skill and skill-in-activity
- ▶ Avoid, assist, or ignore non-target skills
- ▶ Known by SLP and student
- ▶ Apparent to an observer

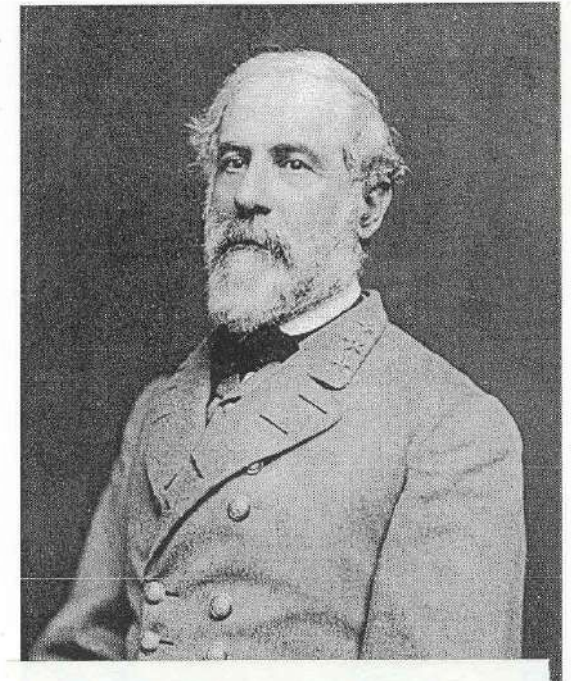
## For *summarization* tx goal using a science text

1. **Avoid** difficult content & extended vocabulary discussions
2. **Assist** with word decoding & sentence meaning
3. **Ignore** sentence structure errors & eye contact

# Rich Activities - Make Tx Choices

## Micro historical bios

- ▶ Descriptive/informational discourse
- ▶ Short, whole communicative units
- ▶ Rich in knowledge and skills
- ▶ So many areas for improvement
- ▶ *Tx ONE at a time*



*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."*

# + Learner “Buy-in”

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

# Buy-In through Tx 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”

# How Much RISE+?

## From Instruction to Intervention

### Ease of Learning

**R** Few  $\Rightarrow$  Some  $\Rightarrow$  Many

**I** Class  $\Rightarrow$  Group  $\Rightarrow$  Individual; Occasional  $\Rightarrow$  Regular  $\Rightarrow$  Frequent;  
Short  $\Rightarrow$  Middling  $\Rightarrow$  Long

**S** Little  $\Rightarrow$  Some  $\Rightarrow$  Lots

**E** Implicit  $\Rightarrow$  Explicit  $\Rightarrow$  Meta

**+** Passive & minimal  $\Rightarrow$  Motivated, attentive  $\Rightarrow$  Self-directed, engaged

# RISE+

## Tx of Procedure Discourse

**R** 10 opps in 2 sessions per child: 2 model critiques, 1 paired & 1 indiv short product w/ 4 opps each to draft, revise, share, critique

**I** 3 tx objs, 2 students, 60 min/wk, 8 wks

**S** Structural scaffolds: Routines, book of kid experiments, description schematic, minimal writing, cue cards...

Interactive scaffolds:

Linguistic: Model, elaborate, & extend responses

Regulatory: Guide good learner behaviors toward independence

**E** Focus on and make explicit the 1-3 tx objs of this session  
*Assist vocabulary, avoid extensive writing, ignore spelling*

**+** Student goal order & choice within activities

Expository  
Sees noticeable, relevant improvement

# Expository Targets in Single Rich Activity

Activity	Skill	Example
Conduct chemistry experiment	<ol style="list-style-type: none"> <li>1. Measurement lexicon</li> <li>2. Expanded noun phrase</li> <li>3. Procedure sequence</li> <li>4. Follow instructions</li> </ol>	<ol style="list-style-type: none"> <li>1. Rams, millimeters, weigh scale</li> <li>2. A glass beaker with a measurement scale</li> <li>3. First, set out the materials, next...</li> <li>4. Pay attention to details, not gist, of what is said; don't assume or skip</li> </ol>
Summarize history passage	<ol style="list-style-type: none"> <li>1. Suffix analysis</li> <li>2. Conditional tense</li> <li>3. Main ideas</li> <li>4. Note-taking</li> </ol>	<ol style="list-style-type: none"> <li>1. Deregulation, investigation, expectation</li> <li>2. Ought to do it, would avoid</li> <li>3. Explicit and implicit idea statements</li> <li>4. Words and phrases in outline format</li> </ol>
Give biology presentation	<ol style="list-style-type: none"> <li>1. Definitions</li> <li>2. Relative clauses</li> <li>3. Description</li> <li>4. Verbal fluency</li> </ol>	<ol style="list-style-type: none"> <li>1. My report is on penguins, which are flightless fish-eating birds that live in Antarctica.</li> <li>2. A description organized by habitat, diet, appearance, and behavior</li> <li>3. Adhere good speaker features<sub>37</sub></li> </ol>

# Tx Goals for Purposeful Descriptions

*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*

*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*

# “Stay on Topic” in Tx

- ▶ Current knowledge scaffolds more knowledge
  - ▶ Rich interconnected, coherent *funds of knowledge*
  - ▶ Advanced concept and vocabulary learning
  - ▶ *Including never-seen-before new words*
- ▶ Stay on topic and go deep
  - ▶ Sharing advanced texts on common topic
  - ▶ Skills integrated into tx around topic or theme
  - ▶ Embed new skill instruction within recurring knowledge base
- ▶ Promote “Junior Experts”
  - ▶ Linked to classroom
  - ▶ Linked to individual knowledge
  - ▶ Within thematic units and projects

# Vocabulary Learning by Staying on Topic

- ▶ Needing words to achieve communicative purpose
  - ▶ Select, savor, and repeatedly use
  - ▶ Learn more about words
  - ▶ Learn how to learn words
- ▶ Specific concepts and words as they arise
  - ▶ New, difficult, interesting, useful, specialized words
  - ▶ Words noticed and used as recur or as needed
  - ▶ Advance planning of a few key words
  - ▶ No “pre-teaching” isolated words out of context

*Children learn words by needing them, and they use word-knowledge to learn other things (Nelson & van Meter, 2006)*

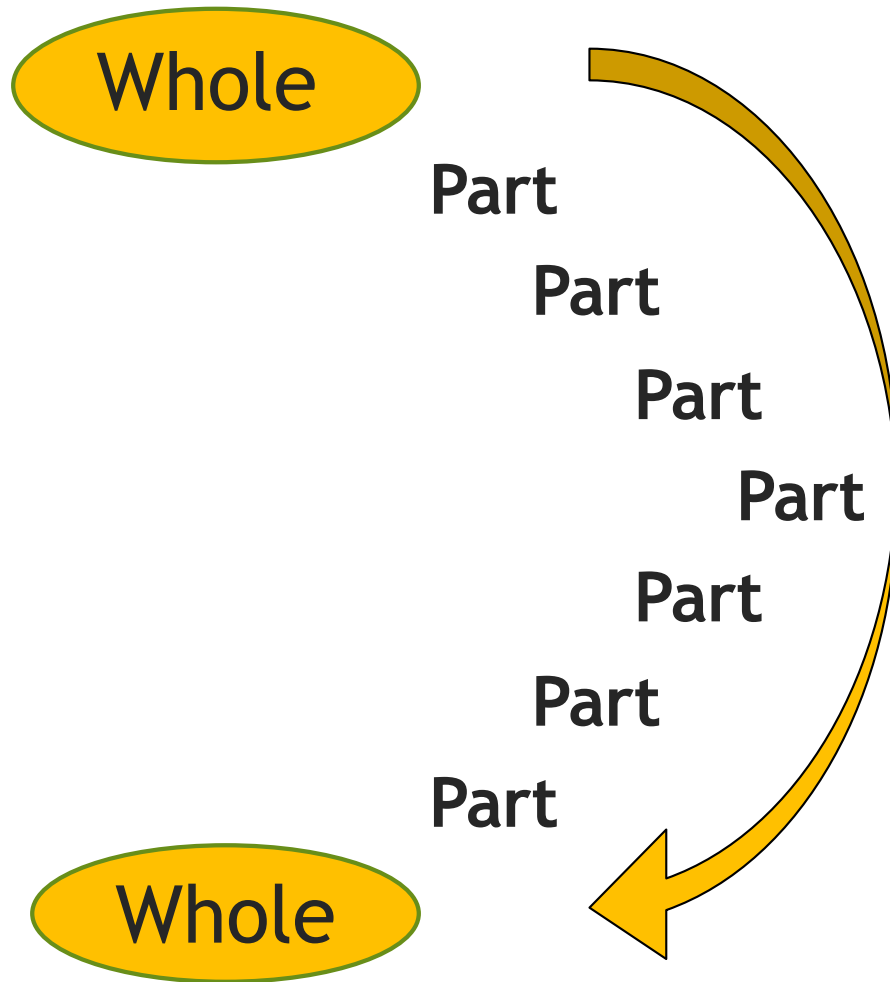
# Expository Tx Units & Projects

- RISE+ in thematic unit around expository project
  - Explicit tx targets within activities
  - Whole beginning and ending
  - Focused skill “part” tasks along the way
  - Topical coherence across whole and parts
- Assist, avoid, ignore non-tx obj skills
- Oral intervention
  - Oral performance and interactive support
  - Around print but minimize reading & writing
- Classroom connections through topic, skills, activities

# Whole-Part-Whole Tx Units

- 1. *Whole:*** Start with models of communicative use
  - ▶ 3-4 tx objs in integrated use
  - ▶ Share, notice, examine
  - ▶ Literature, websites, projects
- 2. *Parts:*** Simple tasks focused on 1 tx objective
  - ▶ Repeated opportunities for skill practice
  - ▶ Component tasks toward final project
  - ▶ Or simple contrived drill-play tasks
- 3. *Whole:*** End & intersperse purposeful communicative activities
  - ▶ Integrates use of tx objs in motivating complex communicative activity
  - ▶ With interactive & structural support
  - ▶ Plan for next steps of more independent use

# Go The Long Way to Maximize Learning Opps



# An Expository Tx Project

Whole & Part Activities  
Thematic Unity  
Customize for Tx Goals

# Overview of EPB

## 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
- ▶ Provide genre-specific schematics
- ▶ Limit knowledge sources to focus on skills
- ▶ Link background knowledge to text ideas

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

Ambruster & al, 1991; Charney & Carlson, 1995; Garcia-Sanchez & Fidalgo-Redonda, 2005; Hebert et al., 2018; Liberty & Conderman, 2018)

# A Brochure on Unusual Animals, National Parks, Amazing Athletes...

- Broad topic and specific items to profile from SLP, student, or curriculum
- Tx skills:
  1. Discourse structure: Descriptions or enumerations
  2. Syntax: Expanded noun phrases in descriptions
  3. Vocabulary: Infer word meaning from sources
  4. Self-Regulation: Evaluate own progress on tx objs
- Assist, avoid, ignore other skills
- End with communicative authored product to share

## Jonathan's Favorite Animals



These are the animals that I learned about.

## Cuscus

The cuscus is a funny animal. The cuscus is a marsupial mammal, nocturnal, it's arboreal, and it's omnivorous. It lives in the forest of Australia in the trees. It has eyes, sharp claws, its color is tan, white, and brown, and it is 18 inches long. It walks, maybe runs, and it climbs. This is what I learned about the cuscus. Thee end.



## African Lions

They are a type of cat. They live in Africa. African lions have long claws, gold fur, and they are bigger than humans. They run fast with their claws. African lions eat big and small mammals. African lions have 30 long teeth. This is what I learned about African lions. Thee end.



## Owls are cool!

There are more than 155 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, Eurasian eagle owl. They have round or heart shaped faces. They have fluffy feathers on their legs and bodies. They eat snakes, fish, insects, other birds, and bats, and mice. Owls have strong wings to fly. They move quickly and quietly. Males live on the ground and females have a nest up in a tree. This is what I learned about owls.



## Hammerhead Sharks

Hammerhead Sharks are awesome. They are a type of fish. They like to swim in the water. They have a flat head, eyes on the side, and their nose is on the side by their eyes. They swim by moving their tail in the water. They eat big mammals and small fish. A special characteristic of hammerhead sharks is that 100 of them are called a school of sharks. These are the details I learned about hammerhead sharks. Thee end!



## Black Rhinos

Black Rhinos are cool animals. Black Rhinos are mammals and herbivores. They live in Africa. Black Rhinos have black skin and have a 5-foot horn on their nose. They run and walk fast. They eat plants, roots, and berries. They have hard skin to protect them from the hot sun. This is what I learned about Black Rhinos.



# Brochure 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 parts with tx objs highlighted
8. Refine with edits and extras
9. Publish, present, and share
10. Reflect on learning & plan next steps

# Park Brochure Plan - Maximize the Learning Opps

<p>Park Name and Location &amp; Slogan</p>	<p>D1 The Park's "Hook"</p>	<p>D2 Attractions</p>	<p>D3 Animals</p>	<p>D4 Activities</p>	<p>D5 Fave Attraction #1</p>
<p>D6  Fave Attraction #2  Expository Tx</p>	<p>D7  Fave Animal #1</p>	<p>D8  Fave Animal #2</p>	<p>D9  Fave Activity #1</p>	<p>D10  Fave Activity #2</p>	<p>Access Info, Map &amp; Driving Info  50</p>

TEMPLATES

- All
- My Templates
- Print Layout View
- Calendars
- Stationery
- Coordinated Forms
- Resumes
- Proposals
- Labels
- Miscellaneous
- Publishing Layout View
- Newsletters
- Brochures
- Flyers
- Certificates
- Posters
- Programs
- Cards & Invitations
- Signs
- Catalogs
- Business Cards
- Menus
- Miscellaneous

Notebook Layout View

ONLINE TEMPLATES

Recent Documents

- All 999
- Today 5
- Yesterday 4
- Past Week 29
- Past Month 70



Advantage Brochure



Ascent Brochure



Capital Brochure



Cornerstone Brochure



Float Trifold Brochure



Flow Trifold Brochure



Grow Tabloid Brochure



Outbound Trifold Brochure



Plaza Brochure



Revolution Brochure



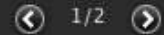
Ride Trifold Brochure



Spectrum Brochure



Ride Trifold Brochure



Colors: Select a color scheme

Fonts: Select a font scheme

# Enumeration & Description Schematics

## List Heading

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

## Describe by features:

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

## Order

- ▶ Alternating
- ▶ Clustered
- ▶ Consistent

# Description Discourse

## Schematic/Outline & Bulleted Notes

### Animals

- ▶ Group
- ▶ Habitat
- ▶ Physical
- ▶ Movement
- ▶ Preferred food
- ▶ Special characteristic

### 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.*

# Repeated Opps for Learning & Practice

- ▶ 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 focused skill drill-play practice
  - ▶ Same topic for continuing vocabulary & concept development
  - ▶ Make sets of describing sentences
  - ▶ Sort sentences into descriptions
  - ▶ Revise sentences for balanced lists

# Focused Skill Tx Activity on Poor & Good Enumeration

## Animals:

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

## *Come see these critters!*

- ▶ 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!

# An Expository Tx: *Sketch & Speak*

Note-taking and verbal rehearsal  
Teaching and learning strategies  
For talking and writing and thinking

With Amy Peterson, M.S., CCC-SLP, PhD  
Thanks to Catherine Ross, M.S., CCC-SLP

# Note-Taking & Verbal Rehearsal As Teaching & Learning Strategies

Reduce source text to key notes

- ▶ Select info from whole
- ▶ Abbreviate & condense to key words & phrases
- ▶ Transform to icons & diagrams
- ▶ Re-organize and combine info for a new whole

Expand notes into own discourse

- ▶ Expand into own full oral sentences
- ▶ Verbally rehearse to retain ideas and words
- ▶ Compose into own text product
- ▶ Rehearse whole text

→ *reduce, transform, paraphrase, retrieve, with effort & accountability*

The axolotl, or Mexican salamander is found naturally only in two connected lakes in southcentral Mexico. It is also kept as a popular freshwater aquarium pet. Axolotls are sometimes called Mexican walking fish because they look like fish with legs...



Topic <u>Axolotl</u>	
Intro: <u>I learned about axolotl.</u>	
Group & Location	<u>NSC (M) MC</u>
Habitat	<u>[Sketch of a lake with mountains]</u>
Appearance & Behavior	<u>[Sketch of an axolotl]</u>

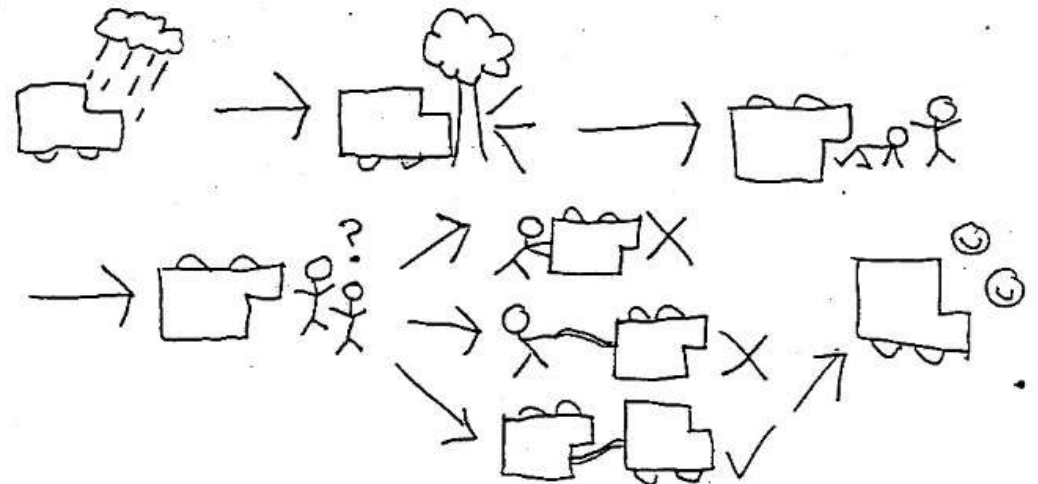
Topic <u>Axolotl</u>	
Intro: <u>I learned about the axolotl.</u>	
Group & Location	<u>• southcentral Mexico</u> <u>• MEXICO CITY</u>
Habitat	<u>• underwater</u>
Appearance & Behavior	<u>• fish legs</u> <u>researcher</u>

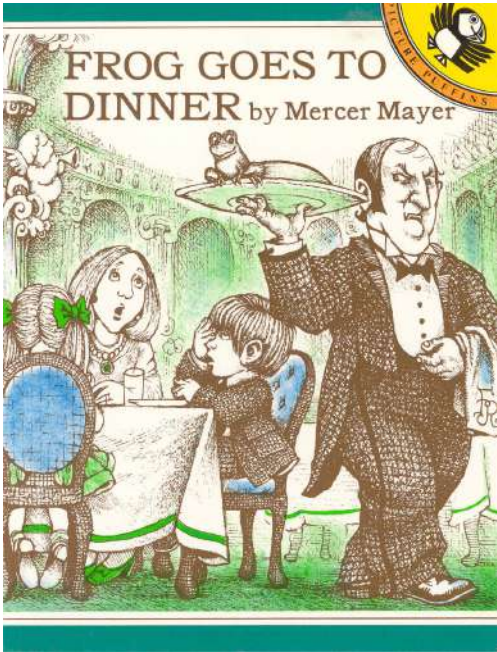
## Sketch & Speak: From Text to Talk

Expository Tx

# Alternative Notation: *Sketch It*

- ▶ Story planning & recall
- ▶ *Quick & easy, just enough to remember*
- ▶ Pictography > write/draw for oral narrative length & quality (McFadden, 1998; Ukrainetz, 1995, 1998)
- ▶ Literature-based & manualized narrative txs (Spencer & Petersen, 2012; S. Gillam et al., 2020; Gillam & Ukrainetz, 2006)

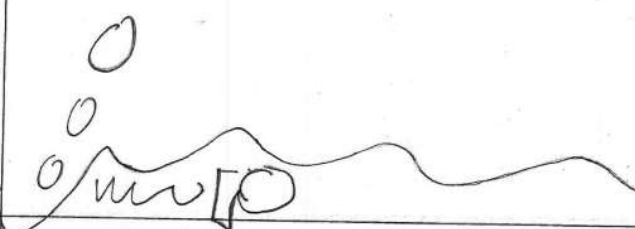
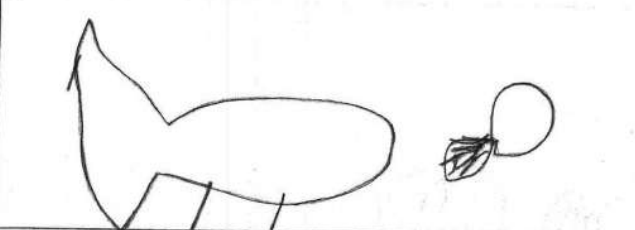




# Child Pictography for Stories & Procedures

The axolotl, or Mexican salamander is found naturally only in two connected lakes in southcentral Mexico. It is also kept as a popular freshwater aquarium pet. Axolotls are sometimes called Mexican walking fish because they look like fish with legs...



Topic <u>Axolotl</u>	
Introduction: <u>I learned about axolotl.</u>	
Group & Location	
Habitat	<u>NSC (M) MC</u>
Appearance & Behavior	
Food	

Topic <u>Axolotl</u>	
Intro: <u>I learned about the axolotl.</u>	
Group & Location	<ul style="list-style-type: none"> <li>• southcentral Mexico</li> <li>• MEXICO CITY</li> </ul>
Habitat	• <u>underwater</u>
Appearance & Behavior	• <u>fish legs</u> <u>researcher</u>

## Note-taking Strategies

Expository Tx

# Sketch & Speak

*Note Simply, Say Fully, & Say It Again*

1. *Quick & easy, just-enough-to-remember*  
**pictography** of ideas from expository text
2. *Quick & easy, just-enough-to-remember*  
**bulleted notes**
3. **Oral formulation & rehearsal** of own full sentences & whole reports
4. **With interactive & structural scaffolding**

# S&S Research Evidence

- ▶ **Ukrainetz (2019):** Group tx experiment on core procedure with 44 gr4-6 LLDs; report from notes
- ▶ **Peterson, Ukrainetz, & Risueno (2021):** Descriptive case study on extended tx & awareness probes with 3 gr4-6 LLDs; report from notes
- ▶ **Peterson (2022):** Dissertation online SS tx expt on core procedure & SALT ESS with 3 gr8 LLDs; report from memory
- ▶ Overall results
  - ▶ Improved taught and non-taught notes and oral reports; generalization to ESS
  - ▶ Individual variation in improvements
  - ▶ SLP instructors report noticeable gains from simplicity, pictos, complete sentences, oral practice, confidence, relevance
- ▶ See also **Ukrainetz & Peterson (2021)** for clinical guidance

# Core *Sketch & Speak* Tx Procedure

## Session 1 - Pictography Notes


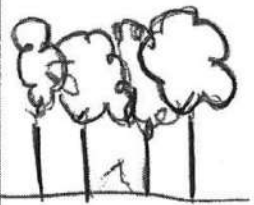


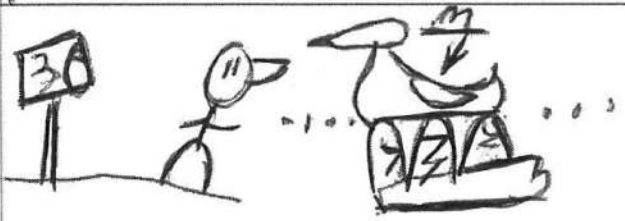
1. Read aloud text with print in view
2. Stop reading to identify important or interesting idea to remember
3. Turn idea into *quick & easy, just enough to remember* pictography note on formatted sheet
4. Say full sentence from picto
5. Say full sentence again – revise if needed – but say it again
6. Repeat #1-5 for each text idea until text done with 7-10 pictos
7. Say full oral report from pictos, and says it again

Expository Tx

## Session 2 - Bulleted Notes

1. Student says full report from pictography notes
2. Claim check against article
3. Say full sentence from picto then reduces to simple *quick & easy, just enough to remember* bulleted note
4. Say full sentence again – revise if needed – but say it again
5. Repeat #3-4 for each pictography to bulleted note
6. Say opener/closer & add notes
7. Say full report from bulleted notes, and say it again


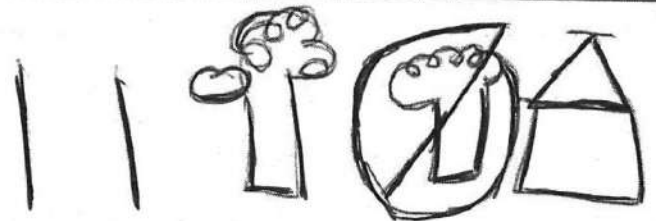
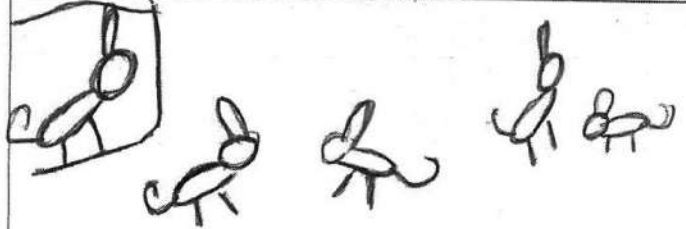

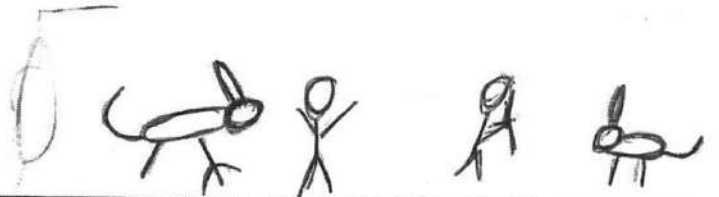
Topic Cassowary 1

Group & Location	
Habitat	
Appearance & Behavior	
Food	
Special Characteristics	
Expository Tx	

# Say Full Sentences From Pictography

# Oral Report from Pictography

Topic Eye-Aye  
 This is what I learned about the eye aye

Group & Location	
Habitat	
Appearance & Behavior	
Food	
Special Characteristics	

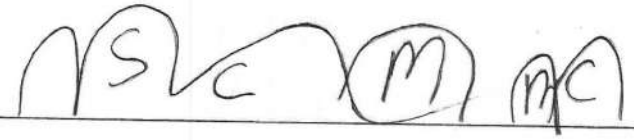
That is what I learned about the eye aye so far.

Rev 2016.11.10

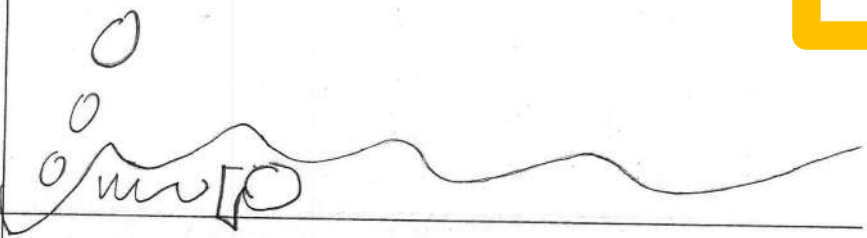
Topic Axolotl

Introduction: I learned about axolotl.

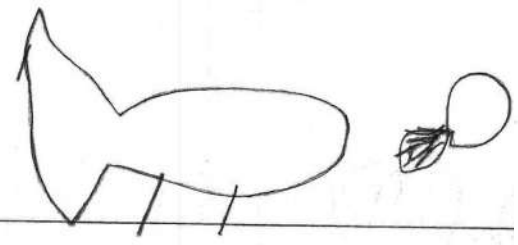
Group & Location



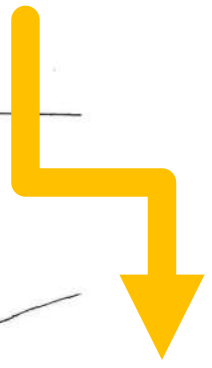
Habitat



Appearance & Behavior



Food



Topic Axolotl

Intro: I learned about the axolotl.

Group & Location

- southcentral Mexico
- MEXICO CITY

Habitat

- underwater

Appearance & Behavior

- fish legs
- research

# Bulleted Notes from Pictography

# Oral Report from Bulleted Notes

Topic <u>Cassowary</u>	
Group & Location	<p>I'm going to talk about the cassowary.</p> <ul style="list-style-type: none"> <li>• New Guinea</li> <li>• Australia</li> </ul>
Habitat	<ul style="list-style-type: none"> <li>• dense forest</li> <li>• mountain</li> </ul>
Appearance & Behavior	<ul style="list-style-type: none"> <li>• girls are bigger and more colorful</li> <li>• male protects eggs</li> </ul>
Food	<ul style="list-style-type: none"> <li>• fruits</li> <li>• animal</li> <li>• bugs</li> </ul>
Special Characteristics	<ul style="list-style-type: none"> <li>• large 2<sup>nd</sup></li> <li>• 3<sup>rd</sup> tallest</li> <li>• endangered <math>T = \text{mine}</math> <del>⊗</del></li> </ul>

Rev 2016.11.10

This is what I know about the cassowary.

# Tyrone The Missing Strategy?

## Pre to Post Oral Report

Utterances = 9 → 12

Words = 51 → 100

More organized & on topic

3/3 rated Post *better*

## Pre to Post Notes

3 → 10 notes

7 → 15 quality points






Post = Topic, open/close, bullets, brief, sufficient, notes & pictography

# S&S Expanded Tx

#	Strategies & Activities	Topic
1	Pictography & oral report	Animal 1
2	Bulleted notes & oral report	Animal 1
3	Pictography & oral Report	Animal 2
4	Bulleted notes & oral report	Animal 2
5	Pictography & oral report	Animal 3
6	Bulleted notes & oral report	Animal 3
7	Dictate from notes & create brochure	3 animals
8	Note choice & whisper rehearsal	Athlete 1
9	Lo-guide note choice & whisper rehearsal	Athlete 2
10	Presentation practice & strategy review	Text choice
11	Group oral presentation & celebration	Text choice

# Pete Struts His Stuff!

Topic Micael J  
 Let me teach you a few Micael J. who was an important basketball player

<p>Personal Life</p>	
<p>High School and College Career</p>	
<p>Professional Highlights</p>	<p>for CB</p> 
<p>Other Accomplishments</p>	<p>did buisness with</p> 
<p>Interesting Information</p>	<p>2 sesion</p> 

• Next time you can make watch show about basketball or even study Basketball.

Rev 2017.11.30

# Pete's Writing

## From Labels to Reports

CS2  
9/26/17  
I  
garden castle small village  
2 mountains  
water fountain garden ear  
plugs house with notebook focus on  
notes

pre-test

post-test

The Apache Nation

In historical time and area Spanish people had horses. Apache people had dogs that carried loads. Apache people have stuff like a cone one or pole. Hogs are high picture frames. Some Apache are all over the country. maybe your neighbor is an Apache.

Expository Tx

# *Did you say anything in your head as you took notes?*

Angel 😊

I was saying in my head, “What should I write?” or “What should I do, like bulleted notes or pictography?”

Steph 😊

When I’m writing I whisper it to myself and then I have to show it to you.

Pete 😞

I don’t know.

# SLP Instructors:

## *Quick & Easy Visuals*

- ▶ *It isn't complicated. Students appeared to quickly grasp how the process worked. This seems crucial to the idea of carry over. If they are going to be using this strategy on their own, it has to be simple enough to remember and not require significant materials*
- ▶ *With the focus on 'quick and easy, just enough to remember,' many of my students who typically lose focus were more able to come up with a picture or a few words to use for their notes*
- ▶ *Pictography strategy helped kids remember the meanings of words such as "nocturnal" and "amphibian"*

# SLP Instructors:

## *Oral Practice & Repetition*

- ▶ *Once a well-formed sentence was established, the student took ownership of the sentence and successfully implemented these complete sentences in well-formed oral reports.*
- ▶ *Having the student practice the full sentence until a good grammatical sentence was achieved... it paid off for the students when giving the full report.*
- ▶ *The repeated oral practice appeared to build confidence...With the repetition and strategies, by the third article, each student was eager to not only tackle the article and learn about the interesting animal, they also immediately identified details with more independence and overall confidence.*

# Expository Text Resources

There is no kit or workbook??

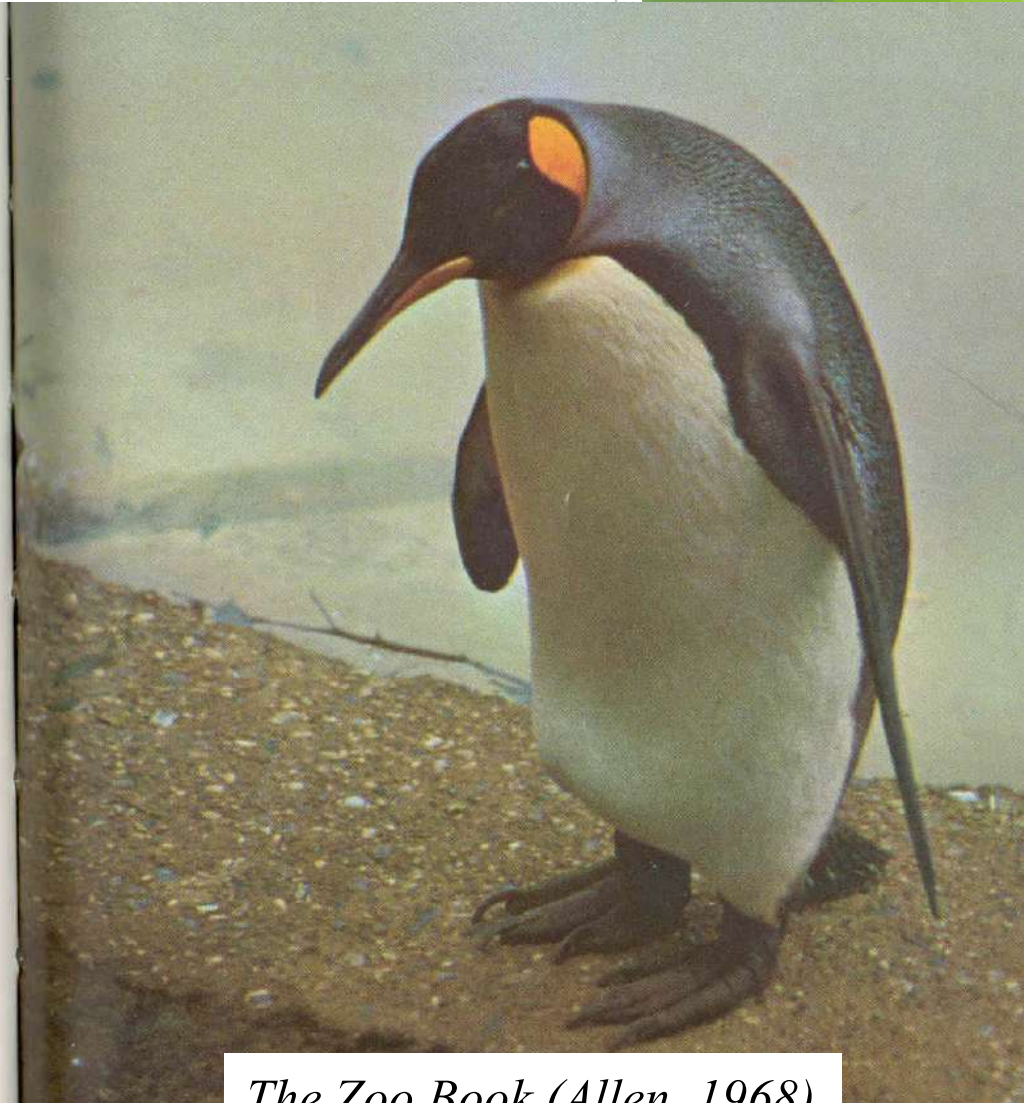
Where do I get the models and info  
sources for my students and my tx?  
other than the classroom...

# 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 leap out of the water and turn in the air like a bird flying. Penguins are very fond of other penguins and sometimes 50,000 of them live together. Penguins are plump and have short legs and waddle when they walk. Penguins sound as if someone made them up, but they are real.



# Effective Adjectives for Bats

*Beautiful Bats*  
(Glaser, 1997)



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

# 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.*

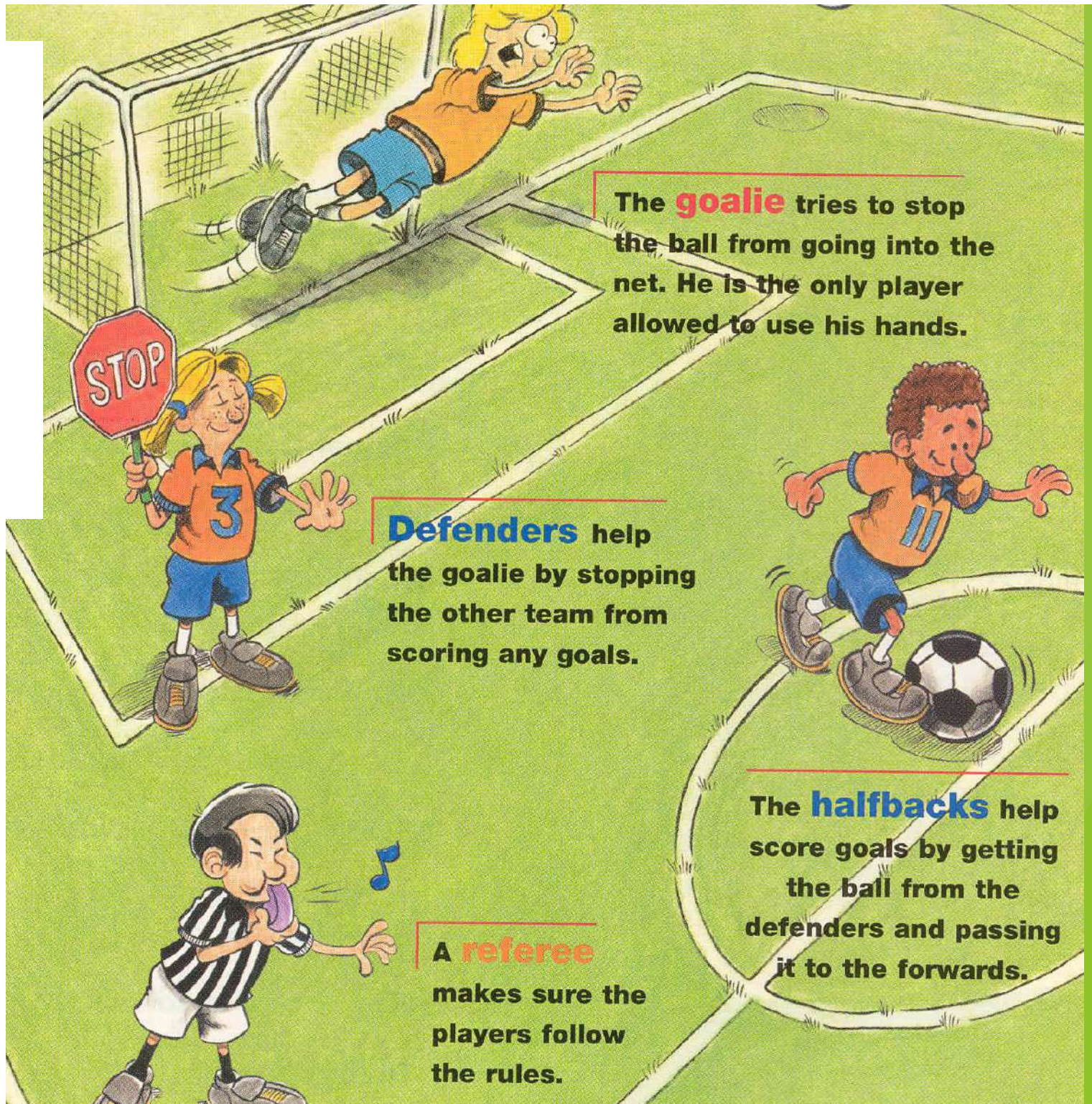


Area: 3,468 mi<sup>2</sup> Hours: Open today ·  
Open 24 hrs  
Getting there: 6 h 6 min flight.  
Established: March 1, 1872  
Phone: (307) 344-7381  
Management: U.S. National Park  
Service

<https://www.google.com/search?q=yellowstone+national+park&ie=utf-8&oe=utf-8>

# How to Play Soccer

## Describing player positions



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.

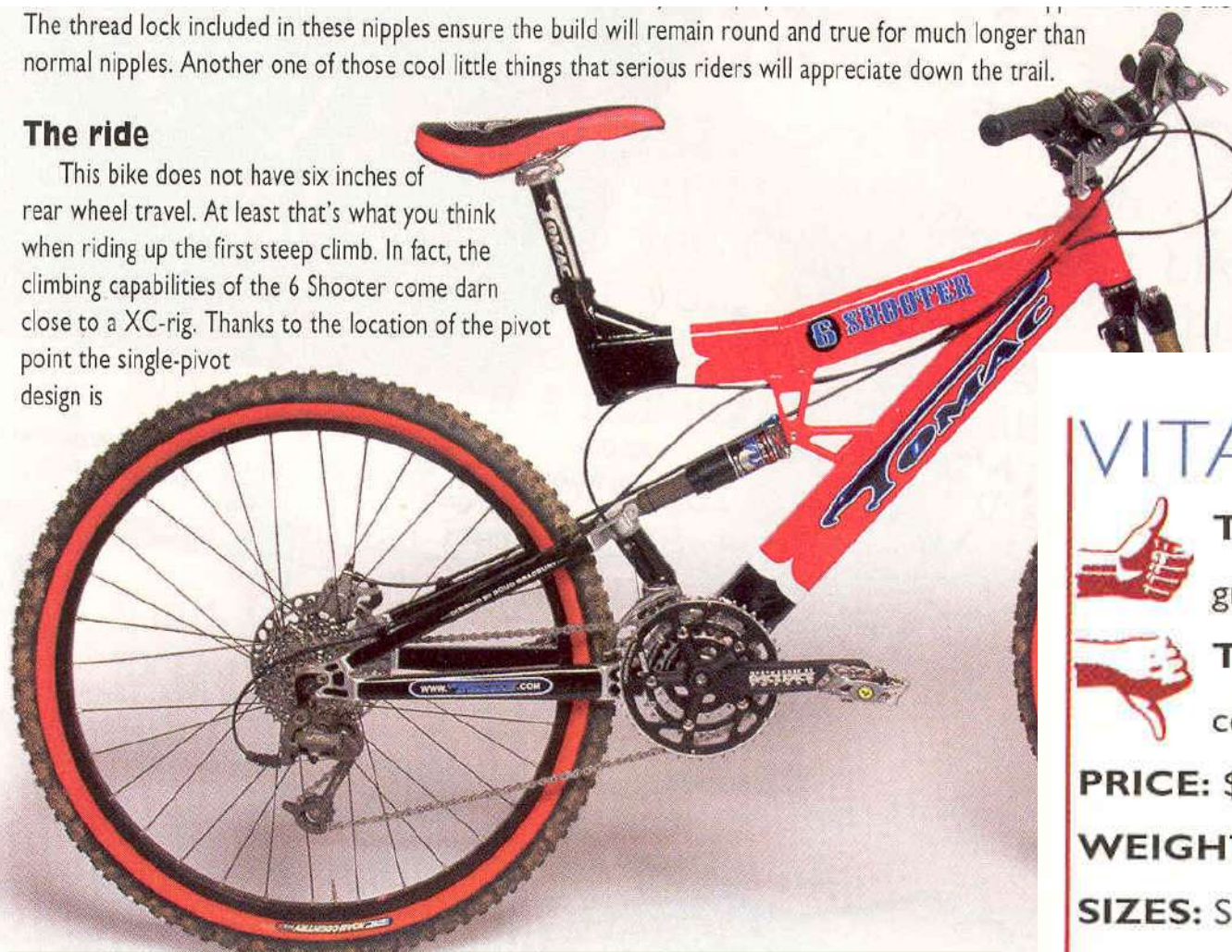
The **halfbacks** help score goals by getting the ball from the defenders and passing it to the forwards.

A **referee** makes sure the players follow the rules.

The thread lock included in these nipples ensure the build will remain round and true for much longer than normal nipples. Another one of those cool little things that serious riders will appreciate down the trail.

## The ride

This bike does not have six inches of rear wheel travel. At least that's what you think when riding up the first steep climb. In fact, the climbing capabilities of the 6 Shooter come darn close to a XC-rig. Thanks to the location of the pivot point the single-pivot design is



## Description & Persuasion

### Short cut

The Tomac is an incredibly beautifully engineered bike that shows that a rather simple design can deliver great suspension performance. Depending on how you define the term freeride and how big you really want to go, this bike might or might not limit itself with the trail-riding Black fork

## VITAL SPECS



**THUMBS UP:** Simple design, great rear suspension function, light



**THUMBS DOWN:** Fork compromises big-hit capabilities

**PRICE:** \$2700

**WEIGHT:** 30.0 lbs./13.6 kg

**SIZES:** S, M (tested), L

**COLOR:** Red, Black

**CONTACT:** Tomac Bicycles (888) JOHNNY4

**WEB:** [www.tomac.com](http://www.tomac.com)

# Description and Persuasion - *Buy This!*

## d. Print Baggies™

This is the short of choice for most river guides. The guides choose these shorts because they never wear out and if they happen to swim a rapid or two, these shorts will stay on and dry in no time. We chose them because they are one of the best summer shorts going. Made of a durable 2-ply Supplex, this short is lightweight, but rugged. Drawstring. 4  $\frac{3}{8}$ " inseam.

SIZES: S (6), M (8-10), L (12-14)

COLORS: *Amerta print, luscious floral print*

129703 ~~\$39~~ \$37



## Description - *Personal Ads*



### **On the Prowl?**

Does your idea of a perfect day include bounding across the snow on giant furry paws, chasing snowshoe hares in the forests of the Northern U.S.? If so, you may be the mountain male for me. Just follow the scent trails I've peed around my territory. I'm a free-living Canada lynx girl doing my own thing, looking for that special someone to commit to for the spring-fling breeding season. By early summer, I'll be welcoming new kittens and showing you the log den door. #singleladies

### **Small Toad, Big Spoon**

Male Yosemite toad here, looking to meet a lady friend near my favorite high mountain lake. When I'm not hunting for beetles or wrestling centipedes, I saunter over to a sunny basking spot — I've never been much for hopping. When love's on my mind, I get right in the lake and sing my heart out. I may be small but I can wrap myself around you and hold on tight. Let's not waste any time; before you know it, winter will be here, and I'll be snuggled up in the entrance of a deer mouse burrow again, dreaming away the snow.

# What Makes the Weather?

Written by Janet Palazzo  
Illustrated by Paul Harvey



*What Makes the Weather?*  
(Palazzo, 1998)

## Explanation - *Cause/Effect*

Expository Tx

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

# 56. Hidden

**Purpose** To demonstrate how color helps to protect an animal.

**Materials** scissors  
ruler  
2 sheets of construction paper (1 black and 1 orange)  
2 sheets of newspaper (use sheets with print only—no pictures)  
pencil  
helper

## Procedure

1. Cut two 3-by-5-inch (7.5-by-12.5-cm) rectangles 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 out the fish, making sure to cut through all 6 layers of paper. Do not allow your helper to see the fish before the experiment starts.
4. Lay the uncut sheet of newspaper on the floor at the feet 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 lay the newspaper fish with the print-only side facing up.

6. When you say “Go,” have your helper open his eyes, quickly look at the newspaper, count the fish that are laying on the newspaper, and the mediator raise his or her eyes from the newspaper.

**Results** Usually people see only the black and orange fish.

**Why?** The newspaper fish are an example of camouflage. **Camouflage** occurs when an animal's color blends into the color of its **environment** (the natural surroundings of an organism). Camouflage makes it difficult for an animal to be seen by a **predator** (an animal that lives by killing and eating other animals).



## Procedure - *Science Report*

# Quick Read Fluency Passages: Re-purposed



Paleontologists have found many dinosaur bones.

## 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<sup>25</sup> 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>50</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>75</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>101</sup>

# QuickRead Level C Topics

## SCIENCE

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## SOCIAL STUDIES

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### BOOK 1

Dinosaurs  
Animal Giants  
Plants

American Heroes  
Celebrations  
Our National Government

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### BOOK 2

Hurricanes  
Earthquakes  
The Solar System

Oceans  
Rain Forests  
Economics

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### BOOK 3

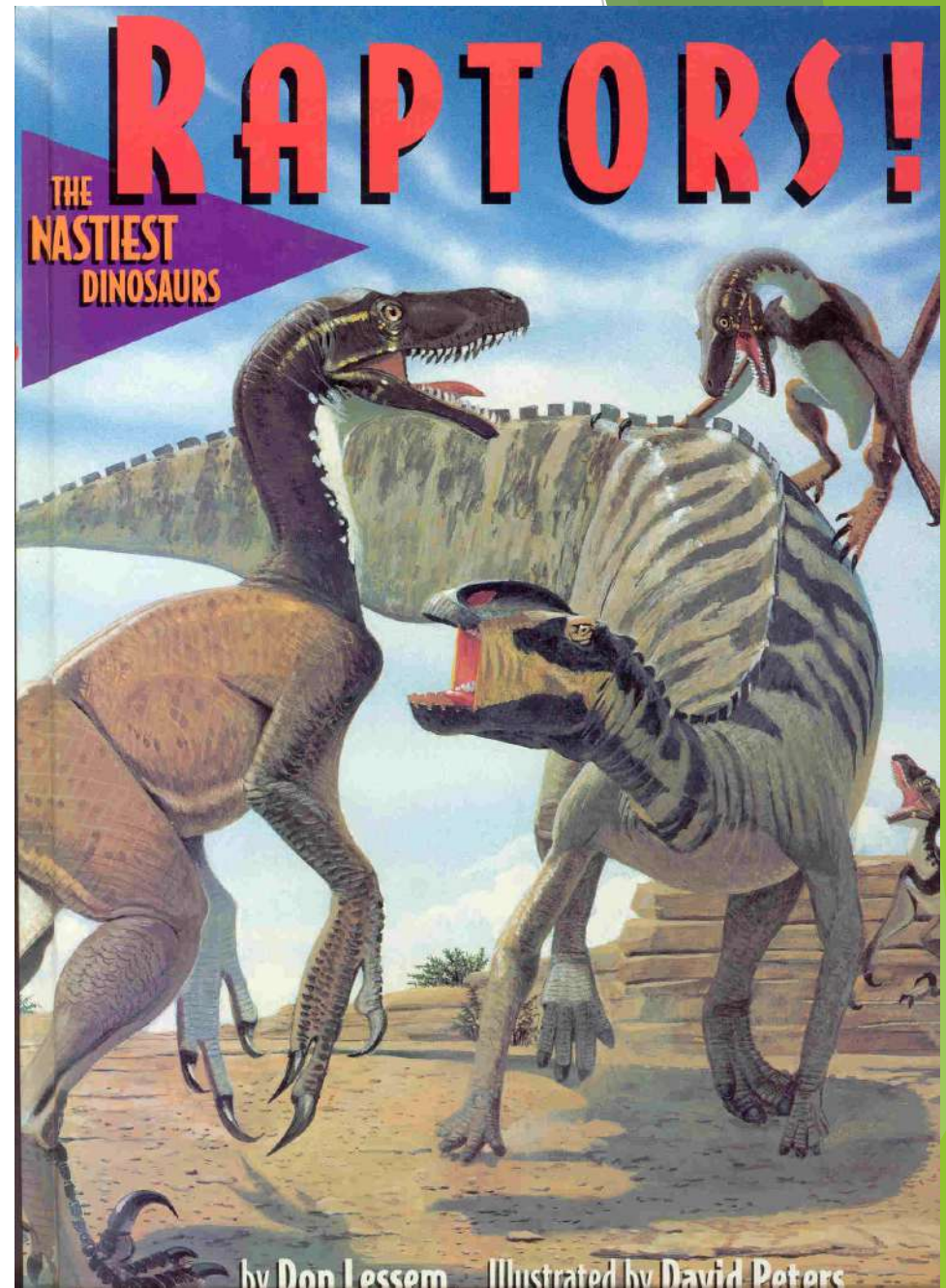
Inventions  
Simple Machines  
Sound

Ancient Egypt  
The Ways We Communicate  
Native Americans

## Science books (despite high Readability Indices)

Scientists are still trying to determine what raptors are, where they come from, and what became of them. Spectacular new fossil finds, discovered only in the past few years, have forced scientists to change many of their ideas about how raptors looked and acted.

Lessem &  
Peters  
(1996)



# a-z-animals.com/animals/

## Armadillo Article Excerpt

The armadillo is native to both North America and South America, although only one species of Armadillo is found in the United States.



The average armadillo measures around 75cm in length, including the tail but the giant armadillo can grow to more than 1.5m long and the miniature pink fairy armadillo (the smallest armadillo species) only gets to around 10cm in length.

There are around 20 species of armadillo still existent on the American continent with the nine-banded armadillo being the only species found outside of the South American tropics.

The armadillo has a hard outer shell and can curl up into a ball leaving no soft body parts exposed to danger (a bit like a woodlouse). The armadillo also has long claws which the armadillo uses for digging burrows and hunting for insects in the earth.

Despite the armadillo's odd shape, most armadillos can also reach a top speed of nearly 30 mph so can easily outrun most jungle predators. The primary predators of the armadillo are bears, wolves, foxes and cougars.



### Armadillo Facts

<b>Kingdom:</b>	Animalia
<b>Phylum:</b>	Chordata
<b>Class:</b>	Mammalia
<b>Order:</b>	Cingulata
<b>Family:</b>	Dasypodidae
<b>Genus:</b>	Dasypus
<b>Scientific Name:</b>	Dasypodidae
<b>Type:</b>	Mammal
<b>Diet:</b>	Omnivore
<b>Size (L):</b>	36cm - 75cm (14in - 30in)
<b>Weight:</b>	4kg - 30kg (9lbs - 66lbs)
<b>Top Speed:</b>	48km/h (30mph)
<b>Life Span:</b>	4 - 12 years

# ReadWorks Passages

## Panning for History

Michael Stahl



Subject: History  
Genre: Informational  
(+Narrative)  
Grade: 6-7  
Lexile: 1040

The Young Scout troop went on a camping trip one weekend. The 12 boys and their patrol leader went into the woods close to their home city of Sacramento, located in the state of California, U.S.A. They had many activities planned. The boys were going to learn about pitching tents, cooking on a fire, wood carving, and, because there was a river close by, panning.

Panning is simple and has a long history. It has been used for centuries to find rocks, minerals, and riches in riverbeds. All a person has to do is dip a large pan into a river, allow water, dirt, and stones to collect in it, and then shake. The pan can either have tiny holes or lengthy slits that will allow the water to escape, while leaving the rocks behind. There is always a chance that one of those rocks might actually be very valuable. One might even be a golden nugget!

# Stepped Down ReadWorks Passage

<http://www.readworks.org/>  
<https://lexile.com/analyzer/>

The Young Scout troop went on a camping trip one weekend. The 12 boys and their leader went to the woods near Sacramento, California. They had many activities planned. The boys were going to learn how to put up tents and how to cook on a fire. They were also going to learn about wood carving and panning.

Panning has a long history. It has been used for hundreds of years to find rocks, minerals, and precious metals in rivers. It is a simple process. The first step is to dip a large pan into a river. As you dip the pan, you allow water, dirt, and stones to gather in it. Then you pull the pan out of the river and shake it. The pan has either small holes or long slits in it that let the water escape. But the rocks will stay in the pan. There is always a chance that some of those rocks could be worth a lot of money. One might even be a gold nugget!

L610, Gr2-3

# Lexile™ Analyzer

- ▶ English & Spanish texts
- ▶ Approximate text difficulty for grades 1-12
- ▶ Proprietary algorithm: word length, sentence length, other semantic & syntactic features
- ▶ Currently free use for 500-word text
- ▶ Grade levels from 3M+ U.S. students 2010-2019

Metametrics (2021, <https://hub.lexile.com/analyzer>)

Grade	50 <sup>th</sup> %ile	90%ile
2	425L	795L
4	850L	1160L
6	1030L	1340L
8	1155L	1470L

# Other Expository Tx Resources

Procedures, Activities, & Scaffolds  
A Potpourri of Possibilities

# Mnemonics & Carrier Phrases

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

# Mnemonic Planner

**P L A N**

AUDIENCE : Who?  
PURPOSE : Why?  
BACKGROUND KNOWLEDGE: What do I know?

**Q R G A N I Z E**

CATEGORIZE IDEAS: How can I group my ideas?  
ORDER IDEAS : How can I order my ideas?

**W R I T E**

TRANSLATION: Extend, Elaborate, Fleshout

**E D I T / E D I T O R**

MONITOR Does everything make sense?  
Did I achieve my plans?  
Is it interesting?

**R E V I S E**

Fix up my text

Englert (1992)

# Compare/Contrast Guide

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

Wong et al. (1997)

# Compare/Contrast Start and End Helpers

## ► Introduction

In this essay, I am going to compare and contrast \_\_\_\_ and \_\_\_\_\_. I have chosen to write on three features: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## ► Conclusion

- 1) Summarize the features
- 2) Express your own view

(adapted from Wong et al., 1997)

# Commercial Resources: Select and Tweak

- 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

# Expanding Expressions Tool

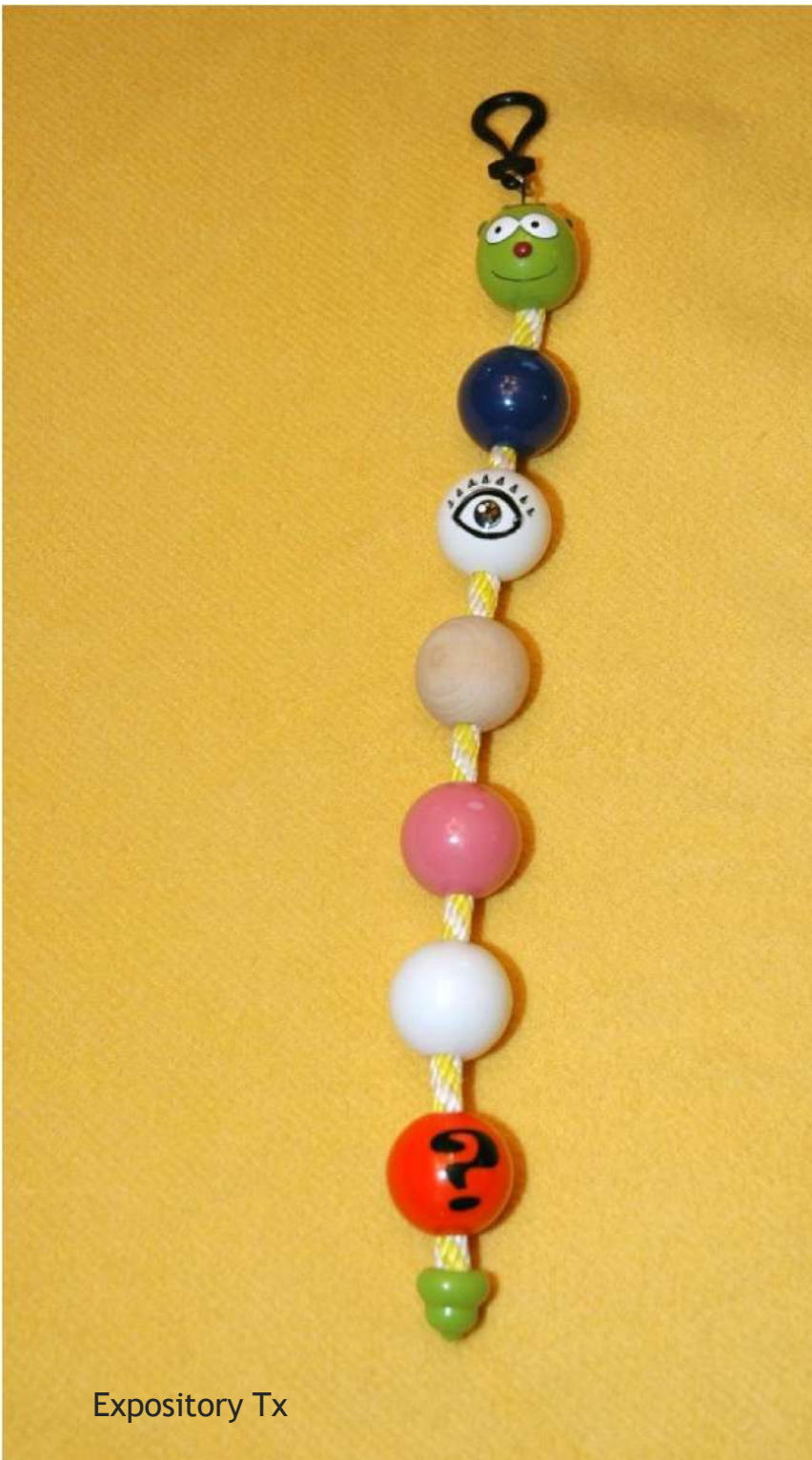
Activities, worksheets, & memory tool for describing

- ▶ Vocabulary comprehension
- ▶ Defining and describing
- ▶ Making associations
- ▶ Stating functions of objects
- ▶ Categorization
- ▶ Similarities and differences...

[www.expandingexpression.com](http://www.expandingexpression.com)



*But be sure to go past the “parts” to the communicative whole*



Expository Tx

**EET**

**Green Group**  
What group does it belong to?

**Blue Do**  
What do you do with it?  
What does it do?

**What does it look like?**  
What size, shape, and color is it?

**What is it made of?**  
What is it made of? Made from?

**Pink Parts**  
What are its parts?  
What parts go with it?

**White Where**  
Where do you find it? Where would you use/see it?

**What else do I know?**  
Prior knowledge  
Fun facts

**Size**  
[Small square] [Medium square] [Large square]

**Shape**  
[Circle] [Triangle] [Rectangle]

**Color**  
[Red] [Blue] [Yellow] [Green]

Sara Smith,  
Expanding Expressions Tool  
[www.expandingexpression.com](http://www.expandingexpression.com)  
(ASHA' 08)

© Sara L. Smith, 2004

# Primary Grades

## Valentine's Day



Valentine's day is a Holiday.



You celebrate the day by passing out cards and candy.



You see red, purple, pink, and white hearts.



It is made out of love. ♡



Valentine cards, chocolates, teddy bears, and other loving gifts are part of this day.



It is in February.

# Mid Elementary Grades

Teacher: Kaye Hofmeister

## PUMPKINS

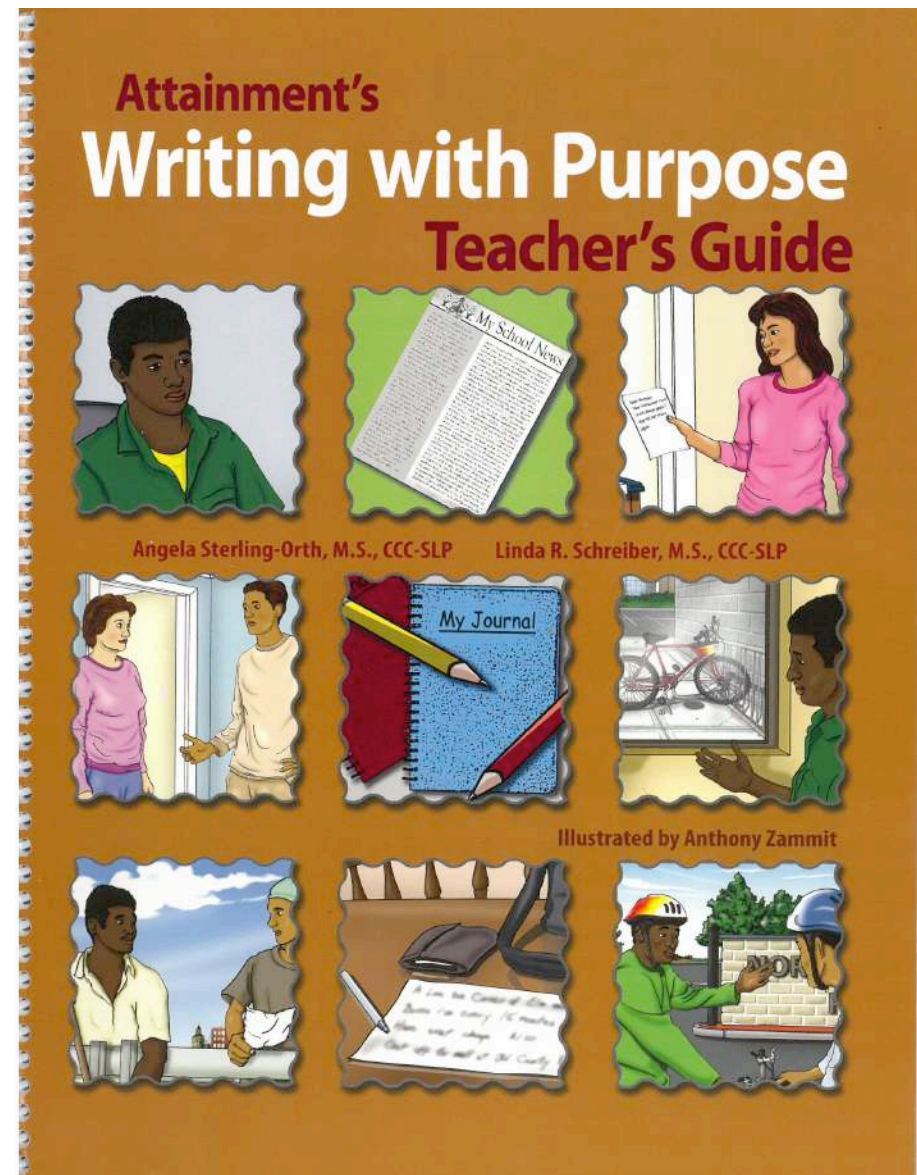
A pumpkin belongs to the vegetable group. Some are small, medium sized, and big. It's also round and orange. It's made from a seed. It has a stem, seeds, and this gooey, mushy stuff inside of it. You can buy them at a farm or a grocery store. You can also use it for a chair if you're playing, or a table or a TV.

**~Eryn Neering**

Fourth Grade  
Zion Lutheran School  
Teacher: Kathy Martin

# Writing with Purpose

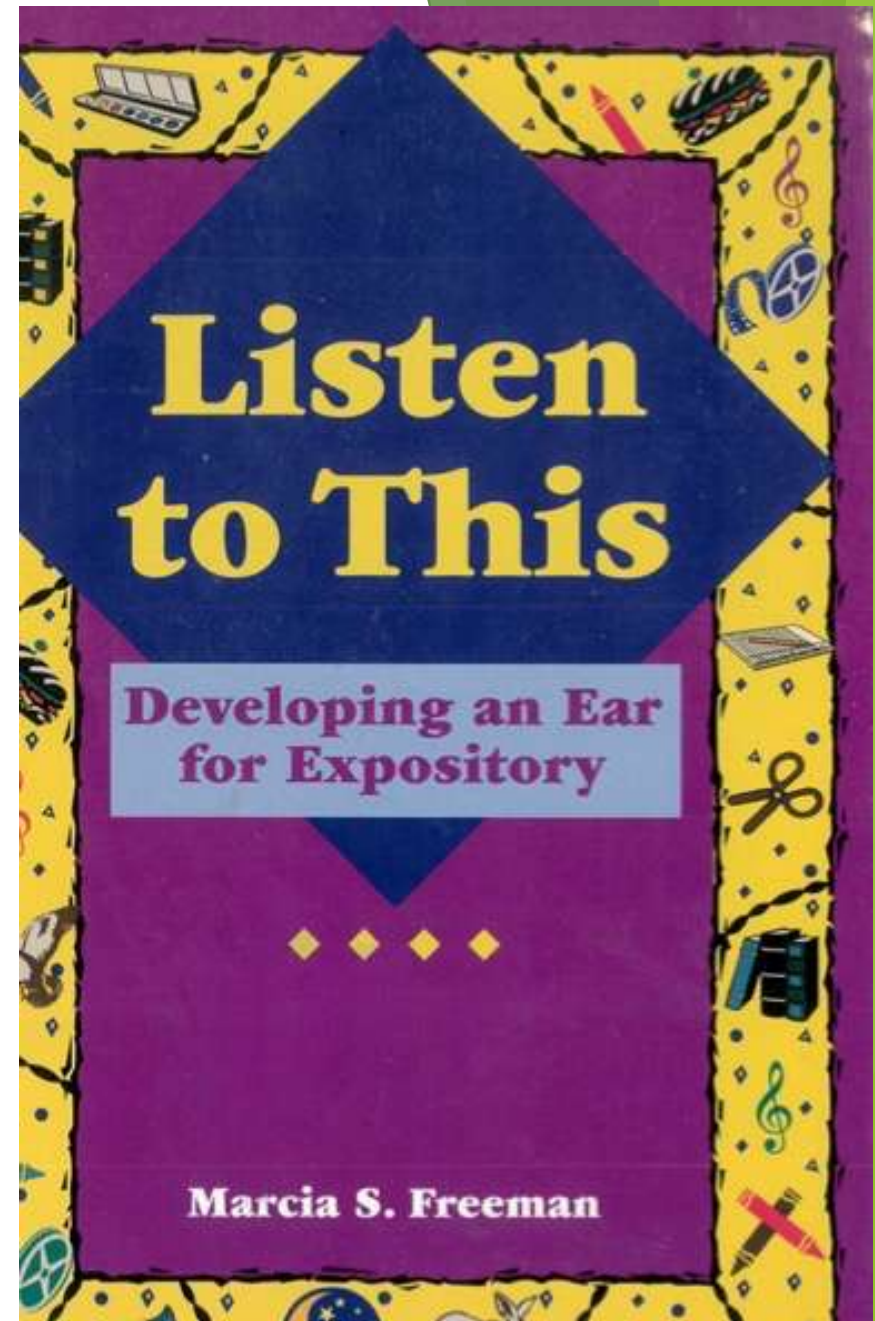
- ▶ Communicative activities
  - ▶ Description
    1. Guess the Object
    2. Describe Self for Job Interview
    3. Lost Backpack Notice
    4. Pet Wanted Ad
    5. Car Purchase
  - ▶ Procedure & Comparison
- ▶ Explicit attn to discourse parts & organization
- ▶ Structural & interactional scaffolds



Sterling-Orth & Schreiber  
(2011). Attainment.

# Ear for Expository

- Grades 4 to 12
- Short expository read-aloud samples
- Topics of interest to students
- Genres
  - Process description
  - Persuasive essay
  - Informational article
  - Opinion article
- Analysis notes on highlighting target expository skills



Freeman (1997)

## Cobwebs To Crosshairs!

by  
Carol Ann Moorhead

Cobwebs in your telescope? Could be — no matter how often you dust!

Imbedded in the lenses of many telescopes are two strands of spider silk. Don't think you can see them? Think again. If you can see the crosshairs in your telescopes, you can see the "cobwebs."

Crosshairs haven't always been made of spider silk. Early astronomers peered past platinum wires and through heavily ruled glass to view and chart the night skies. But by the 1900s, telescope manufacturers were using spider silk for crosshairs.

It's easy to see why. Spider silk is less expensive, easier to stretch into a straight line, and more resistant to extreme temperatures than platinum. It is also much finer. The average strand of spider silk is 1/1,970 of a centimeter wide — about 20 times finer than a human hair!

Now, spider-silk crosshairs are spinning out of existence. According to Alan Hale, president of Celestron International (a telescope maker), spider silk is being phased out in favor of less costly but thicker copper wire. At 1/276 of a centimeter wide, the new copper strands are only 3 times finer than a human hair.

Cobwebs in you next telescope? Not likely — unless you leave the cap off the lens! ✧

## Chocolate

by  
George S. Fichter

Chocolate! Just thinking about a piece of sweet chocolate candy or a cup of foamy hot chocolate can make your mouth water.

Today almost anyone can buy chocolate. But it wasn't always that way. Until the 1500s, chocolate was a secret known only to the people of Central and South America.

In 1519 the Spanish explorer Hernán Cortés reported that the Aztecs in Mexico drank amazing amounts of something they called *chocolatl* (show-co-LAH-tul). This watery, bitter drink was made from mysterious and prized beans from a tree they called *kakahuatl* (ka-ka-joo-AH-tul).

Montezuma, the Aztec king, drank 50 golden goblets of the drink every day. Montezuma's palace staff drank 2000 pitchers of it! Cortes figured that if an Aztec king liked *chocolatl*, a Spanish king would too. So he took some beans back to Europe as one of the fabulous treasures of America.

The Spanish royalty called their new drink chocolate (cho-co-LAH-tay). They sweetened it with sugar or honey and flavored it with cinnamon. The supply of beans was limited and they didn't want to share them with anyone. They kept their chocolate a secret so that, for many years, very few people in Europe knew about chocolate.

The great taste of chocolate reached North America in 1765. That's when the first

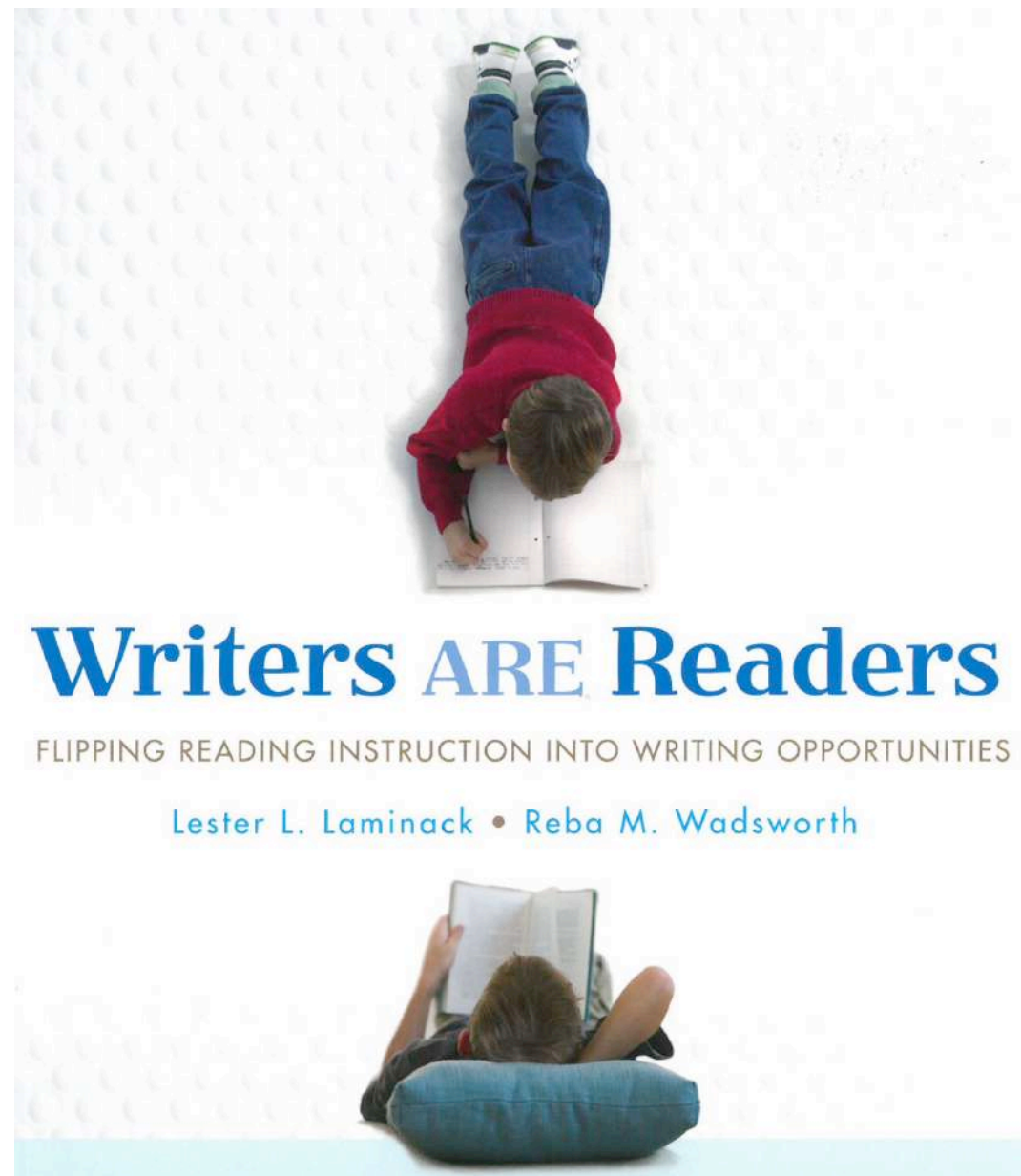
# Writers are Readers

Read *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



# Contextualized Skill Tx for Oral & Written Exposition

1. Word, sentence, discourse, & self-regulatory tx goals
2. Skills-in-activities
3. RISE+
4. Whole-part thematic tx units
5. Classroom & life activities & materials
6. Sketch and Speak
7. Other handy resources

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