EXPOSITORY TEXT
Definition: Non narrative text that provides information such as facts, explanations, and reasons for true-life phenomenon (Donovan & Smolkin, 2002)

Expository Text

- Topics
  - o Science
    - ▪ Physical
    - ▪ Life
    - ▪ Earth and Space
    - ▪ Engineering, Technology, and Applications
  - o History/Social Studies
  - o Math
  - o Technical Studies
- Types
  - o Textbooks
  - o Magazines/Newspapers
  - o Multimedia Materials
  - o Literary Nonfiction
  - o Government Documents
  - o Expository Alphabet Books
  - o Picture Books

Significance: Why it's a good fit for children with language impairments in special education

- *Restricted Vocabulary and Word Learning*
  - o Limited overall vocabulary use
  - o Use of same words even if not appropriate
  - o Need more exposures to words for word learning (Kan & Windsor, 2010)
- *Limited Language Structures*
  - o Simple sentence structures
  - o Lack of compound and complex sentences
  - o Lack of words to signal complex relationships (Nippold, Mansfield, Billow, & Tomblin, 2008)
- *Constrained Content Knowledge*
  - o Underdeveloped content-specific knowledge base and academic vocabulary restricts comprehension when listening to and reading texts (McGregor, Oleson, Bahnsen, & Duff, 2013)

Iowa Standards

- "Interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas."

- "For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately."

- Standard 10 Range, Quality & Complexity of Student Reading 6-12

- Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

- Writing Standards 6-12

  - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

  - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

  - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Expository Text Assessment

We can assess two broad expository text constructs (with texts):

- Comprehension: The extent to which the structure and content of expository text is understood by the listener/reader.
- Competence: The extent to which the structure and content of expository text is used by the listener/reader.
- We can assess expository skills (without texts):
  - Language Sample
  - Writing Sample

Materials to consider: Qualitative Reading Inventory: Leslie, L., & Caldwell, J. A. (2011). *Qualitative reading inventory: 5*. Boston, MA: Pearson/Allyn & Bacon.

Age Differences (from Ukrainetz, 2007)

- Preschool & kdg: class based discussion and writing, students understand pretend/narrative/fiction is different from expository/non-fiction
- Early elementary: students understand, learn & create from environment & experiences, combine pictures with emerging writing
- Later elementary: vocabulary, syntax & writing continue to grow, benefit from direct instruction of exposition
- Adolescents: skills continue to grow, use of persuasive signal words, improved maintenance of thematic continuity, recognition of invalid inferences & argument statements

Intervention: Using Expository Texts with Preschoolers in Special Education

Four ways to use expository science picture books with children on your caseload

1. Pair it with narratives
2. Pair it with more expository texts
   a. Information texts provide one way children can learn about their world.
   b. An expository text on one topic often generates questions about another topic.
   c. This is important for children with language impairments who benefit from multiple exposures to topics and discussions surrounding those topics.
3. Pair it with active learning experiences

        a. Discussing thoughts
        b. Talking about the evidence
        c. Communication socially
4. Pair it with IEP goals
        a. Expository books facilitate higher level thinking and language skills that requires linking information in the text read to the real world around.
        b. Access to the curriculum includes knowing the facts. Knowing facts is an important skill to facilitate early on for children with language impairments.

Other ways to use expository texts:

- Support listening/reading strategies
- Articulation/phonology goals
- Address print concepts
- Enrich literacy environment

Intervention: Using Expository Texts with School-Age Children

Selecting expository texts for reading to children encompasses careful consideration of intervention goals and close inspection of the text (Donovan & Smolkin, 2002; Pappas, 2006; Saul & Dieckman, 2006)

Expository Text Selection Process

1. Determine goals
        a. Association: Use different types of words
        b. Temporality: Order two or more events sequentially
        c. Causality: Use age-appropriate sentence structures to describe events
        d. Adversative: Label and sort objects or pictures into same and different categories
2. Establish criteria
        a. Introductory
        b. General Language
        c. Expository Text
        d. Expository Macrostructure
        e. Expository Language
3. Search and gather
4. Apply and evaluate

Supporting Expository Conversations:

- Experience with expository/non-fiction texts

- Rich oral language environment

- Models from adults and peers

- Cooperative explanations with peers

- Intervention might specifically

    – Focus on how to explain or describe an event (model)

    – Improve sequencing or span of turn

Teaching Expository Structures:

- Students should examine published models

- Students should be engaged in the topics/ideas

- Have peer models to demonstrate particular points

- Guide students in each part of composition

- Demonstrate and encourage self-regulatory talk

- Provide genre-specific schemetics

Avoid spending too much time talking about the structure until student understand the topic/subject well enough

Ideas from Expository Intervention with Adolescents (Horn, 2010)

- Activate prior knowledge

- Engage students in active learning

- Target useful vocabulary

- Expose students to alternative sources of content

- Facilitate strategy use

  - Before, During, after reading

  - Literal with inferential judgements

  - Self-Regulated Strategy Development

- Represent and re-represent information

- Attend to text features

- Teach text structures

- Teach cohesive ties

DARE Framework for Persuasive pieces (oral presentation/writing), Graham & Harris 1999

- **D**etermine your premise

- **A**ssemble reasons to support your premise

- **R**eject arguments for the other side

- **E**nd with a conclusion

Sketch & Speak Intervention (Ukrainetz 2018/2019)

- "Sketch and Speak teaches students how to turn ideas from informational text into their own firmly held words for authoring oral and written academic works."

- "Sketch and Speak employs the representational tools of conventional bulleted notes and simple sketches called **pictography** within reductions and expansions of oral language from informational texts."

- Repeatedly identifying main ideas, making *quick and easy, just enough to remember* notes, expand notes in their own words, putting their own sentences into full oral reports

- Notes should be brief - only enough information to reform into their own words

- Pictographic note-taking: "quickly sketching simple iconic elements to temporarily represent and organize ideas"

- Self-talk can also help students put information from text into their own words

- Research support:

    - Participants: 44 4th to 6th grade students with individual education programs for language, reading, and/or writing

    - Treatment Procedure - Use Appendix B

    - Results

        - The treatment group had greater increases than the control group. However, RANOVA analysis revealed that the Group x Time interaction effect was not significantly greater.

Summary:

- Exposition is important for preschool through high school students

- Expository skills may be delayed in students with language disorders and/or impacted by their language delay

- Expository skills can be targeted through communication, reading, and writing

- Selecting appropriate texts and targeted interventions is necessary to increase student success

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