

**Unit 8.6: Expository Text**  
**English as a Second Language**  
**5 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student reads, analyzes, and examines expository text features. The student develops his/her expository writing and produces a recipe and a descriptive essay.
<b>Transversal Themes:</b>	History, Health, Nutrition
<b>Integration Ideas:</b>	Knowledge, Culture and Diversity, Skills

**Essential Questions (EQ) and Enduring Understandings (EU)**

- EQ1.** How does a writer tailor his text for a specific audience and purpose?  
**EU1.** Audience and purpose impact a writer's style.
- EQ2.** Why is it important to differentiate between nonfiction text features?  
**EU2.** Authors use the structures and elements of nonfiction for specific purposes.
- EQ3.** How do text features and characteristics of informational and literary text influence reader interpretation?  
**EU3.** Expository text is written differently than literary text and makes different demands on the reader.

**Transfer (T) and Acquisition (A) Goals**

- T1.** The student will leave the class able to recognize types of expository texts and use his/her knowledge of expository texts to analyze and write his/her own texts.
- T2.** The student will be able to distinguish facts from opinions and use this knowledge to inform his/her reading and writing.

*The student acquires skills to...*

- A1.** Distinguish expository text features to enhance comprehension.
- A2.** Differentiate between fact and opinion.
- A3.** Interact in discussions and presentations using appropriate language structures.
- A4.** Write an expository text using organization patterns and elements of descriptive writing.

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Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>8.L.1</b>	Listen and collaborate with peers during social interactions, read-alouds (of fictional and informational text); oral presentations; and class, group and partner discussions.
<b>8.L.1a</b>	Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that build the discussion and keeps the conversation on topic.
<b>8.L.1b</b>	Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with support from a teacher.
<b>8.L.1c</b>	Listen and respond during a read aloud from a variety of narrative and informational texts to demonstrate comprehension, generalize, and make connections to character and setting, plot and solution, identify tone, and mood in text.
<b>8.L.1d</b>	Listen, respond to, analyze, give, and discuss complex instructions, statements, and directions; answer and formulate closed and open-ended questions.
<b>Speaking</b>	
<b>8.S.1</b>	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas. Ask probing relevant questions to expand discussions.
<b>8.S.2b</b>	Describe, explain, support, discuss, and synthesize information to express self.
<b>8.S.3</b>	Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain, and analyze stories, personal experiences, and current/world events with increasing precision and differences in meaning while speaking.
<b>8.S.5</b>	Describe, explain, and evaluate text, self, and world experiences, express thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict resolution.
<b>8.S.5b</b>	Adjust language choices according to purpose, task, and audience.
<b>8.S.6</b>	Plan and deliver oral presentations on a variety of topics using details and evidence to support ideas.
<b>Reading</b>	
<b>8.R.1</b>	Read a variety of grade-level texts and multimedia resources (when available) to explain ideas, phenomena, processes, cultural identity, genre, and text relationships, supplying textual evidence to support analysis and conclusions drawn from the text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
<b>8.R.2La</b>	Provide an objective summary of the text.
<b>8.R.6I</b>	Determine an author's point of view or purpose in an informational text and analyze how the author distinguishes his or her position from others.
<b>8.R.7I</b>	Compare and contrast an informational text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<b>Writing</b>	
<b>8.W.1a</b>	Express and clarify viewpoints and opinions, take and defend positions.



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<b>8.W.2</b>	Write informational texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>8.W.4</b>	Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.
<b>8.W.5</b>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
<b>8.W.7</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>8.W.8</b>	Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
<b>Language</b>	
<b>8.LA.1</b>	Demonstrate command of the conventions of English grammar.
<b>8.LA.2</b>	Demonstrate command of the conventions of English capitalization, punctuation, and spelling.
<b>8.LA.2b</b>	Spell correctly.
<b>8.LA.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>8.LA.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on appropriate reading and content, choosing flexibly from a variety of strategies.
<b>8.LA.4a</b>	Use context clues to help determine the meaning of a word or phrase.
<b>8.LA.4b</b>	Use common Greek or Latin affixes and roots correctly (e.g., precede, recede, secede).

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> 8.S.1 8.L.1 8.L.1a 8.L.1b 8.L.1c 8.S.2b 8.S.5b 8.R.1 8.W.1a 8.W.8 8.LA.2b 8.LA.4</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EU2</p> <p><b>T/A:</b> T1/A1 T2/A2</p>	<ul style="list-style-type: none"> <li>The five types of expository texts: descriptive, sequential, compare/contrast, cause/effect, and problem/solution.</li> <li>Key vocabulary words.</li> </ul>	<ul style="list-style-type: none"> <li>Cause</li> <li>Compare</li> <li>Contrast</li> <li>Descriptive</li> <li>Effect</li> <li>Expository</li> <li>Fact</li> <li>Non-fiction</li> <li>Opinion</li> <li>Problem</li> <li>Sequential</li> <li>Solution</li> <li>Well-being</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Integrated Assessment 8.4</b></p> <ul style="list-style-type: none"> <li>Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 8.4”).</li> </ul> <p><b>Pick Two</b></p> <ul style="list-style-type: none"> <li>The teacher tells each student to select two words. The teacher can either let the student pick two words from a list of words or can assign two words.</li> <li>The student uses his/her two words to fill out the Pick Two worksheet (See Attachment 8.6 Performance Task Pick Two).</li> <li>In the Pick Two worksheet, the student enters his/her words into the sheet. Then, for each word, he/she writes</li> </ul>	<p><b>Word Wall</b></p> <ul style="list-style-type: none"> <li>The teacher creates a Word Wall using unit vocabulary and new concepts/words students encounter in texts they read during the unit (See Attachment: 8.1 Other Evidence – Using Word Walls to Improve Instruction).</li> <li>The student keeps a word journal for this unit or for the entire school year (See Attachment 8.6 Other Evidence – Word Journal)</li> <li>Vocabulary Building via Marzano’s Six Steps (See Attachment 8.6 Resource - Marzano's Six Steps for Teaching Vocabulary)</li> <li>The teacher makes a test on Fact and Opinion (complete sentences)</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Expository Text Features</b></p> <ul style="list-style-type: none"> <li>The teacher builds background, discusses and writes what an expository text is.</li> </ul> <p><b>Text Structure Hunt</b></p> <ul style="list-style-type: none"> <li>The student searches in newspapers or magazines for five types of expository texts (descriptive, sequential, compare/contrast, cause/effect, problem/solution).</li> <li>He/she circles key words in the different expository texts that signal to the reader the type of text it is. (See Attachment: 8.6 Resource – Expository Text Structure)</li> </ul> <p><b>Handling Facts and Opinions</b></p> <ul style="list-style-type: none"> <li>The student chooses to read one of the newspaper/magazine articles from Text Structure Hunt. He/she uses a T-chart to pull out the facts and opinions about the text (See Attachment 8.6 Graphic Organizer – T-chart).</li> <li>The student plays the game, “Two Truths and a Lie.” Each student tells two facts and a lie about himself/herself to the class. The group</li> </ul>



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			one fact and one opinion that incorporate that word.		has to guess which one of the three statements is not a fact. <ul style="list-style-type: none"><li>• The student completes a set of incomplete sentences. He/she evaluates the sentences to determine if his/her answers are based on facts or opinions. i.e.:<ul style="list-style-type: none"><li>○ My neighbors are _____.</li><li>○ 8th graders are _____.</li></ul></li></ul>
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Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> 8.S.1 8.L.1 8.L.1b 8.S.5b 8.R.6l 8.W.1a 8.W.8 8.LA.2 8.LA.2b</p> <p><b>EQ/EU:</b> EQ1/EU1</p> <p><b>T/A:</b> T1/A2</p>	<ul style="list-style-type: none"> <li>The content and setting of a text using the 5W’s.</li> <li>Key vocabulary words.</li> </ul>	<ul style="list-style-type: none"> <li>Balanced diet</li> <li>Health</li> <li>Healthy habits</li> <li>Nutritious</li> <li>Responsible decisions</li> <li>Well-being</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Reading a Newspaper Article</b></p> <ul style="list-style-type: none"> <li>The teacher can either assign a recent newspaper article that is of interest to students or let each student bring his/her own news article from home. The teacher reminds students that all good newspaper articles should contain the 5 Ws. <ul style="list-style-type: none"> <li>The teacher gives each student a sheet of paper and asks him/her to write the 5 W questions on the sheet of paper.</li> <li>Each student reads the newspaper article and answers the 5 W questions on the sheet of paper.</li> <li>Each student presents his/her article to the class</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The teacher creates a Word Wall using unit vocabulary and new concepts/words students encounter in texts they read during the unit (See Attachment: 8.1 Other Evidence – Using Word Walls to Improve Instruction).</li> <li>The student keeps a word journal for this unit or for the entire school year (See Attachment 8.6 Other Evidence – Word Journal)</li> <li>Vocabulary Building via Marzano’s Six Steps</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Sharing Descriptions</b></p> <ul style="list-style-type: none"> <li>The teacher tells students to pair up and work together.</li> <li>Each pair of students is given two magazine articles to read. Each student reads an article and describes the article to his/her partner. Partners should be encouraged to ask for more information and engage in discussion about the setting.</li> </ul> <p><b>The 5 Ws</b></p> <ul style="list-style-type: none"> <li>The teacher explains to students that all good news articles will contain the 5 Ws.</li> <li>The teacher writes the 5 W questions on the chalkboard or overhead projector: <ul style="list-style-type: none"> <li><u>What</u> event took place?</li> <li><u>Where</u> did it take place?</li> <li><u>When</u> did it occur?</li> <li><u>Who</u> was involved?</li> <li><u>Why</u> is the event important?</li> </ul> </li> <li>The teacher reads aloud a recent news article that is of interest to students. The teacher tells students to take notes and jot down answers to the 5 W questions as he/she reads aloud.</li> </ul>



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			by summarizing the article and answering the 5 W questions.		<ul style="list-style-type: none"><li>• The students discuss the article and answer the 5 Ws.</li><li>• The teacher records the answers to the questions on the chalkboard.</li><li>• After answering the 5 W questions, the teacher facilitates a discussion about the 5 W questions. Students discuss the 5 W questions; specifically how answering the questions helped them understand the article.</li></ul>
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> 8.S.1 8.L.1 8.L.1d 8.S.2b 8.S.5 8.S.5b 8.R.2.La 8.R.6l 8.W.1a 8.W.2 8.W.7 8.W.8 8.LA.2b 8.LA.4a</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EU2</p> <p><b>T/A:</b> T1/A3 A4</p>	<ul style="list-style-type: none"> <li>How to identify types of expository texts.</li> <li>How to predict.</li> </ul>	<ul style="list-style-type: none"> <li>Balanced diet</li> <li>Health</li> <li>Healthy habits</li> <li>Nutritious</li> <li>Responsible decisions</li> <li>Well-being</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Analyzing Healthy Choices -- Individual</b></p> <ul style="list-style-type: none"> <li>The teacher gives each student a copy of an article (see Attachment 8.6 Performance Task Teen Sleep).</li> <li>The student predicts the topic of the article by looking at clues, ideas, headlines, and pictures in the text (See Attachment: 8.6 Graphic Organizer – Pre Reading).</li> <li>As the student reads, he/she identifies the type of expository text he/she is reading and takes notes to summarize the article (See Attachments: 8.6 Graphic Organizer – Summary of Expository Text and 8.6 Resource – Expository Text Features).</li> <li>Each student writes his/her findings on a sheet of paper</li> </ul>	<p><b>Healthy Choices</b></p> <ul style="list-style-type: none"> <li>The teacher creates a Word Wall using unit vocabulary and new concepts/words students encounter in texts they read during the unit (See Attachment: 8.6 Other Evidence – Using Word Walls to Improve Instruction).</li> <li>The student keeps a word journal for this unit or for the entire school year (See Attachment 8.6 Other Evidence – Word Journal).</li> <li>The student keeps a healthy choices journal that includes his/her daily diet and exercise routines and other health-related decisions he/she makes throughout the day</li> <li>The students build vocabulary via Marzano’s Six Steps.</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Analyzing Healthy Choices -- Group</b></p> <p>The student analyzes expository texts on the topic of health and teens and presents a summary of his/her findings to the class.</p> <ul style="list-style-type: none"> <li>The teacher divides the class into four groups, and gives each group a reading assignment on health and teens. (See Attachments: 8.6 Text – Healthy Eating, 8.6 Text – Michelle Obama Fight with US Childhood Obesity, 8.6 Text – Adolescents Fail to Meet Recommended Dietary Requirements, and 8.6 Text – When Being Overweight is a Health Problem).</li> <li>The group predicts the topic of their article by looking at clues, ideas, headlines, and pictures in the text (See Attachment: 8.6 Graphic Organizer – Pre Reading).</li> <li>As the student reads, he/she identifies the type of expository text he/she is reading and takes notes to summarize the article (See Attachments: 8.6 Graphic Organizer – Summary of Expository Text and 8.6 Resource – Expository Text Features).</li> <li>Each group writes their findings on oversized chart paper using the headings on the Summary of Expository Text graphic</li> </ul>





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			using the headings on the Summary of Expository Text graphic organizer.		organizer and presents their summary to the class.
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b>            8.S.1            8.S.2b            8.S.3            8.S.5            8.S.5b            8.S.6            8.R.2La            8.R.7I            8.W.2            8.W.4            8.W.5            8.W.7            8.W.8            8.LA.1            8.LA.2            8.LA.2b            8.LA.3            8.LA.4b</p> <p><b>EQ/EU:</b>            EQ1/EU1            EQ3/EU3</p> <p><b>T/A:</b>            T1/A4</p>	<ul style="list-style-type: none"> <li>How to write a recipe.</li> <li>How to present his/her recipe to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Revision of all previous vocabulary (see above)</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Family Recipes</b></p> <ul style="list-style-type: none"> <li>The student writes a step-by-step process of a family recipe. He/she includes a descriptive three-paragraph text. The text describes the recipe, the setting and context when his/her family eats this recipe, and facts and opinions about the recipe.</li> <li>The student selects a home recipe from his/her food log and writes the steps of the recipe using a graphic organizer (See attachment 8.6 Performance Task – Let’s Write a Recipe).</li> <li>The student gathers facts and opinions about his/her recipe. Facts would include ingredients and amounts/measurements needed, and the context of the setting when his/her family eats the recipe.</li> </ul>	<p><b>Family Recipe</b></p> <ul style="list-style-type: none"> <li>Facts and Opinions of Family Recipe</li> <li>Family Recipe</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Reading and Understanding Recipes</b></p> <ul style="list-style-type: none"> <li>To prepare the student, the teacher first explains that the/she will be reading recipes to answer reading questions.</li> <li>The teacher explains to the student that before he/she begins working on his/her own, he/she practices reading a recipe with other students as a class.</li> <li>The teacher asks the class what a recipe includes, and has them write their answers on the board (e.g., ingredients, directions, oven temperature, etc.). The teacher explains to students that they will now look at a recipe and see if they missed anything.</li> <li>The teacher has students read aloud the different sections of the recipe.</li> <li>The teacher asks students to point out the different parts of the recipe and to describe what information these parts provide. If you have a whiteboard, you may ask students to write the names of the parts on the board that they came up with (e.g., ingredients, directions, number of servings, etc.). It is not necessary for the students to know exact vocabulary or terms for parts of the recipe, just that they know where to find the</li> </ul>



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			<p>Opinions would consist of what people think about the recipe (See Attachment: 8.6 Graphic Organizer – Fact and Opinion).</p> <ul style="list-style-type: none"><li>• The student presents the step-by-step process of how to cook the recipe he/she selected and a three-paragraph essay that provides overviews of the recipe, when and where family makes and eats the recipe and some facts and opinions about the recipe to the class (See Attachments: 8.6 Performance Task – Recipe Presentation Rubric and 8.6 Performance Task – Recipe Essay Rubric).</li><li>• See Attachments: 8.6 Performance Task – Recipe Presentation Rubric and 8.6 Performance Task – Recipe Essay Rubric)</li></ul>		<p>information.</p> <ul style="list-style-type: none"><li>• The teacher shares one recipe, either by projecting on an overhead or handing it out on sheets of paper. The teacher has student volunteers read the recipe. The teacher revisits the previous conversations about different parts of recipes and how recipes work.</li></ul>
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**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- *Scholastics online news:*  
[http://www2.scholastic.com/browse/scholasticNews.jsp?FromBrowseMod=true&Ns=Pub\\_Date\\_Sort|1&CurrPage=scholasticNews.jsp&TopicValue=Scholastic%20News](http://www2.scholastic.com/browse/scholasticNews.jsp?FromBrowseMod=true&Ns=Pub_Date_Sort|1&CurrPage=scholasticNews.jsp&TopicValue=Scholastic%20News)
- *New Rules for School Lunches* by Zach Jones (See Attachment: 8.6 Text – *New Rules for School Lunches*)
- *Goodbye, Bad Fat? New York City Considers Limits on Trans-fat* by Tiffany Chaparro (See Attachment: 8.6 Text – *Goodbye, Bad Fat*)
- See Attachments: 8.6 Text – *Healthy Eating*, 8.6 Text – *Adolescents Fail to Meet Recommended Dietary Requirements*, 8.6 Text – *Michelle Obama fight with US childhood obesity*, and 8.6 Text – *When Being Overweight is a Health Problem*.

**Additional Resources**

- Resource on Expository Writing (See Attachment: 8.6 Resource – Expository Writing)
- Ten Healthy Recipes for Teens: <http://www.cookingwithkids.com/part5/teen-recipes.html>
- Health Pizza Recipe: <http://www.cookingwithkids.com/part4/flag-pizza.html>
- See Attachment: 8.6 Graphic Organizer – Pre Reading
- Graphic Organizer – Summary of Expository Text and 8.6 Resource – Expository Text Features

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## Performance Tasks

### *Analyzing Healthy Choices -- Individual*

- The teacher gives each student a copy of an article (see Attachment 8.6 Performance Task Teen Sleep).
- The student predicts the topic of the article by looking at clues, ideas, headlines, and pictures in the text (See Attachment: 8.6 Graphic Organizer – Pre Reading).
- As the student reads, he/she identifies the type of expository text he/she is reading and takes notes to summarize the article (See Attachments: 8.6 Graphic Organizer – Summary of Expository Text and 8.6 Resource – Expository Text Features).
- Each student writes his/her findings on a sheet of paper using the headings on the Summary of Expository Text graphic organizer.

### *Family Recipes*

The student writes a step-by-step process of a family recipe. He/she includes a descriptive three-paragraph text. The text describes the recipe, the setting and context when family eats this recipe, and facts and opinions about the recipe.

- The student selects a home recipe from his/her food log and writes the steps of the recipe using a graphic organizer (See attachment 8.6 Performance Task – Let’s Write a Recipe).
- The student gathers facts and opinions about his/her recipe. Facts would include ingredients and amounts/measurements needed, and the context of the setting when his/her family eats the recipe. Opinions would consist of what people think about the recipe (See Attachment: 8.6 Graphic Organizer – Fact and Opinion).
- The student presents the step-by-step process of how to cook the recipe he/she selected and a three-paragraph essay that provides overviews of the recipe, when and where family makes and eats the recipe and some facts and opinions about the recipe to the class (See Attachments: 8.6 Performance Task – Recipe Presentation Rubric and 8.6 Performance Task – Recipe Essay Rubric).

### *Pick Two*

- The teacher tells each student to select two words. The teacher can either let students pick two words from a list of words or can assign two words.
- The student uses his/her two words to fill out the Pick Two worksheet (See Attachment 8.6 Performance Task Pick Two).
- In the Pick Two worksheet, the student enters his/her words into the sheet. Then, for each word, he/she writes one fact and one opinion that incorporate that word.

### *Reading a Newspaper Article*

- The teacher can either assign a recent newspaper article that is of interest to students or let each student bring his/her own news article from home. The teacher reminds students that all good newspaper articles should contain the 5 Ws.
- The teacher gives each student a sheet of paper and asks him/her to write the 5 W questions on the sheet of paper.
- Each student reads the newspaper article and answers the 5 W questions on the sheet of paper.
- Each student presents his/her article to the class by summarizing the article and answering the 5 W questions.



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**Suggested Sample Lessons**

- Lesson on Fact and Opinion (See Attachment: 8.6 Sample Lesson – Fact or Opinion)
- Lesson on using descriptive language to create a restaurant menu: <http://www.readwritethink.org/classroom-resources/lesson-plans/cooking-descriptive-language-designing-842.html?tab=4#tabs>
- Separating facts from opinions (See Attachment: 8.6 Sample Lesson – How Do You Separate Fact from Opinion)