

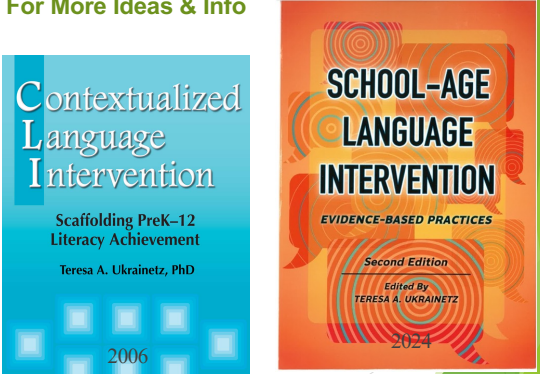
**Expository Strategy Intervention:  
Strategic Choices to Empower  
Students & SLPs**

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Exposit Strategy Tx

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**For More Ideas & Info**



Contextualized Language Intervention  
Scaffolding PreK-12 Literacy Achievement  
Teresa A. Ukrainetz, PhD  
2006

**SCHOOL-AGE LANGUAGE INTERVENTION**  
EVIDENCE-BASED PRACTICES  
Second Edition  
Edited By TERESA A. UKRAINETZ  
2024

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

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**Talk Plan - Expository Strategy Tx**

**Part 1: Fundamentals**

1. Exposition & strategies
2. Strategy instruction
3. Strategic SLP choices

**Part 2: A close look at one intervention**

1. Sketch & Speak
2. Try-out & examples
3. Evidence base

3

**Exposition & Strategies**

Fundamentals

Exposit Strategy Tx

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**Expository Discourse**

- ▶ Non-narrative discourse primarily for informative purposes
  - ▶ Discourse: Unit of language larger than a sentence
  - ▶ Informational or academic monologic talk
- ▶ Characterized by:
  - ▶ Logical links between ideas
  - ▶ Hierarchical organization from central proposition
  - ▶ Generalizing stance, "true-for-all-time"
- ▶ Subgenres:
  - ▶ Description, enumeration, problem-solution, cause-effect, sequence, comparison, argument

Expository Tx

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**The Aim: Career & College (& Life) Ready Learners**

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

CCSS for English Lang Arts & Literacy in History/Social Studies, Science, & Technical Subjects (NGA-CCSSO, 2010), <http://www.corestandards.org>

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## 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 Tx 7

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## 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. Here, watch this.

Expository Tx 8

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## Starting Early - Think like a Scientist

Observe  
\* pay close attention to something  
5 senses - 1 taste  
— listen - hear  
— smell - nose - compare it to something  
— see - color, shape, size  
— touch - gently touch  
— feel - draw picture

1. ear dry skin - Connor helped  
2. the little rock became big under the microscope - Baylor  
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 - small then big with magnifying glass  
7. Rock smell - 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 (wiferd) like vine

We Use Our Senses as Scientists

Expository Tx 9

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## Read & Write 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 sentences

Step 4  
Reread the question, reread your answer  
• Did you answer the whole question?  
• Does your answer make sense?

Expository Tx 10

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## Report Like A Scientist

**Title Page** - A good title is a statement describing the experiment. It may be written in the form:  
The Effect of (changes in the Independent Variable) on the (Dependent Variable).

**Introduction** - Thesis or topic sentence should include a statement of the problem or question being investigated. Key ideas should include relevant background information with supporting details. The concluding sentence should be a statement of the hypothesis (best educated guess prediction about the outcome of the experiment) and should be in an if/then format demonstrating cause and effect.

**Methods** - Should include:  
Materials List and Procedure - Write this in enough detail so that someone else could repeat your experiment. Don't forget to address control and treatment groups, controlled variables (constants), specific operational definition related to your dependent variable, and sample size.  
Modifications - Also if you deviate from your original experimental design you should discuss the changes and reasons for them.

**Results** - The results section should include a paragraph pointing out the trends in the data as well as your data represented in tables and graphs. Both tables and graphs should have a descriptive title. Tables are Tables and graphs are Figures. For example: Figure 1: The effects of workout time on body mass index. Also, be sure that you label things appropriately and always include units.

**Conclusions** - Thesis statement or topic sentence should be a restatement of your problem or question that you are investigating. Additionally, you should revisit your

Expository Tx 11

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## Teaching Challenges

- ▶ No basic organization like story grammar
  - ▶ Many expository genres with variable structures
  - ▶ Multiple genres in one communicative event
  - ▶ Dependence on signaling devices
- ▶ Content difficult
  - ▶ Lexical & syntactic complexity
  - ▶ Scientific, factual, logical, precise
  - ▶ Affected a lot by prior topic knowledge
- ▶ Achieving purpose difficult
  - ▶ Decoding & writing competence to compose and deliver
  - ▶ Knowledge transmission: Audience knowledge and needs
  - ▶ Rhetorical: hold audience w/o sociability of conversation or magic of story

Expository Tx 12

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### Expository Intervention - *So Big!*

- ▶ Search domains: Expository intervention, reading comprehension, writing composition, writing-to-learn/writing-to-read, psychology of learning, disciplinary literacy
- ▶ Strongest research support
  - ▶ Learning strategies & text structure analysis
- ▶ Other important instructional areas:
  - ▶ Vocabulary instruction
  - ▶ General and specific topic knowledge
  - ▶ Extended discussion of text meaning
  - ▶ Extended writing
  - ▶ Writing for variety of communicative purposes
  - ▶ Self-regulation and executive function

See Ukrainetz (2024) AJSLP tutorial

Exposit Strategy Tx 13

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### Strategy

- ▶ Action selected deliberately to achieve particular goal
- ▶ Short-term, general problem-solving procedure to highlight info and guide attentional focus
- ▶ Overall, genre, specific, disciplinary:
  - ▶ My strategy is to do just enough to pass the test
  - ▶ My strategy is TREE (Topic sentence, Reasons, Examples, Ending)
  - ▶ My strategy is to stop and say meaning of each bolded word 3x
  - ▶ My strategy is to create flowcharts for biological processes
- ▶ Single strategy or combination/sequence of multiple strategies

Plus strategic use of strategies: *Knowing what to do when why*

Exposit Strategy Tx 14

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### Strategy Terminology

- ▶ Reading, comprehension, study, writing strategies
- ▶ Teaching and learning strategies
- ▶ Cognitive, metacognitive, or self-regulatory processes
- ▶ Procedures, tools, or behaviors
- ▶ Grouped by:
  - ▶ Task type (reading vs. writing)
  - ▶ Timing (before, during, or after a task)
  - ▶ Visibility (e.g., mental retrieval vs. writing notes)
  - ▶ Mental demands (e.g., memorization and rehearsal vs. elaboration and transformation)

Strategy Tx 15

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### Strategies/Procedures with Firm Scientific Basis

1. Comprehension monitoring
2. Question generation
3. Summarization
4. Paraphrasing
5. Graphic organizers
6. Text structure analysis
7. Context cues for word learning
8. Mnemonics for steps or parts
9. Note taking
10. Mental retrieval

- ▶ Definitely help comprehension & expression
- ▶ Strong evidence for instructional benefits
- ▶ Qns re:
  - ▶ Amounts & combos of strategies
  - ▶ Combining content & strategy instruction
  - ▶ Self-regulated use

Filderman et al., (2022), Kamil et al. (2008), Gersten et al. (2001), Graham et al. (2016), Karpicke & Roediger (2008); Kobayashi (2006); NRP (2000); Peterson et al. (2020); Pyle et al. (2017); Shanahan et al. (2010), Swanson et al. (2014)

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### TWA Strategy Checklist *Seems Simple?*

	When to Think	Strategy	Done?
<b>T</b>	Think before reading	The author's purpose What you know What you want to learn	_____ _____ _____
<b>W</b>	While reading think about	Reading speed Linking what you know Rereading parts	_____ _____ _____
<b>A</b>	After reading think about	The main idea Summarizing information What you learned	_____ _____ _____

Exposit Strategy Tx Mason et al. (2013) 17

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### Purposeful Engagement

*Strategies (and skills) can be applied for many reasons including expertise, repeated practice, compliance with directions, luck, and naïve use*

*Strategies that we teach are rude approximations of what expert readers occasionally engage in*

1. Multiple, simple, flexible strategies
  - ▶ Matched to purpose and context
  - ▶ No "best" strategy
2. Teaching process should engender
  - ▶ Purposeful engagement with texts
  - ▶ Active participation with meaning-making
3. Scaffold students toward self-regulated use beyond taught contexts
  - ▶ More than short-term near-transfer to novel topic texts

Filderman et al. (2022), Gersten et al. (2001), Paris et al. (1991)

Exposit Strategy Tx 18

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### Effective Strategy Instruction

1. Cognitive modeling of *when, why, how* → *what*
2. Practice with feedback
3. Control task difficulty
4. Use small interactive groups
5. Specific strategy format
6. Have students maintain mindful engagement
7. Self-monitor speed and re-read parts
8. Connect to subject area instruction
9. Systematically support into independent use
10. Teach flexible purposeful use in varied contexts

Kamil et al. (2008), Gersten et al. (2001), NRP (2000), Scanlon et al. (1996), Shanahan et al (2010), Swanson et al. (2014)

Exposit Strategy Tx 19

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### Intervention Framework

- ▶ **Tx goals:** Skills & strategies for noticeable changes in whole activities
- ▶ **Contextualized skill whole-part**
  - ▶ Communicative activities w/ tx skills highlighted
    - ▶ Assist, avoid, ignore non-tx goal skills and strategies
    - ▶ Simple practice tasks for individual tx skills
- ▶ **Key tx elements: RISE+**
  - Repeated opportunities for skill learning
  - Intensity of instruction
  - Systematic support of tx skills
  - Explicit focus on targeted skills
  - + **Learner:** attention, motivation, & engagement

Exposit Strategy Tx 20

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### Structural Scaffolding for Strategy Tx

1. **Content coherence**
  - ▶ Known info
  - ▶ Provided source
  - ▶ Content coherence in tx activity or unit
2. **Controlled difficulty texts**
  - ▶ Simplified for another reason
  - ▶ Well structured
  - ▶ Revise and adapt as needed
3. **Avoid decoding issues**
  - ▶ Shared reading
  - ▶ Familiar texts
  - ▶ Listening to texts
4. **Minimize writing**
  - ▶ Cooperative projects
  - ▶ Bulleted notes
  - ▶ Pictography

Exposit Strategy Tx 21

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### Texts for Learning & Practice

1. **Informational text:** Identifying main idea of multiple paragraphs in an article
2. **Sets of passages:** Repeated, equivalent opportunities for learning and practice
3. **Excerpted passages:** From social studies and science texts or source articles for class projects
4. **Trade sources:** Books, magazines, websites match classroom topics or student interests
5. **Online teaching sources:** By topic, subject, grade level (e.g., readworks.com, a-z animals.com, wikipedia)
6. **Modified texts:** Systematic changes to simplify or highlight elements

Exposit Strategy Tx 22

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### Quick Read Reading Fluency Passages: Re-purposed



**Finding Out About Dinosaurs**

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

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

Paleontologists have found many dinosaur bones.

Hiebert (2002) www.pearsonlearning.com

Exposit Strategy Tx 23

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### QuickRead Level C Topics

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


Exposit Strategy Tx 24

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### Armadillo Excerpt

<http://a-z-animals.com/animals/>

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, wolf-like ~~Exposit Strategy Tx~~ cougars.



#### Armadillo Facts

Kingdom: Animalia  
Phylum: Chordata  
Class: Mammalia  
Order: Cingulata  
Family: Dasypodidae  
Genus: Dasypus


Scientific Name: Dasypodidae  
Type: Mammal  
Diet: Omnivore  
Size (L): 36cm - 75cm (14in - 30in)  
Weight: 4kg - 30kg (9lbs - 66lbs)  
Top Speed: 48km/h (30mph)  
Life Span: 4 - 12 years

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### Panning for History

Michael Stahl

## ReadWorks Passages



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!

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## 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

Exposit Strategy Tx 27

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## Whose Strategy Is It? Teaching Tool vs. Learning Tool

SLP uses strategy on students to improve their language skills and curricular knowledge?

OR

SLP teaches student to use strategy in other contexts to improve their language and learning?

- ▶ Who is in control of strategy use?
- ▶ What is the tx goal?
- ▶ What are indicators of progress?

Exposit Strategy Tx 28

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## Tx Goals on Process vs. Product

Goal 1 Process	Jaden will use note-taking and oral practice strategies to turn ideas from expository texts into written reports with minimal support at 80% accuracy of strategy use based on SLP data
Goal 2 Product	Jaden will improve his recall of grade-level expository texts in structured tasks with minimal support at 80% accuracy of information recall based on SLP data

Strategy Tx 29

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## Text Preview & Signal Awareness Strategies

Handling textbooks and other information sources

Ukrainetz (2015, 2016, 2024)

Exposit Strategy Tx 30

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## Common Text Signaling Devices

- ▶ Cover pages
- ▶ Title
- ▶ Table of contents
- ▶ Forward or preface
- ▶ Headings and subheadings
- ▶ Highlighted phrases and words
- ▶ Key opening phrases
- ▶ Lists
- ▶ Sidebars and boxes
- ▶ Pictures and captions
- ▶ Charts, graphs, maps
- ▶ Inset photos
- ▶ Glossary
- ▶ Index

Novels < Informational Books < Magazines < Websites

Exposit Strategy Tx 31

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## Why Signaling Devices Matter

Guide reader (and writer) speedily and accurately through expository texts (Lorch et al., 2011)

- ▶ Show and amplify organization - sequential, hierarchical, importance...
- ▶ Central ideas or direction of a piece of text
- ▶ How each part relates to prior and next material
- ▶ Support analysis and synthesis of information
- ▶ Locate main ideas and details of passages
- ▶ Get sense of topic & concepts, terminology & vocabulary

Exposit Strategy Tx 32

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## Signal Expectations

Read the index below from book about colonial times:

Adams, Benjamin 34  
Adams, John 38  
Clothing styles 12  
Crafts 6  
Commerce 22  
Gardens 25  
Lumber trade 29  
Main Streets 32  
Trade(s) 22-24, 36-40  
after the American Revolution 22  
before the American Revolution 37  
China 24  
lumber 29  
Sewing 7  
Strawbery Banke 23  
Washington 12

1. If you wanted to find info about food in colonial times, where is the BEST place to look?  
a. page 6                      c. page 23  
b. page 25                     d. page 32

2. What is the MAIN reason there are four entries under Trade(s)?  
a. The book is about trade during colonial times.  
b. The book discusses different topics about trade.  
c. Trade is a difficult topic to understand.  
d. Trade was very important during colonial times.

NECAP 2005 Gr4 Rdg Expectations  
[www.narragansett.k12.nh.us/resources/ncap%20support/gle\\_support/reading/end4/a\\_brick.htm](http://www.narragansett.k12.nh.us/resources/ncap%20support/gle_support/reading/end4/a_brick.htm)

Exposit Strategy Tx 33

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## RAPTOR!

THE MOST NASTY DINOSAURS

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

Exposit Strategy Tx 34

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## UTAH RAPTOR

**AUTHOR'S NOTE**

"You ought to write a book on raptors." That's what Steven Spielberg, director of the film *Jurassic Park*, said to me one day on the set of the movie. I was one of the film's science advisers, invited by Mr. Spielberg to help make sure that the dinosaurs in his movie looked as realistic as possible. Since he knows something about dinosaurs (and a great deal about what people like), I took his suggestion seriously.

**Acknowledgments**

In addition to a thank-you for Dr. Currie's patient and expert attention to this book, special thanks go to Drs. Yoichi Azuma, Peter Dodson, James Kirkland, Mark Norell, John Ostrom, and Alan Turner for their kind advice. I am delighted that this subject could lure talented artist David Peters back to painting dinosaurs and attract the editorial skill of Jackie Home. I am grateful to both for their enormous contributions to this book.

Which was the meanest raptor of them all? Perhaps the smallest, *Vibrocaptor* (veh-LOS-ih-RAP-tor), which means "swift hunter."

**WHAT IS A RAPTOR?**

When many of us think of raptors, the vicious human-size villains of the book and movie *Jurassic Park* leap to mind. In the words of a *Jurassic Park* guard, raptors are "as smart as chimpanzees and as fast as cheetahs." But the book and film are fiction. Although it is based on science, *Jurassic Park* makes many dramatic exaggerations about dinosaurs. The real raptor dinosaurs were no smarter than ostriches and no faster than poodles. Some raptors were also smaller than poodles, and kicked with the other, while others like a *Utah Raptor*.

**NAME:** *Utahraptor ostrommaysi* (YEW-raw-RAP-tor OS-trom-MAI-see)  
**WHERE:** Utah  
**MEANING:** Utah hunter, plus a combination of two names that of scientist John Ostrom and of Chris May, founder of Dinosauria, Inc., a robot dinosaur company  
**SKULL LENGTH:** Unknown  
**WEIGHT:** 1,000 pounds (450 kilograms)  
**PERIOD:** Late Early Cretaceous, 125 million years ago  
**FOSSILS FOUND:** Parts of skull, snout, teeth, hip, feet, hands, and tail  
**PLACE:** Utah  
**ENVIRONMENT:** Dry savanna-like environ-ment with some palmlike trees and streams and lakes  
**POSSIBLE PREY:** Four-legged raptors for 60 feet (18.3 meters) long. I other dinosaurs large and small  
**KILLER CLAW:** Hand claws 10 1/2 inches long. Toe claws 11 inches long  
**SKULL:** Judging from the frag-ments of the jaw that has been found, powerful jaw and large, serrated molar skull remains, though it is how strong its senses were or how keen its vision might have been.  
**BUILD:** *Utahraptor* was very pe with leg bones as thick as the *Allosaurus* (ah-LOSS-oh-see). Dr. Cu was too big and heavy to leap smaller raptors and may have bit and kicked with the other, while others like a *Utah Raptor*.

IDAHO WYOMING  
NEVADA  
UTAH COLORADO  
UTAH RAPTOR DISCOVERY SITE

Exposit Strategy Tx 35

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## Text Preview

- ▶ Intentionally check text organization and info location
  - ▶ Why am I looking? Where do I look?
- ▶ Activate mental schema of structure and content
  - ▶ This is an opinion article so should have pros and cons
  - ▶ This is about mule deer so should have appearance, diet, habitat, threats
- ▶ Introduce important vocabulary and concepts
- ▶ Allow judgment of time and effort vs. value of information
- ▶ Good learners do active preparatory work habitually
  - ▶ Weaker learners none or "how much" strategy

Exposit Strategy Tx 36

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## Teaching Text Preview Study

Kelley and Clausen-Grace (2008, 2010)

- ▶ **Qn:** Effect of text preview for reading comprehension?
- ▶ **Method:** 4<sup>th</sup> graders stratified by reading level and randomly assigned to 3 1-session conditions:
  1. Predict-Read: Write predictions about human body from science text, read silently, answer qns
  2. Discuss-P-R: Talk about human body with textbook closed; predict, read, answer qns
  3. Preview-P-R: **Text feature walk** prior to write predictions, rdg text, answer qns
- ▶ **Results:** Preview-P-R > Predict-Read > Discuss-P-R

Exposit Strategy Tx 37

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## Text Preview Tx Procedure

1. Intro text and tx goal of Text Preview strategy
2. Identify purpose of doing the reading & make signal predictions
3. Travel through text with shared skimming
  - ▶ Type of text
  - ▶ Topics covered
  - ▶ How organized
  - ▶ What shows important points
  - ▶ Summary locations
  - ▶ Signal labels
4. Check-off list for features
5. Cognitive model thru think-aloud
  - ▶ Signals present, what it says, if helpful
6. Return to predictions to confirm or modify
7. Do again and again...

Exposit Strategy Tx 38

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## On Alert for Text Signals in World



- ▶ Teach awareness of information vs. enticement vs. distraction
- ▶ Not big job of content evaluation
- ▶ Smaller job of noticing signals
- ▶ Could be tied to student use in own projects

INGREDIENTS: SUGAR, WHEAT, CORN SYRUP, HONEY, CARAMEL COLOR, SALT

Exposit Strategy Tx 39

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## Coaching toward Student Ownership

- ▶ **Purposes**
  - ▶ Single specific purposes
  - ▶ Multiple or vague purposes
  - ▶ Answer their own study questions
- ▶ **Classroom practice**
  - ▶ Selected or crafted situations
  - ▶ Low stakes tasks
  - ▶ Then "take-what-you-get" classroom applications
- ▶ **Texts**
  - ▶ Familiar to new content
  - ▶ Varied text type & length
  - ▶ Print and online
  - ▶ Signals as help to hindrance
  - ▶ Good to poor text structure
- ▶ **Student & Educator Perspectives**
  - ▶ A strategy I could use
  - ▶ A strategy I would use
  - ▶ Obstacles and opportunities

Exposit Strategy Tx 40

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## Permission to be a Strategic Learner

- ▶ Text Preview legitimate, smart way of learning
  - ▶ Search, skim, selectively read text
  - ▶ All or parts of article/chapter/section/book
- ▶ SLP get to know classrooms and help students navigate
  - ▶ Encourage teachers to give reasons and purposeful overviews of readings
  - ▶ Student practice figuring out reason for reading in devised scenarios and match approach to purpose

Exposit Strategy Tx 41

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## Managing Information Sources

### Learning Strategy of Reading Purposefully & Strategically

- Text Preview to familiarize with the source
- Gist reading for content impressions
- Close reading for textual evidence
- Strategic reading for specific info

*Tx Goal: Johan will select the **approach to reading** an expository text based on the stated purpose from grade-level science passages at 80% accuracy based on SLP data*

Exposit Strategy Tx 42

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**Summarize & Main Ideas Strategies**

Important and memorable ideas from sources

Exposit Strategy Tx 43

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**Summarization "Strategy"**

- ▶ Strategy with strongest research evidence of benefit to reading comprehension
- ▶ But are studies about summarizing or identifying main ideas?
  1. After read, return to identify explicit/inferred main idea & supporting ideas from section of text and combine into well-structured summary
  2. As read, stop to identify & paraphrase explicit or inferred main ideas of short section of text
  3. As read, periodically stop to say impression of main ideas of text without specific textual evidence
- ▶ Often involve complicated teaching procedures & mnemonics
  - ▶ Reynolds & Perin (2009): STRUCTURING + note-taking vs. PLAN & WRITE + self-regulation → summaries
  - ▶ Stevens et al. (2019): *Get the Gist* + text structure → main ideas

Exposit Strategy Tx 44

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**Rule-Governed Summary Construction**

Identify, select, infer topic statement; sort out supporting, minor, redundant, irrelevant statements; build into coherent summaries

1. Read passage
2. List key points
3. Combine related points into single statements
4. Cross out least important points
5. Re-read list
6. Combine and cross out more points
7. Renumber points in logical order
8. Write points into paragraph in numbered order
9. Add connective words to make it flow

Sheinker & Sheinker (1989), Reynolds & Perin (2009)

Exposit Strategy Tx 45

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**Build a Fossil Paragraph**

**Finding Out About Dinosaurs**

How do we know that dinosaurs lived long, long ago? There are people who find out about dinosaurs. They are called "paleontologists. Paleontologists learn about dinosaurs from fossils. Fossils are the things left over from long ago, such as dinosaur bones and eggs. Fossils are found" under the ground and in rocks. Paleontologists dig in the ground and look at rocks to find fossils. By looking at fossils, paleontologists can learn "if a dinosaur was small or large. Fossils also help paleontologists learn where a dinosaur lived on land, how fast it moved, and what it ate."

from Hiebert QuickReads

**Meat-Eating Dinosaurs**

The teeth that are found in fossils help us know what dinosaurs ate. When dinosaur teeth are long and sharp, we know "that these dinosaurs ate meat. Meat-eating dinosaurs came in many sizes. The dinosaurs' long, strong legs helped them run after other animals. Meat-eating" dinosaurs had short arms. Their arms ended in sharp claws. These sharp claws were used to tear at other animals. One of the biggest of" the meat-eating dinosaurs was Tyrannosaurus rex. The word *rex* means "king." We call Tyrannosaurus rex the "king of the dinosaurs" because of its large size."

Exposit Strategy Tx 46

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**Finding Main & Supporting Ideas about Fossils**

1. Fossils tell about dinosaurs. (implicit)
2. Fossils are bones and eggs found under the ground. (explicit paraphrased)
3. Fossils tell dinosaur size, where it lived, how big it was, how fast it moved, and what it ate. (summarized)
4. The shape of dinosaur teeth tell us what it ate. (explicit & implicit)
5. Meat-eating dinosaurs had long, sharp teeth. (explicit)

↓

*Fossils tell us about dinosaurs. Fossils are buried bones and eggs. The shape of dinosaur teeth tell us what they ate. Meat-eaters had long, sharp teeth.*

Exposit Strategy Tx 47

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**But What's a Main Idea??**

**Wong et al. (1986), 7<sup>th</sup> gr LD**

- ▶ Multiple baseline tx study: teach students to compose well-structured summaries
- ▶ Tx: Underline and paraphrase main idea of simple paragraphs

*Mr. Brown was getting angry. His face was bright red. His pupils seemed to enlarge in size suddenly. His body began to shake. His voice was becoming louder and louder.*

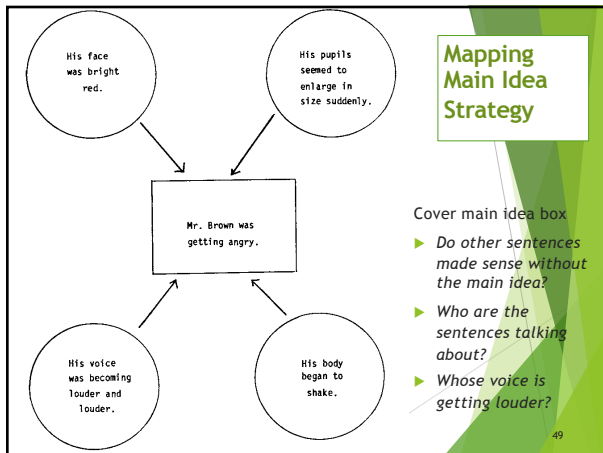
*Students identified random sentences; frustrated*

→ STOP & teach main idea identification first

1. In single then double paragraphs with topic sentences
2. Then paraphrase & supporting details
3. Then on classroom social studies texts

Exposit Strategy Tx 48

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**Mapping Main Idea Results**

Wong et al. (1986)

- ▶ 1 mth of 3x30min/wk → improve identify & paraphrase main ideas
- ▶ 3 mths of 3x30min/wk → improve summarize & recall social studies passages
- ▶ 6/8 maintained use 1 mth post-tx + transfer to science texts
  - ▶ 2 quickly learned, maintained & modified use, showed ownership
  - ▶ 2 little motivation, slow learning, lack of retention, “fundamental disengagement with academic learning”

→ Variable competence after a lot of teaching

→ But still teacher-directed learning strategy

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**Text Structure to Identify Main Ideas**

Stevens et al. (2019), 4<sup>th</sup> & 5<sup>th</sup> gr LD

- ▶ 25 small group lessons
- ▶ Where is main idea? Location of main ideas in description, prob-solution, sequence, compare-contrast
- ▶ Get the Gist strategy
  1. Identify who or what passage about
  2. Identify most important idea about who or what
  3. Write gist of passage
- ▶ Fix-up strategies: Reread & check headings & expository type for clues to important ideas
- ▶ Results:
  - ▶ Tx > No-Tx Control: transfer to novel texts of identify text structure & main ideas
  - ▶ No diff: far-transfer standardized measure of reading compreh

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**Expository Strategy Intervention - So Far**

1. Exposition & strategies
2. Strategy instruction
3. Strategic SLP choices
  - ▶ Text preview & review
  - ▶ Main ideas & summarize

Next up: Sketch and Speak expository strategy intervention (handout includes Part 1 references)

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**Talk Plan - Expository Strategy Tx**

**Part 1: Fundamentals**

1. Exposition & strategies
2. Strategy instruction
3. Strategic SLP choices
4. Some strategies to teach

**Part 2: A close look at one intervention**

1. Sketch & Speak
2. Try-out & examples
3. Evidence base

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**Sketch & Speak Expository Strategy Intervention**

With Amy Peterson, M.S., CCC-SLP, Ph.D. University of Wyoming

Thanks to Catherine Ross, M.S., CCC-SLP Happily retired!

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### An SLP Expository Strategy Intervention

To understand, recall, speak, & write expository discourse

- ▶ Contextualized skill intervention
- ▶ Students beyond the early grades
- ▶ Distinctive competencies & opportunities of school SLPs
- ▶ Teaching and learning strategies
- ▶ Easily taught and learned
- ▶ Noticeable, motivating changes in component skills & whole purposeful academic-communicative events

Strategy Tx 55

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### Pictography: Quick & easy, just enough to remember

- ▶ Clinical & research evidence of teachability & benefits (McFadden, 1998; Ukrainetz, 1998; Ukrainetz, 2015)
- ▶ Pictography > write/draw for oral narrative length & quality
- ▶ Simple, flexible, accessible, appealing tool across ages

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### Note Taking Emerges From Pictos

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### Choreography-Pictography Notes

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The axolotl, or Mexican salamander is originally from southcentral Mexico, but few exist there anymore. Axolotls are sometimes called Mexican walking fish because they look like fish with legs.

Axolotls are neotenic amphibians. This means that, unlike frogs, toads, and other salamanders, they do not go through metamorphosis.

Metamorphosis is when aquatic babies develop into adults with lungs, legs, and eyelids, so they can move onto land. Axolotls do not go through this full change, and continue to live and breathe under water.

Topic: Axolotl	Topic: Axolotl
Introduction: I learned about axolotl.	Introduction: I learned about the axolotl.
Group & Location	Group & Location: southcentral Mexico MEXICO CITY
Habitat: (drawing of water)	Habitat: underwater
Appearance & Behavior: (drawing of axolotl)	Appearance & Behavior: fish legs research

**Expository Notes + Talk**

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### Note-Taking & Oral Practice Strategies

<p><b>Reduce source text to notes</b></p> <ul style="list-style-type: none"> <li>▶ Select info from whole</li> <li>▶ Abbreviate &amp; condense to key words &amp; phrases</li> <li>▶ Minimize writing, punctuation, spelling</li> <li>▶ Transform to icons, diagrams, graphs</li> <li>▶ Re-organize info &amp; combine with other notes</li> </ul>	<p><b>Expand notes into own words</b></p> <ul style="list-style-type: none"> <li>▶ Retrieve idea represented from note</li> <li>▶ Expand into own full oral sentence</li> <li>▶ Rehearse to retain ideas and words</li> <li>▶ Compose into own text product</li> <li>▶ Rehearse whole text</li> </ul>
--	---

Active learning: Reduce, transform, reorganize, retrieve, expand, connect, rehearse with effort & accountability

Arnold et al., 2017; Bretzing & Kulhavy, 1979; Chang & Ku, 2015; Karpicke & Roediger, 2008; Karpicke et al., 2009, 2014; Lee et al., 2008; Kobayashi, 2006; McDaniel et al., 2009; Slotte & Lonka, 1999

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**Sketch & Speak - Essential Elements**

Select a memorable sentence from an article

↓

Note the idea simply (in words or pictos)

↓

Say the sentence fully

↓

Say the sentence again

↓

Repeat for each memorable idea from article

↓

Then say all the sentences - make open/close notes & sentences - and say again

Exposit Strategy Tx 61

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**Try it - Picto #1**

Then - Say Sentence & Say It Again

Exposit Strategy Tx 62

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**Picto #2 -**

Then - Say Sentence & Say It Again

Exposit Strategy Tx 63

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**Picto #3-**

Then - Say Sentence & Say It Again

Exposit Strategy Tx 64

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**Finish Your Report**

Write simple open/close notes:

"want to tell you \_\_\_"

"hope you enjoyed \_\_\_"

↓

Say full open/close sentences  
And say them again

↓

Say whole report  
And say it again

Exposit Strategy Tx 65

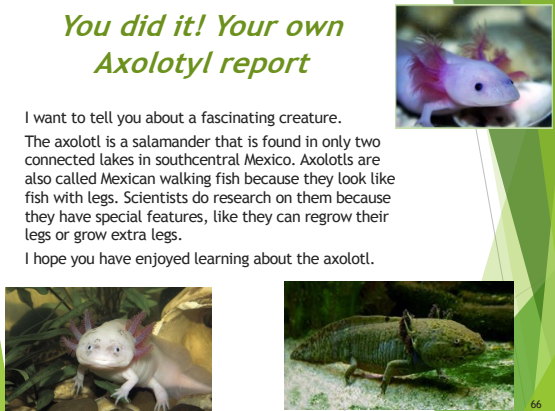
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**You did it! Your own Axolotyl report**

I want to tell you about a fascinating creature.

The axolotl is a salamander that is found in only two connected lakes in southcentral Mexico. Axolotls are also called Mexican walking fish because they look like fish with legs. Scientists do research on them because they have special features, like they can regrow their legs or grow extra legs.

I hope you have enjoyed learning about the axolotl.



Exposit Strategy Tx 66

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### Paired Tx Sessions - One Note Strategy At A Time Double Opps for Oral Practice Strategy & Text Content


Session 1 - Pictography Notes	Session 2 - Bulleted Notes
1. Read aloud article with print in view	1. Say full report from pictography
2. Identify important or interesting idea	2. Check any against article if needed
3. Turn idea into <i>quick &amp; easy, just enough to remember</i> picto note on formatted notesheet	3. Say sentence from picto then reduce to <i>quick &amp; easy, just enough to remember</i> bulleted note on new form
4. Say full sentence from picto	4. Say full sentence again – revise if needed – and say again
5. Say full sentence again – revise for quality or accuracy – and say again	5. Repeat #3-4 for each pictography-to-bulleted note
6. Repeat #1-5 for each text idea until text read with 7-10 pictos	6. Say opener/closer, add notes, & say again
7. Say full oral report from pictos & say it again	7. Say full report from bulleted notes & say it again

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### Say Full Sentences From Pictography

Topic Cassowary

Group & Location	
Habitat	
Appearance & Behavior	
Food	
Special Characteristics	



Exposit Strategy Tx

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### Oral Report from Pictography

Topic Amur

This is what I learned about the amur

Group & Location	
Habitat	
Appearance & Behavior	
Food	
Special Characteristics	

This is what I learned about the amur so far.




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### Oral Report from Bulleted Notes

Topic Cassowary

I'm going to help about the cassowary

Group & Location	<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 2nd</li> <li>• 3rd tallest</li> <li>• indangered 1 = 10</li> </ul>



This is what I know about the cassowary

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### Tyrone Self-Talk

**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

Ukrainetz, 2019

Exposit Strategy Tx

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### Extended Sketch & Speak

Sessions 1-6	Three cycles of paired notations on 3 topic area texts
Session 7	Text #4 with choice or mix of notation format
Session 8	Informational brochure with dictation to SLP, compare to source; illustrate, title, author
Session 9	Intro whisper rehearsal, small group presentation, record & compare to notes
Session 10	New text topic area, choice of notation, create oral report with strategies
Session 11	Whisper rehearsal, classroom presentation, demo strategies
Session 12+	Evaluate & plan more independent use, text choice, test study, multiple texts for inquiry project...

Exposit Strategy Tx

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I hope you learned something new about these animals.

Made in speech (4/20/17) by Aiyah (4/20/17)

### Who are these animals?

By Aiyah

**Oral Report**

**Dictated Brochure**

**Cassowary**

I will teach you about the cassowary. The cassowary is a big bird. It has wings, but it cannot fly. The cassowary lives in Australia. Its habitat is in the jungle. The people are afraid of it because their appearance is that they have black feathers and they have pointy claws. The cassowary lays eggs and then they leave the eggs with the father until they hatch. The hatchlings eat one beetle, two crickets, and three insects. The girl cassowary is taller than the boy. They have no natural predators. Help this animal!

**Aye-Aye**

I will teach you about the aye-aye. The aye-aye lives in Madagascar. They live in a jungle. They change their nest every day. They have claws and the middle one is double jointed so they can take out bark. They eat wood-boring grubs. It has a baby just like a human does. Their appearance is that they have long, hand-like, black fur, and a pointy nose that is pink. The female has an eye that is white, black, and pink. They use their middle finger to scrape out the grubs. People are afraid of the aye-aye because it they look at them, their eyes become blood red. People are trying to build a special habitat for the aye-aye to live in. Please help build this island.

**Acrobat**

I will teach you about the acrobat. It lives in Mexico. Its habitat is in a jungle. They change their nest every day. They have claws and the middle one is double jointed so they can take out bark. They eat wood-boring grubs. It has a baby just like a human does. Their appearance is that they have long, hand-like, black fur, and a pointy nose that is pink. The female has an eye that is white, black, and pink. They use their middle finger to scrape out the grubs. People are afraid of the aye-aye because it they look at them, their eyes become blood red. People are trying to build a special habitat for the aye-aye to live in. Please help build this island.

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### Pete Scores!

Topic: Personal Life

Participant: Jordan Instructor: Thuridison Date: 4/20/17

Personal Life	
High School and College Career	
Professional Highlights	
Other Accomplishments	
Interesting Information	

Next time you can maybe watch show about Basketball or even study Basketball.

JORDAN

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### Jim Thorpe - Amazing Athlete

The prestigious Jim Thorpe Award is given annually to the best defensive back in college football. However, few people know the amazing story of the athlete behind the name.

Jim was an American Indian of the Sac-and-Fox Nation. He and his twin brother were born in 1887 in Indian Territory in Oklahoma. When Jim was 9 years old, his brother died. His mother passed away few years later. He and his dad did not get along, so Jim moved away to Carlisle Indian School in Pennsylvania for high school and college.

Jim's first competitive sport at Carlisle was high jump. He was strolling past a team practice and decided to try it. He was only 5'8" and his impromptu jump was a school record of 5'9". In football, Jim won All-American athlete awards, leading his team in wins over famed college teams like Harvard and West Point. Jim also competed in baseball, lacrosse, hockey, and boxing. He even won an intercollegiate ballroom dance championship.

Jim trained hard, but also used close observation and mental visualization. He studied other athletes moves and then imagined how to accomplish them better. On the ship going to the 1912 Olympics in Sweden, Jim was stretched out on a deck chair when a reporter asked why he was not training, and Jim replied that he was and had just leaped a winning 23 feet in his mind.

At the Olympics, Jim won golds in pentathlon and decathlon. These competitions consist of five- and ten-event combinations of three running distances, hurdles, long jump, high jump, pole vault, along with shotgun, discus, and javelin throws, all in two days. On his second day of competition, Jim's shoes went missing. His coach found two different shoes somewhere, just in time for the high jump. Jim laced up and won it. Next he set a hurdles record that held for more than 40 years. His final event was the 1,500-meter race, which is almost a mile. In his mismatched footwear, Jim burned up the track in just 4 minutes 40 seconds. No Olympic decathlete would beat that time for 60 years.

Soon after his Olympic wins, a terrible thing happened. For a long time, there was an idea that amateur athletes should play only for the love of sport, not for money. Jim was stripped of his medals when it was discovered he had played semi-professional baseball before the Olympics.

After the Olympic debacle, Jim went on to professional careers in baseball, football, and basketball. He played outfield for six seasons in Major League Baseball. For the American Professional Football Association, which became the NFL, Jim led his team in winning three national championships in four years. Jim also played on all-Indian football and basketball teams.

Jim was inducted into the Pro Football Hall of Fame and a town in Pennsylvania was renamed "Jim Thorpe" in his honor. In 1982, 30 years after he died, the International Olympic Committee reinstated his medals, so Jim Thorpe is now recognized as an Olympic champion.

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### Dallin - Practice Makes A Whole Lot Better!

Participant: JSI Instructor: Thuridison Date: 4/20/17

Topic: Jim Thorpe

Early Life	
About the Sport	
Professional Highlights	
Other Accomplishments	
Fun Facts	

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### Oral Report from Pictography

Participant: JSI Instructor: Thuridison Date: 4/20/17

Topic: Jim Thorpe

Early Life	
About the Sport	
Professional Highlights	
Other Accomplishments	
Fun Facts	

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### Allie - Share Learning with Dad

Participant: JSI Instructor: Thuridison Date: 4/20/17

Topic: Hammer

Uses	
History	<ul style="list-style-type: none"> <li>• Spanish word</li> <li>• hammer</li> <li>• mallet</li> </ul>
Description	<ul style="list-style-type: none"> <li>• fabric string</li> </ul>
Manufacture	<ul style="list-style-type: none"> <li>• antique way</li> </ul>
Interesting Information	<ul style="list-style-type: none"> <li>• sales</li> <li>• built trees</li> </ul>

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### S&S Research Studies

1. Ukrainetz (2019): Group tx vs no-tx experiment
2. Peterson, Ukrainetz, & Risueno (2021): Multiple case descriptive
3. Peterson & Ukrainetz (2023): Multiple baseline tx experiment
4. Ukrainetz, Peterson, and team (in progress): Multiple baseline tx expt + qualitative study of school carryover

**Across studies**

- ▶ Participants: 3 to 44 4<sup>th</sup> to 9<sup>th</sup> grade students with LLD
- ▶ Tx duration: 6 to 16 20-45 min sessions with 1-3 students; classroom activity trials
- ▶ Tx procedure: 3-6 cycles of paired-sessions with & w/o extended tx, in-person & telepractice
- ▶ Outcome measures: Taught & non-taught notes, oral reports w/ & w/o notes, written reports from notes, short answer qns, strategy awareness interview, rehearsal behaviors, participant perceptions

Exposit Strategy Tx 79

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### Results of Sketch & Speak Research

- S&S strategies
  - Easily learned picto notes
  - Variably improved bulleted notes
  - Oral sentence practice helped recall from poor notes
- Improved quality of oral reports
  - From taught and novel articles
  - With and w/o notes
- Participant Perceptions
  - SLPs: easy to implement and effective treatment & strategies
  - Teachers: easy to implement and effective strategies
  - Students: confident with S&S strategies
  - Parents: notice learning engagement, attn to details, article info recalled

Exposit Strategy Tx 80

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### SLP Perceptions of Sketch & Speak

- ▶ *With the focus on 'quick and easy, just enough to remember,' 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"*
- ▶ *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.*
- ▶ *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.*
- ▶ *2024 with adolescents: I really liked it. It was very easy to implement. It was quick. The kids seem to really catch on to it. They gave me a little bit of push back at times, but ultimately, I feel like they enjoyed it in the end and found it beneficial.*

Ukrainetz (2019)

Exposit Strategy Tx 81

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### School Carryover of S&S Strategies

School SLP & three 8th gr science/history teachers  
One training session & one month educator use

- ▶ SLP
  - ▶ *I was impressed with some students' knowledge and flexibility in thinking about where they could try this strategy and willingness to tell and teach peers or show their teacher what they were doing.*
  - ▶ *Some teachers could connect it with their own curriculum right away. And others needed a little bit more support and scaffolding of like this is how you could use it.*
- ▶ Teachers
  - ▶ Used in whole class lesson or individual students in/after lesson
  - ▶ Strategies easy to implement, esp with SLP guidance
  - ▶ Really helpful for study students, esp picto for one student
  - ▶ Wanted to continue trying S&S strategies with their classes

Exposit Strategy Tx 82

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### Adolescent Student Views on Oral Practice

Dallin	<i>If you can just keep saying it over and over, then you remember, "oh yeah, I can just remember." It helped my brain to remember what is it about</i>
Allie	<i>I have no idea how it will go, but I'm going to try. I think it will probably just depend on the teacher. But, out loud, I know people would judge me for it right then and there, which I shouldn't care that much about. But, kids just don't understand because they don't care. So I can use it, but secretly, basically.</i>
Riana	<i>Was this something you think you'll use in the fall? {Nods} Which parts? The saying the sentence twice over.</i>
Jordan	<i>Repeating things, which that was torture And if I forgot how to pronounce it or forgot what it was about she would have me repeat it, torture.</i>

Exposit Strategy Tx 83

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### Sketch & Speak - Control over words & ideas of expository discourse

*Note it simply (in words or pictos)  
Say it fully and say it again*

*Sometimes* use alternate tool of pictography  
*Often* take brief written notes  
*Always* use oral sentence formulation & practice

Exposit Strategy Tx 84

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## Expository Strategy Intervention - In Sum

- ▶ SLP treatment tools and student learning tools
  1. Text preview & lookback
  2. Main ideas & summaries
  3. Sketch & speak strategies
- ▶ For control over language and ideas of academic texts
- ▶ Noticeable, motivating changes in significant academic-communicative activities

- The end -

Exposit Strategy Tx

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