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## Expository Text

### Focus Lesson

**Expository text** is nonfiction writing that informs, explains, describes, or defines a subject. Textbooks, guides, newspapers, and magazine articles are all examples of expository text. When you read, especially articles about school subjects, you may not know every word you see. But you can often figure out the meaning of a new word from other words near it in a sentence or paragraph. These words are **context clues**. Examples, descriptions, or synonyms can be used as context clues.

As you read, think about how events flow. The order in which events happen is called **sequence**. Sometimes **directions**, or a sequence of steps, is shown as a list with numbers or bullets. Look for sequence clue words, like *first*, *next*, *last*, *before*, *finally*, *now*, *after*, and *then*.

You may also want to understand why things happen. You can ask yourself, "Why did this happen?" That is the **cause**. Then ask, "What happened?" This is the **effect**. Look for clue words that signal causes: *if*, *because*, and *since*. These clue words signal effects: *then*, *so* and *that is why*.

Sometimes you may read two articles about the same subject, or you may read one article that talks about common subjects. As you read, you should **compare** the texts or subjects. How are they alike? Also, **contrast** the texts or subjects. Think about how they are different.

Sometimes when you read, you are looking for a **solution** to a **problem**. First, you need to identify what the problem is. Then you must find a solution that matches the problem. Look for words such as *because*, *since*, and *therefore* to help pick out a problem and its possible solution.

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## FOCUS LESSON: EXPOSITORY TEXT

**Title:** Research Shows Kids Like Healthy Foods

**Genre:** Expository: News Article

**Lexile® Measure:** 1050L

**Skill Focus:** Problem and Solution

**Graphic Organizer:** Expository Text Map

### Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

**agriculture, developments, nutrition, report**

### Focus Lesson: EXPOSITORY TEXT

Read this article and answer the questions that follow.

## Research Shows Kids Like Healthy Foods

by Tom Vilsack, Agriculture Secretary

Every text has a **main idea**, the main point the author is trying to make. The main idea is supported by key details.  
*What is the main idea of this passage?*

1 The US Department of Agriculture works every day on the problem of improving childhood nutrition. Because we want to help parents raise healthier young Americans, we study how children eat.

2 In recent days, we have had some positive developments in this work. The USDA released a new report on healthy snacks. The new report looked at the USDA's Fresh Fruit and Vegetable Program. It provides free fruits and vegetables to students in more than 7,000 schools. We found that when students were offered fresh fruits and vegetables, they try them—and in most cases, they like them.

3 Students in the program ate 15 percent more fruits and vegetables than other children their age. In fact, when these fruits and vegetables were offered in schools, almost every student tried one. For those who chose a fruit, more than 85 percent ate most or all of their snack. For students who tried a vegetable, more than 60 percent ate most of it or finished the whole serving.

4 Therefore, by offering healthy foods to our young people and their families, we can help them develop better eating habits. That will improve their health and prevent harmful weight gain. Together, we can give today's young people the tools they need to grow up healthy, strong, and ready to succeed.



A **prefix** is a part of a word added to the beginning of a word. A **suffix** is a part added to the end of a word. Prefixes and suffixes change the meaning of a word.  
*What does the word harmful mean in paragraph 4?*

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Focus Lesson: **EXPOSITORY TEXT**

**1 Part A RI.3.3**  
What format for expository text does this article use?

Reread the first and last paragraphs of the article. Paragraph 1 mentions the problem of improving childhood nutrition. Paragraph 4 mentions helping kids develop better eating habits to improve their health and prevent weight gain. You can conclude that this article uses a problem-solution format.

**Part B RI.3.3**  
What signal words are used in the article to support your answer to Part A?

Paragraph 1 uses the signal words *problem* and *because*. Paragraph 4 uses the signal word *therefore*. These words help to point out a problem and its solution.

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**Common Core State Standard**

**RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using

language that pertains to time, sequence, and cause/effect.



Lesson 3 Informational Text


**Guided Practice**

Read the passage and answer the questions that follow.

**The Other Senses**  
by Charles Lopez

See page 23  
Focus Lesson:  
Expository Text

- 1 What would life be like if you couldn't see or hear? Helen Keller could help you imagine it. Her most popular stories described what it was like to depend on touch and smell instead of sight and sound. She wrote a book, *The World I Live In*, and many magazine articles about her experiences as a blind and deaf person.
- 2 Keller's world as a child was quiet and dark. She could feel the warm sun and smell and touch the things around her. Her parents looked for help for their daughter, who was upset when her mother and father couldn't understand what she wanted to tell them.
- 3 Keller wrote about a new part of her life, when her teacher, Anne Mansfield Sullivan, came to her: "My teacher is so near to me that I scarcely think of myself apart from her.... All the best of me belongs to her."



Helen Keller and Anne Sullivan, 1897

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## GUIDED PRACTICE

**Title:** The Other Senses

**Genre:** Narrative Nonfiction

**Lexile® Measure:** 960L

**Skill Focus:** Visual Literacy

**Graphic Organizer:** Expository Text Map

### Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

**blind, deaf, scarcely, sensitive, unique**

**Guided Practice: INFORMATIONAL TEXT**

- 4 Keller believed that most people took their senses for granted. She said that those that can see "see little." Keller had a friend who, after a long walk in the woods, said she saw "nothing in particular." Without sight or hearing, Keller experienced the world by paying attention to things that most people didn't notice. When someone asked her if every day and hour were the same to her, she said, "Never! My days are all different, and no hour is quite like another." How could she tell?
- 5 Keller used smell and touch to know the world. She said the air was full of smells. Each place, time, weather, and thing had its own unique smell. Keller could tell, by smell, what building she was passing, when it was time to eat, when it was raining, or when the grass was being cut. The smells of New York City—crowds of people and lots of traffic—were heavy to her. She liked the smells of a garden better.
- 6 Touch was another important sense. Keller said her hand was like other people's hearing and sight. Her palms and fingertips were the most sensitive and easy to use for touch, but the sense of touch was also "in every part of the body," she said.
- 7 "Touch could be sunlight coming through the window and warming Keller's skin, wind blowing on her face, or the coolness of a rainy day. Touch could also be feeling "the smooth skin of a silver birch, or the rough, shaggy bark of a pine." Keller would use her hands to see a sculpture. She recognized her friends by the "feel of their faces" and could tell if they were sad or happy or angry by touching them. Keller's friends and family could call her to a meal by knocking on things near her.
- 8 Keller could even "hear" through touch. Sound makes things move. Keller could feel the tiny beats and know there was a sound. The sound could be music or talking or walking. She could recognize the sound of a pencil falling or papers blowing off a desk.
- 9 Keller called touch "magic," and she shared just how magical touch could be.

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### Common Core State Standards

**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).





Guided Practice: INFORMATIONAL TEXT

1 Part A **RI.3.2**

What can you tell about Helen Keller from the article?

Reread the article. What is it mostly about?

*Helen Keller used her senses to learn about the world, even though she couldn't hear or see. Sometimes she noticed things other people didn't.*

Part B **RI.3.1**

Which sentence in the article shows the answer to Part A?

Reread paragraph 4 to find a sentence that tells what it is mostly about. Details will support this idea. Ask yourself which sentence describes the whole article.

*"Without sight or hearing, Keller experienced the world by paying attention to things that most people didn't notice."*

Guided Practice: INFORMATIONAL TEXT

2 Part A **RI.3.7**

Look at the photograph. How do you think Helen Keller feels about her teacher, Anne Sullivan?

Look at the photograph. What is happening in the photograph? Think about Helen Keller and her teacher.

*Helen loves and admires her teacher because Anne Sullivan helped her to communicate.*

Part B **RI.3.3**

What was Helen Keller's life like before she met Anne Sullivan?

Reread the beginning of the article. What happened before Helen met Anne Sullivan?

*Helen Keller's life was dark and quiet. She couldn't understand her parents well, and they couldn't understand her well.*



## Independent Practice: INFORMATIONAL TEXT

Read the passage and answer the questions that follow.

### Corsica, France's Island Paradise

1 When most people think of France, they picture the Eiffel Tower in Paris. They don't think about beaches and palm trees. But Corsica is a region of France that is actually an island in the Mediterranean Sea. Even though Corsica is part of France, it is closer to Italy than to France. This is why many people in Corsica speak Italian and eat Italian food. Corsica is a beautiful place. People go there to hike mountains, dive in the sea, and enjoy the beaches.

2 Many people in Corsica live in cities along the coast, where they can visit museums. Others live in small villages in the mountains. To get to these villages, people travel winding roads and pass buildings that are hundreds of years old.

#### The History of Corsica

3 The first people to live on Corsica came there in 560 A.C. The island was ruled by people from other countries for many years. The people who lived on Corsica fought in many wars because they wanted to be free. They did not want to be ruled by another country. They finally became free in 1755. But then King Louis XV of France defeated them in 1769. After 14 years of self-rule, the island became part of France. It has belonged to France for about 250 years.

#### Many Things to See and Do

4 Many people visit Corsica to hike in the mountains. It only takes an hour to walk on some of the short trails. But other trails take hikers three or more days from start to finish. People who hike these trails spend the night in special buildings along the trails. Sometimes they ride horses or bicycles on these trails. They might see wild pigs, called boars, which live in the mountains. In 2013, for the first time, the famous bicycle race Tour de France began in Corsica. The cyclists rode along the coasts as well as through the mountains.

#### Famous for Good Food

Old-fashioned Corsican cooking started in the island's mountains. Many dishes are much like Italian foods. Farmers collect milk from flocks of sheep and goats to make delicious cheeses. Other people gather fresh chestnuts, citrus fruits, grapes, and olives. Many cooks use chestnut flour in recipes.

At the markets, shoppers can buy bunches of wild herbs and greens collected from the countryside. Lavender, mint, thyme, asparagus, and leeks, all gathered from the countryside, are for sale. Other booths sell jams, honey, lemons, olives, wines, fruits, vegetables such as tomatoes and eggplant, or breads. Shoppers may also find fresh seafood in the markets or at the docks, such as crabs and sea urchins. Shoppers can buy sausages and other smoked meats the farmers make during the winter. Charcuterie, which is salted, smoked, or cured meat, is an island specialty. Most farmers make fresh cheese every day.

Restaurants here serve fresh stuffed pastas, wild meats, seafood, and stews. A favorite treat, the *falculella*, is a little cheesecake pastry baked on a chestnut tree leaf.

## INDEPENDENT PRACTICE

**Title:** Corsica, France's Island Paradise

**Genre:** Expository: Magazine Article

**Lexile® Measure:** 780L

**Skill Focus:** Text Features

**Graphic Organizer:** Fact and Opinion Chart

### Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

**boar, coral, cyclist, defeated, reef, region, ruled**

## Independent Practice: INFORMATIONAL TEXT

5 Though the island is small, it has a desert called the Agriates. The desert flows down to the coast, where it meets some of the beaches. These beaches might be quiet or very busy. The water here is very warm and clean. People enjoy swimming in the clear water. They like to sail on boats or paddle along the coast in canoes. Glass-bottomed boats give tourists a look at the colorful coral reefs. Visitors might dive underwater to look at the coral and fish. Divers can even explore shipwrecks. Corsica has tall mountains, while the sea has deep valleys. Visitors can explore both worlds.



### Common Core State Standards

**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).



## ANSWER ANALYSIS

**1A** The title of the sidebar helps you to know what you will learn. In this sidebar, you will learn about Corsica's food. Choice B is the correct answer. The map shows where Corsica is located so choice A is incorrect. The article does not tell about Corsica's food so choices C and D are incorrect.

**B** The main idea is what people buy at markets so choice B is the correct answer. Choices C and D are details about what people buy at market so they are not the correct answer. Choice A is incorrect because the sidebar tells what restaurants serve but not where to find them.

**2A** You can see from the map that Corsica is closest to Italy so choice A is the correct answer. Choices B, C, and D are incorrect.

**B** The article tells you that Corsica's food and language are most like that of Italy. Choice B is the correct answer. Choices A, C, and D are incorrect. The article states that it is the food and language that Corsica has in common with Italy.

**3A** Corsica is most like Italy, but it is part of France. Choice D is the correct answer. Choices A, B, and C are incorrect because the article does not state that Corsica is part of the countries of Spain or Italy, and Rome is a city not a country.

**B** One of France's most famous landmarks is the Eiffel Tower. The article states this in paragraph 1. Choice B is the correct answer. Choice C is incorrect because this landmark is found in Italy. Choices A and D are incorrect because Corsica has mountains and beaches.

Independent Practice: INFORMATIONAL TEXT

**1 Part A RI.3.5**  
Where would you look to find information about the kind of food people eat in Corsica?  
A the map  
B the sidebar  
C the end of the article  
D the beginning of the article

**Part B RI.3.5**  
What else can you learn from this part of the article?  
A where to find a restaurant  
B what people buy at markets  
C where to dive for sea urchins  
D what to make with chestnut flour

**2 Part A RI.3.7**  
According to the map, the island of Corsica is closest to which country?  
A Italy  
B Spain  
C France  
D Greece

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Independent Practice: INFORMATIONAL TEXT

**Part B RI.3.1**  
According to the article, what parts of the Corsican way of life are most like the country you chose in Part A?  
A history and wars  
B food and language  
C education and work  
D sports and entertainment

**3 Part A RI.3.1**  
What country is Corsica part of?  
A Italy  
B Rome  
C Spain  
D France

**Part B RI.3.1**  
Based on your answer to Part A, if you traveled to this country, what would you see?  
A tall mountains  
B the Eiffel Tower  
C the Tower of Pisa  
D beautiful beaches

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### Writing Activity

- 1 The people that live on Corsica are famous for their food. Think about what types of foods they eat. Explain what makes this island's food so special. Use details from the sidebar to support your answer.
- 2 This article tells what a visitor should expect to see, do, and eat on a visit to Corsica. Write a description of your hometown. Reread the passage on Corsica, and model your travel description on this one.
- 3 What special foods have you eaten? Explain why they were special. Write a paragraph about your favorite food. Where does it come from?

### Media/Research Activity

Use the Internet to find out more about Corsica. What type of government does it have? What is its population? What is its main industry? How long does it take to travel to France?

### ELL Support

Discuss verbs with students. A verb can be a main verb or it can be a linking verb. Have students look through the passage and identify the main verbs. Then have students identify the linking verbs.

### Speaking/Listening Activity

Discuss homophones with students. A word that sounds like another word but is spelled differently is a *homophone*. The word *boar* is one example of this. A *boar* is a wild pig. *Bore* means "to create a hole" or "to be uninteresting." Have students offer examples of other homophones.