Reaching Success: Expository Text for Secondary Students

INTRODUCTION

Students in grades 6–12 frequently struggle with both the content and use of academic language. As they move through the secondary grades, they are confronted with increasingly more expository language, as opposed to the mostly narrative language they saw in elementary grades. This course will explore the fascinating relationship between these two language structures, which provides a strong basis for our therapeutic interventions as speech-language pathologists. The presenter will provide examples of linking narratives to expository text to ultimately help students successfully use academic language at the secondary level. The presenter will share strategies to use in different service delivery settings (e.g., one-on-one intervention vs. in the classroom).

LEARNING OUTCOMES

You will be able to:
- explain the difference between narrative (stories) and expository language (analyzing facts) to secondary students
- use the seven expository text structures to redesign a familiar narrative
- plan a lesson that uses academic language in the classroom to increase comprehension and expression of curricular content

PROGRAM HISTORY AND IMPORTANT INFORMATION

Original recording date: May 4, 2018
End date: June 4, 2021

To earn continuing education credit, you must complete the learning assessment on or before June 4, 2021.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.35 ASHA CEUs (Intermediate level, Professional area).
STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006