

Focus & Instruction

- ELAR 8th Grade
- Expository: “Narrative of the Life of Frederick Douglass”
- Poetry: “Learning to Read”

Genre Overview

- Expository
- Poetry
- TEKS 8.10C, 8.10D
- TEKS 8.3 Fig.19D, 8.8 Fig.19D

Focus on selected TEKS (8.10C & 8.10D)

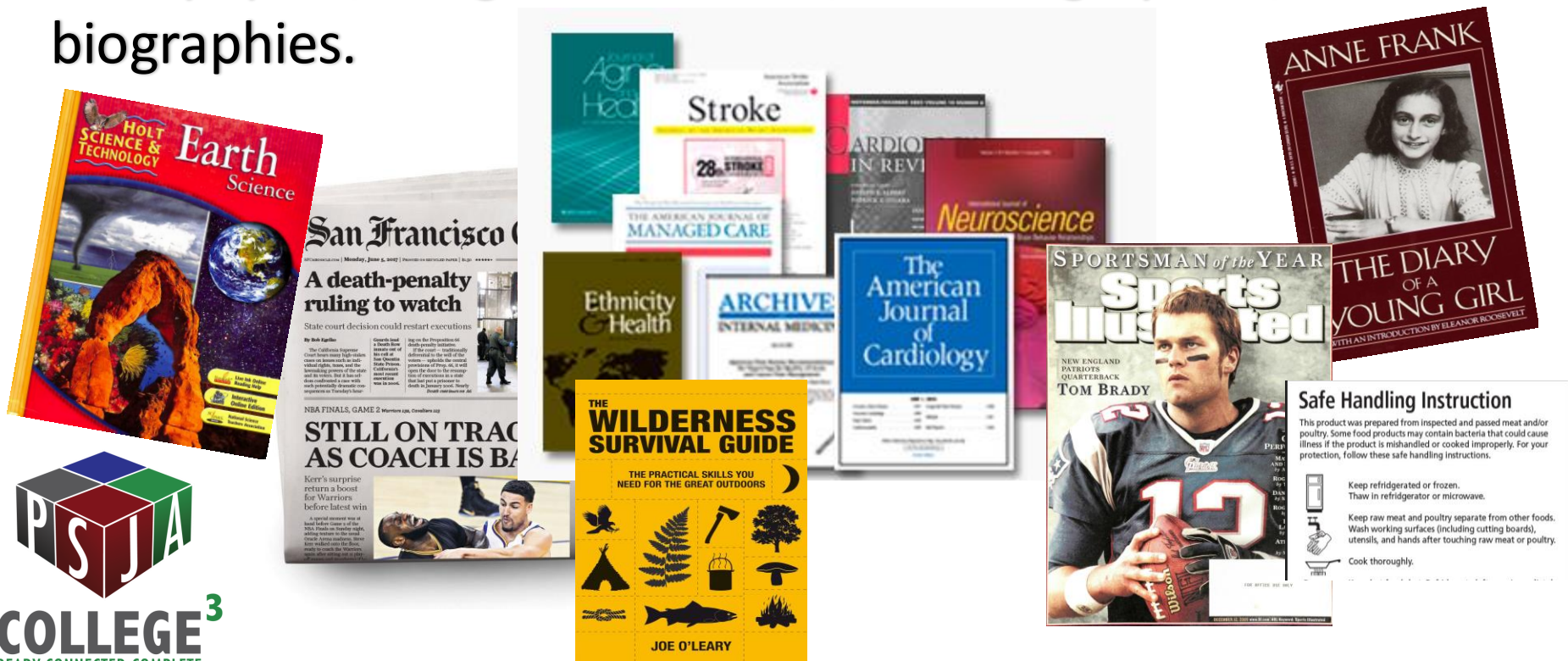
Review

- **What is Expository text?**
 - Expository Text is a type of writing written to explain, describe, give information, or inform.

Focus on selected TEKS (8.10C & 8.10D)

What is Expository text?

Examples of Expository text are textbooks, encyclopedias, scientific books/journals, articles, directions, guides, newspapers, magazine articles, autobiographies, and biographies.



Focus on selected TEKS (8.10C & 8.10D)

Expository text: Organizational Patterns

- Expository text is organized around one topic and supported with examples, details, and facts.
- Author's use a pattern or combination of patterns to support their topic.

Description

Sequence

Cause & Effect

Compare & Contrast

Problem & Solution



Focus on selected TEKS (8.10C & 8.10D)

Essential Question

- What are the organizational patterns of Expository text?

Focus on selected TEKS (8.10C & 8.10D)

Expository text: Organizational Patterns

Also known as **Text structure, organizational patterns** are used by writers to organize events or ideas. The following are types of organizational patterns:

- **Chronological Order**
- **Sequential**
- **Order of Importance**
- **Problem and Solution**
- **Cause and Effect**
- **Compare and Contrast**



Focus on selected TEKS (8.10C & 8.10D)

- Chronological Order:** Authors use this structure to tell about events in the time order in which they occurred.

First, Golden Eagles soar high along ridges near their nests.

Then, they search for prey.

When a meal is spotted, they attack in a long Swoop.



Signal words: first, next, lastly, at the time, then, finally, before, preceding, following, initially, meanwhile, during, etc.

Focus on selected TEKS (8.10C & 8.10D)

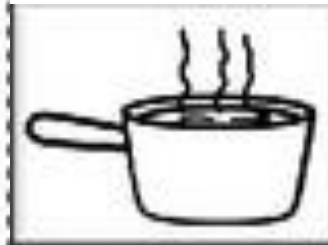
- Sequential:** Authors use this structure to describe the correct sequence of steps in a process.

Sequence ● ● ● ●

Directions: Read each passage, cut and paste the pictures in order.

Jamal and Claire are learning how to make spaghetti. First, Claire and Jamal boil a pot of water. Next, Claire puts the spaghetti noodles in the pot. Then, Jamal lets the water out by draining the spaghetti noodles. Last, Claire puts some tomato sauce over the spaghetti. Together, Claire and Jamal get ready to eat their dinner.

First 1 st	Next 2 nd	Then 3 rd	Last 4 th
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- Signal words:** first, second, next, now, last, then, when, meanwhile, while, after, initially, etc.



Focus on selected TEKS (8.10C & 8.10D)

Sequence

Directions: Read each passage, cut and paste the pictures in order.

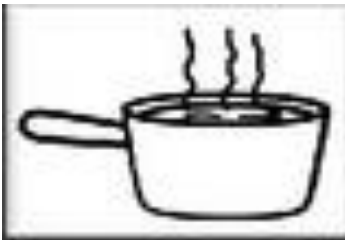
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First
1st

Next
2nd

Then
3rd

Last
4th



Focus on selected TEKS (8.10C & 8.10D)

•**Order of Importance:** Authors use this structure to present their points in order from most to least important or from least to most important.

Example

Here are the three worst things that you can do on a date. **First**, you could tell jokes that aren't funny and laugh really hard to yourself. This will make you look bad. **Worse though**, you could offend your date. One bad "joke" may cause your date to lash out at you, hence ruining the engagement. **But the worst thing** that you can do is to appear slovenly. By not showering and properly grooming, you may repulse your date, and **this is the worst thing** that you can do.

Signal words: main, major, important, vital, central, equally, significant, primary, key, best, chief, foremost, principal, reason, example, above all, especially, substantial, least, basic, etc.



Focus on selected TEKS (8.10C & 8.10D)

• **Problem and Solution:** Authors use this structure to identify a problem and offer solutions about how to solve it.

Concussions in football



- **Wear proper equipment**
- **Limit tackling drills**
- **Use proper technique**
- **Discourage aggression**

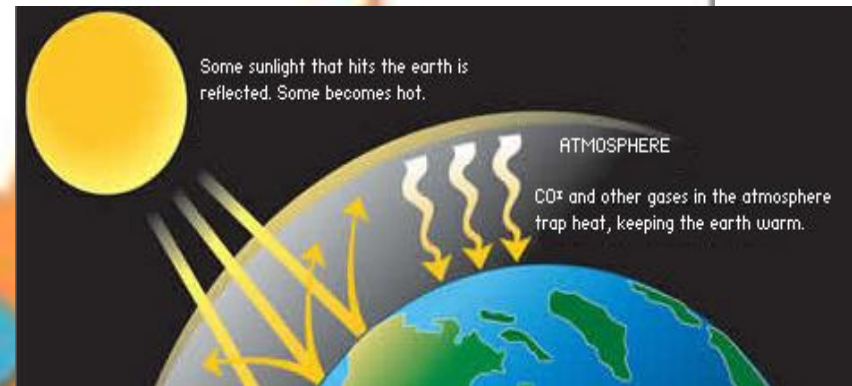
Signal words: the problem is, the difficulty is, it is possible to, one reason for, if-then, one challenge is, therefore, one solution, etc.



Focus on selected TEKS (8.10C & 8.10D)

•**Cause and Effect:** Authors use this structure to explain how or why something happened.

Air Pollution

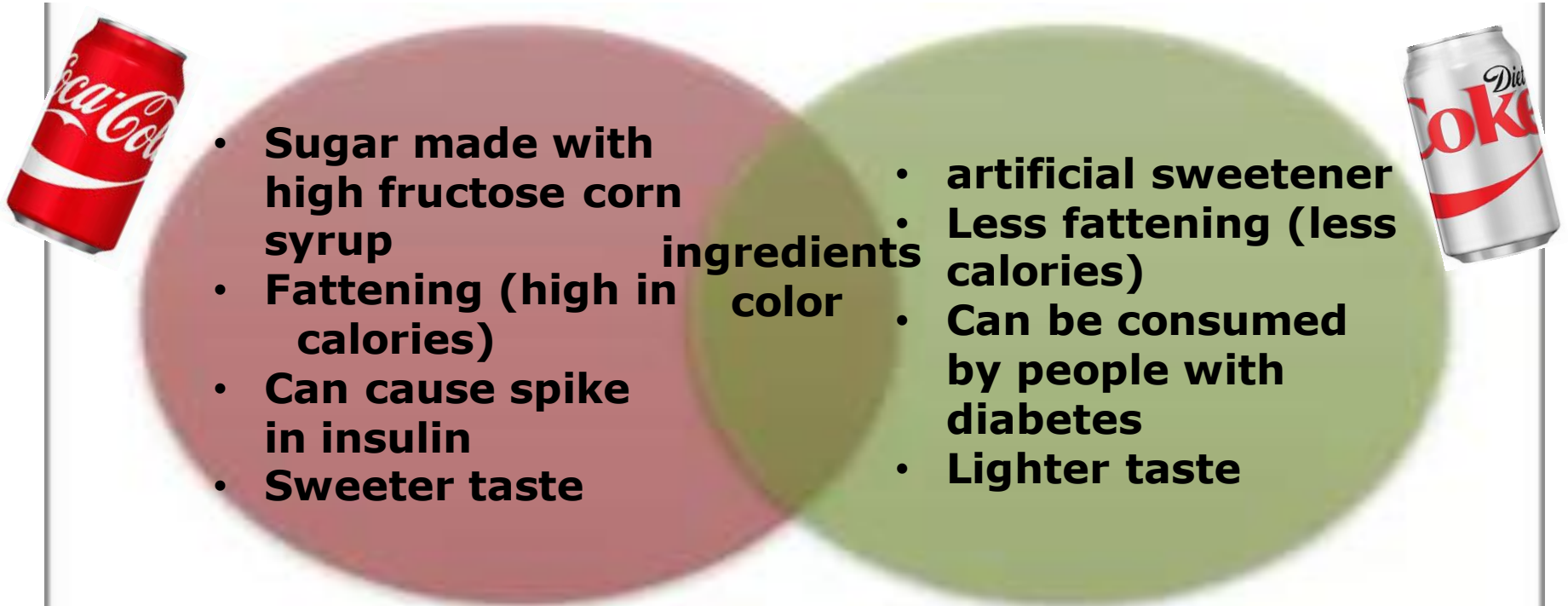


Global Warming

Signal words: therefore, as a result, lead(s) to, because of, in order to, for these reasons, thus, if-then, may be due to, consequently, etc.

Focus on selected TEKS (8.10C & 8.10D)

• **Compare and Contrast:** Authors use this structure to compare and contrast two or more things.



Signal words: like, similar to, unlike, in contrast, whereas, while, although, different from, as opposed to, instead of, however, as well as, either/or, etc.

Focus on selected TEKS (8.10C & 8.10D)

- Chronological Order:** Authors use this structure to tell about events in the time order in which they occurred.
- Sequential:** Authors use this structure to describe the correct sequence of steps in a process.
- Order of Importance:** Authors use this structure to present their points in order from most to least important or from least to most important.
- Problem and Solution:** Authors use this structure to identify a problem and offer solutions about how to solve it.
- Cause and Effect:** Authors use this structure to explain how or why something happened.



Focus on selected TEKS (8.10C & 8.10D)

Name the pattern...



It was Bennett's 11th birthday, and both boys were excited for an afternoon pool party at their grandparents' house. That morning after church, their mom, Shannon, had baked Bennett's favorite vanilla cake. Bennett and seven-year-old Ethan had taken heaping spoonfuls of leftover vanilla icing into the yard, where they had devoured the sticky dessert with strawberries plucked from the family's garden.



Focus on selected TEKS (8.10C & 8.10D)

Chronological Order

Focus on selected TEKS (8.10C & 8.10D)

Name the pattern...



Today, meteorologists can predict many kinds of weather with incredible accuracy. They can tell you a week in advance whether your soccer game could be rained out or if you'll need snow boots for recess.

Tornadoes, however, remain stubbornly mysterious. They almost always form inside supercells. Yet only 20 percent of supercells produce tornadoes, and it's difficult to predict which storms will unleash twisters and which will fizzle out.



Focus on selected TEKS (8.10C & 8.10D)

Compare and Contrast

Focus on selected TEKS (8.10C & 8.10D)

Name the pattern...



Ethan's parents and other adults headed into their neighborhood to search for people in need of help. By then, the tornado had finally finished with Joplin, leaving behind a trail of rubble 13 miles long. More than 1,000 people were injured. Neighbors helped neighbors, tearing through piles of wreckage with their bare hands to reach those who were trapped.



Focus on selected TEKS (8.10C & 8.10D)

Cause and Effect

Focus on selected TEKS (8.10C & 8.10D)

Name the pattern...



By “taking action,” we don’t just mean storm-shelters. In view of their demonstrated capacity to inflict astounding levels of devastation, if tornadoes were a threat to D.C., the monuments, structures, and houses would all be hardened or otherwise protected. Such physical durability is indeed a good thing; all through history, advancing civilizations have permanently altered their environment to make it more habitable.



Focus on selected TEKS (8.10C & 8.10D)

Problem and Solution

Informational Text/ Expository Text (8.10C & 8.10D)

What is an Autobiography?

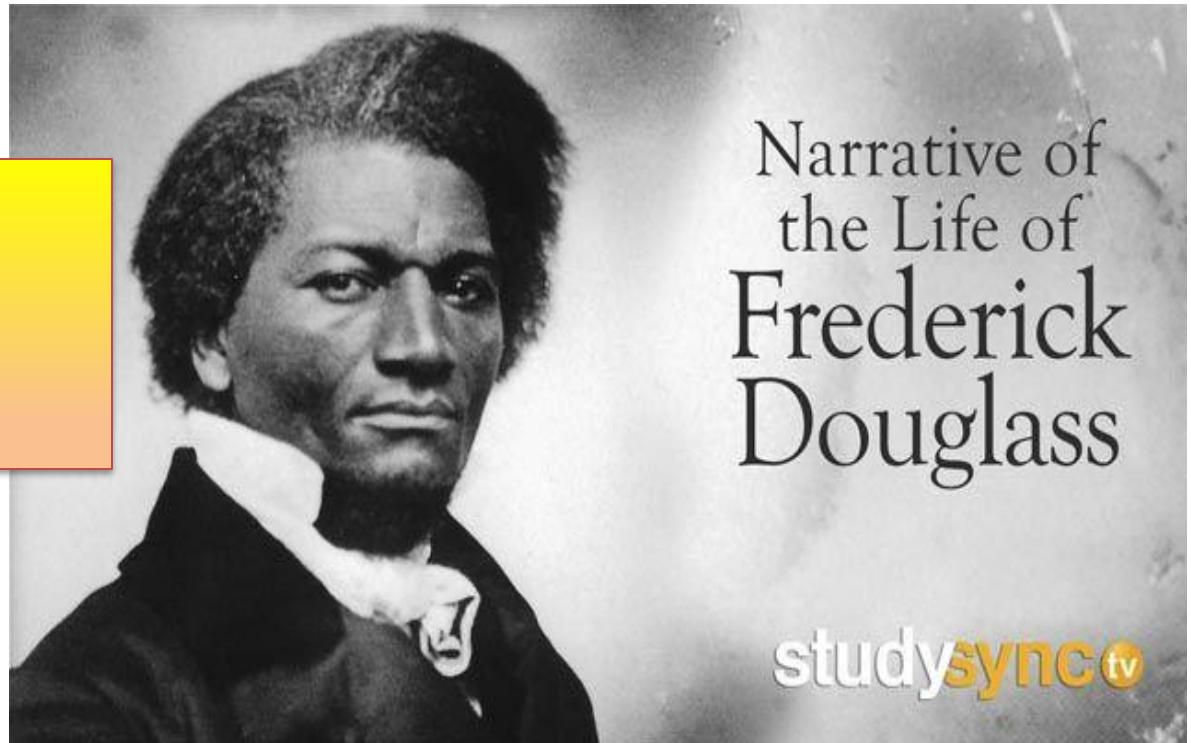
An autobiography is a TRUE story about someone's WHOLE life and is written and narrated by the person it's about.

Making Connections:

Do you remember reading about a real-life person?

Explain.

Think-Turn and Talk!



Focus on selected TEKS (8.10C & 8.10D)

Expository text: Logical Connections

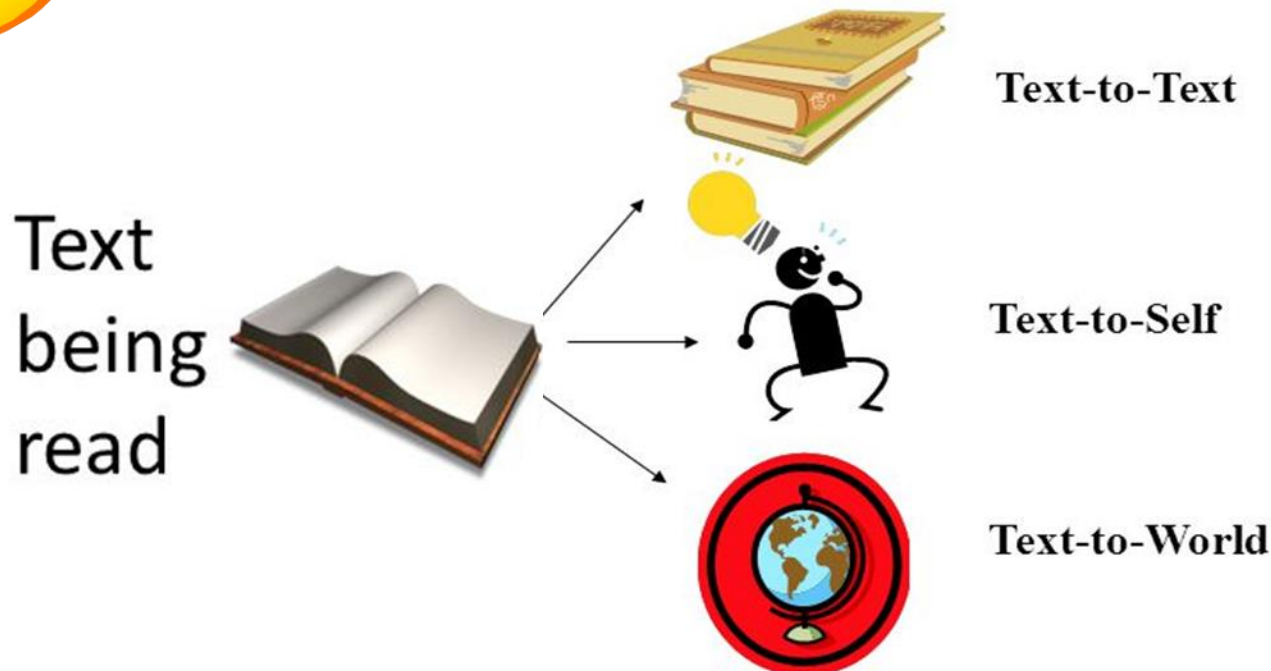
- An autobiography is a factual account of a person's life written to inform the reader about a particular person. It is informational writing.

Focus on selected TEKS (8.10C & 8.10D)

What are Logical Connections?



As a reader, you must take what you know, and put it together (make connections) with new ideas in order gain understanding.



Focus on selected TEKS (8.10C & 8.10D)

Expository text: Logical Connections

Let's practice...

Deforestation is the removal of a forest or stand of trees from land which is then converted to a non-forest use. Deforestation can involve conversion of forest land to farms, ranches, or urban use. The most concentrated deforestation occurs in tropical rainforests. About 31% of Earth's land surface is covered by forests.



Based on what you know, what logical connections can you make?

Focus on selected TEKS (8.10C & 8.10D)

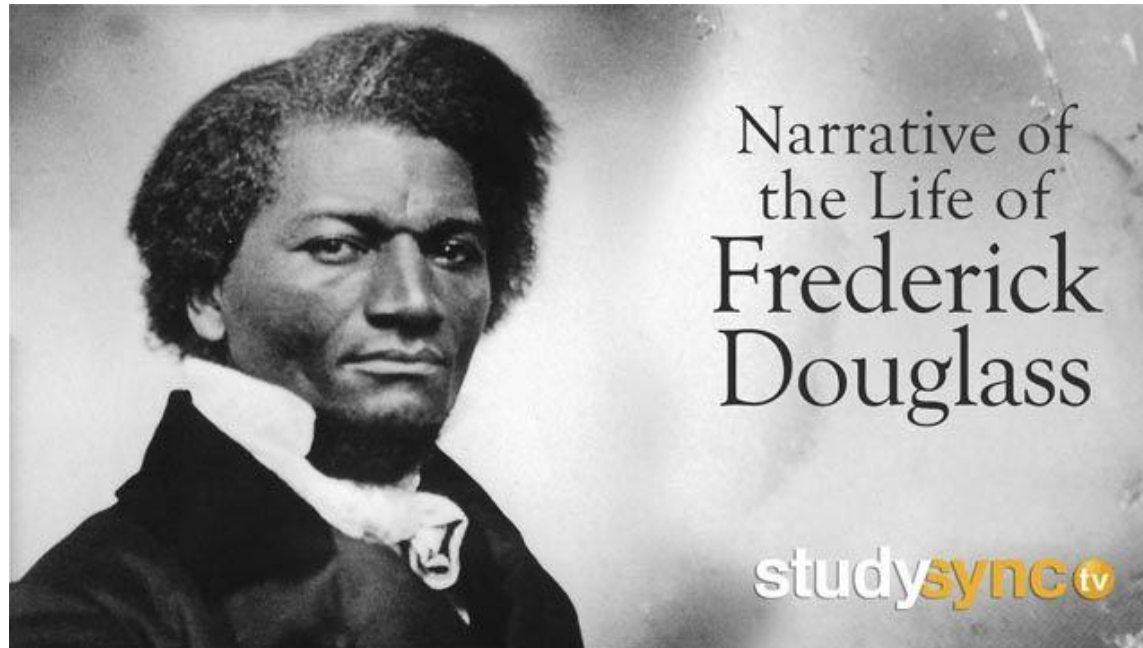
Expository text: Logical Connections

- We need trees to absorb the carbon dioxide that we exhale.
- Trees absorb heat-trapping greenhouse gases that human activities emit.
- More carbon dioxide and greenhouse gases in the air make it harder for us to breathe.
- As those gases enter the atmosphere, global warming increases causing climate change.
- Earth's land animals and plants live in forests, and deforestation threatens species of land animals and birds.
- We need to prevent deforestation.



Focus on selected TEKS (8.10C & 8.10D)

Narrative of the Life of Frederick Douglass

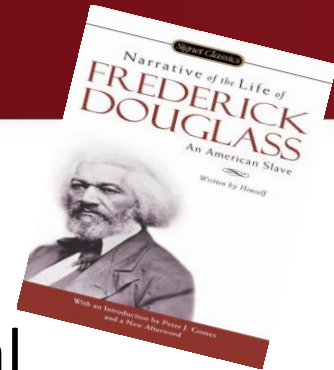


Watch the video on StudySync:

<https://apps.studysync.com/#!/core-ela/8/158/instructional-path>

Informational Text/ Expository Text

Published in 1845, *Narrative of the Life of Frederick Douglass* describes Douglass's journey from slavery to freedom. This great American orator provides a factual account of his struggle to educate and free himself and others from the oppression of his times. The memoir's vivid descriptions of life as an enslaved person played a key role in fueling the abolitionist movement in the North prior to the Civil War. In the following excerpt from the middle of the text, Douglass overcomes the odds against him, procuring the assistance of others in teaching himself to read despite laws prohibiting enslaved people from learning such skills.



Introduction: Narrative of the Life of Frederick Douglass

Focus on selected TEKS (8.10C & 8.10D)

Making Logical Connections

Connect the video to the Introduction.

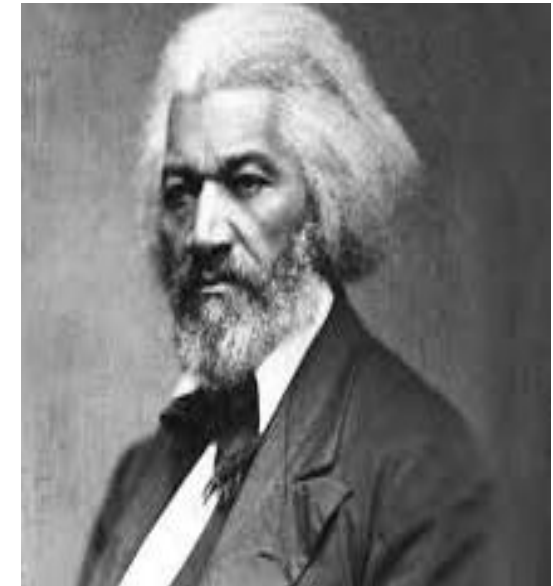
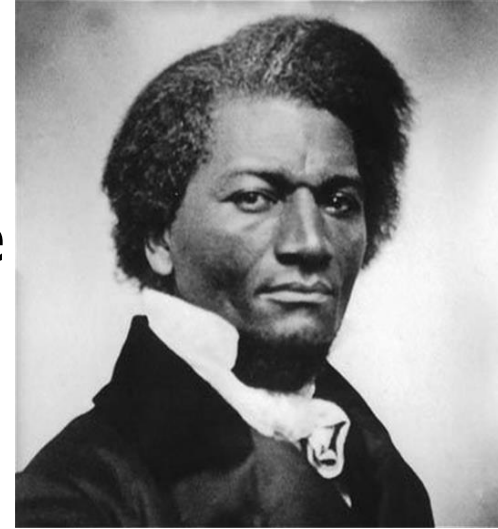
Think, Pair, Share:

- How does the information in this video connect to what you already know?
- Why do you think it is important to learn about this person?

Building Background: Frederick Douglass

Frederick Douglass was born into slavery in Maryland in the early 19th century. He escaped and went on to become a notable writer, orator, abolitionist, and women's rights advocate.

Douglass makes reference to the speeches of Richard Brinsley Sheridan (1751-1816), an Irish playwright who argued for the freedom of the Irish from British rule.



Frederick Douglass - Journalist & Civil Rights Activist | Mini Bio | BIO

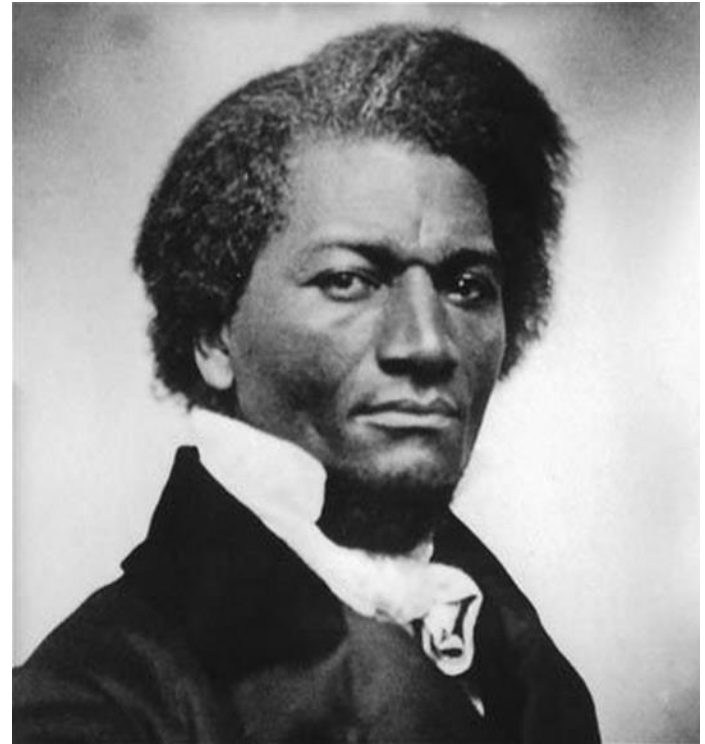
<https://www.youtube.com/watch?v=Su-4JBEIhXY>



Informational Text/ Expository Text

Narrative of the Life of Frederick Douglass

In the powerful memoir *Narrative of the Life of Frederick Douglass, An American Slave*, Douglass recounts how it was he came to learn to read and write, the risks involved, and the powerful impact this learning had on his life.



Focus on selected TEKS (8.10C & 8.10D)

Be sure to adjust the
Proficiency Level of the text
to accommodate for your
students.



Review Vocabulary

For teacher use.

Vocabulary

- **bestow**
- **prudence**
- **console**
- **bear**
- **anguish**

Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig. 19 D)



Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig.19D)

Review

- **What is Theme?**

Theme is the message about life or human nature that the author communicates to the reader.

Theme

The central message



Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig. 19D)



Theme is suggested through the characters or speaker in a text.

Ask yourself:

- What does the protagonist learn?
- What ideas or insights about life or human nature are conveyed in the poem?



Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig.19D)

Let's Practice...

Think, Pair, Share:

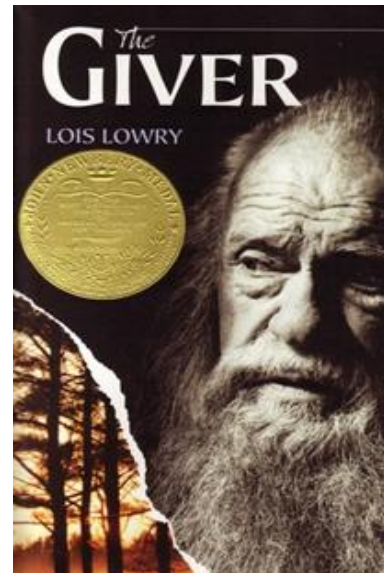
What are some common themes in films and novels?



Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig.19D)

Let's Practice...

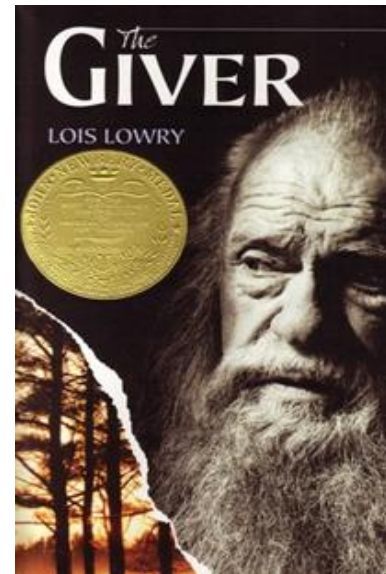
What are some common themes?



Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig.19D)

Example:

Stand up to society's injustices.



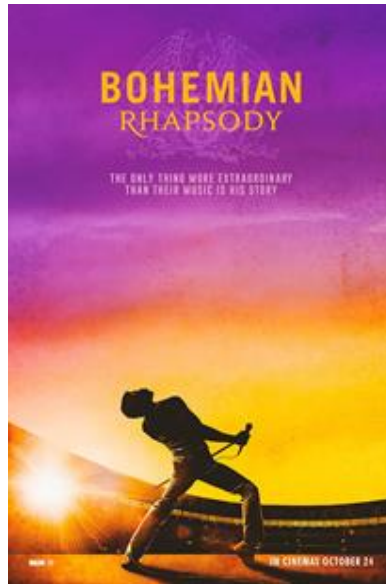
Take risks to help others.



Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig.19D)

Let's Practice...

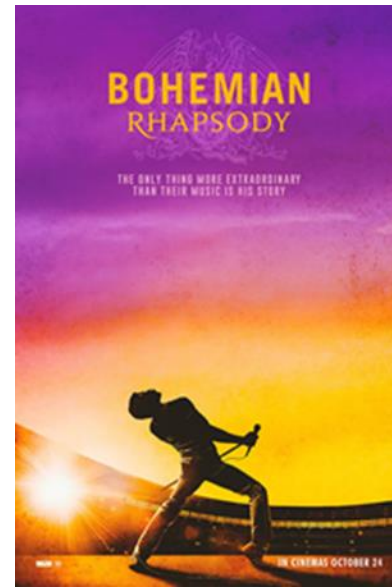
What are some common themes?



Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig.19D)

Example:

Embrace your differences.

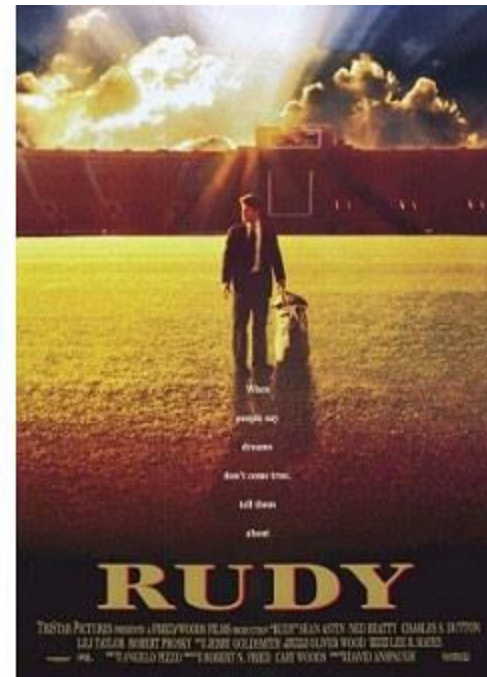
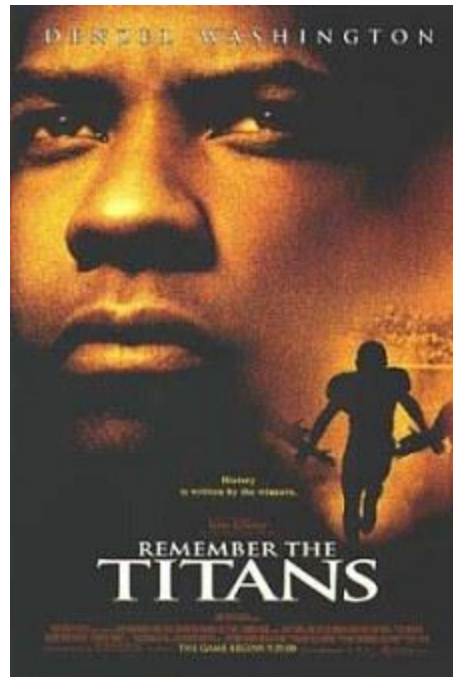


Find your role in life.

Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig.19D)

Let's Practice...

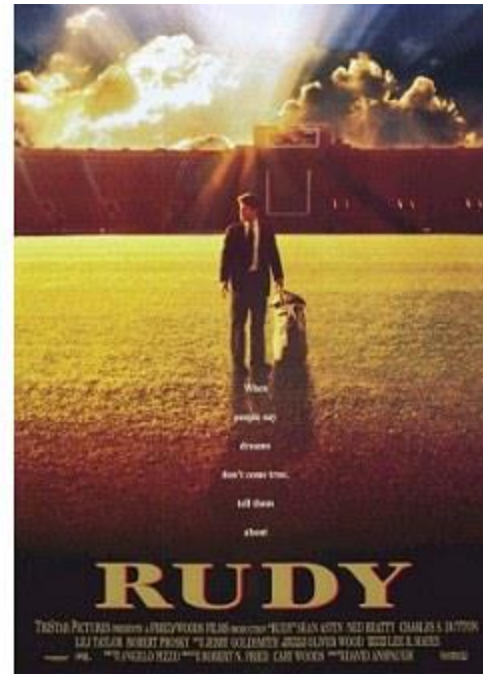
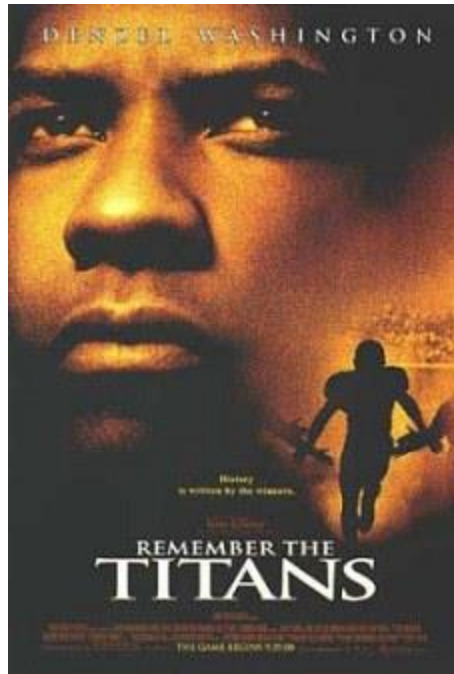
What are some common themes?



Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig.19D)

Example:

Don't let others decide your future.



Confront challenges.

Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig.19D)

Review

- ## What is Sensory Language?

Sensory Language is language that connects to the five senses (sight, sound, smell, taste, touch) to create an image or description.



Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig.19D)

Review

- **How does sensory language create imagery?**

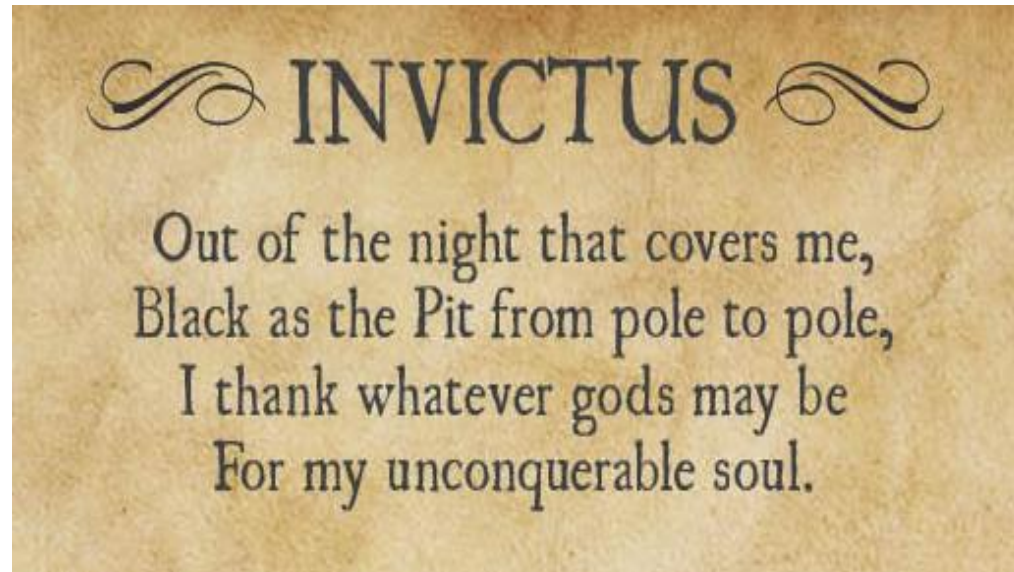
The purpose of sensory language is to:

- 1. Paint a picture in someone's mind (imagery)**
- 2. Make the text seem REAL!**



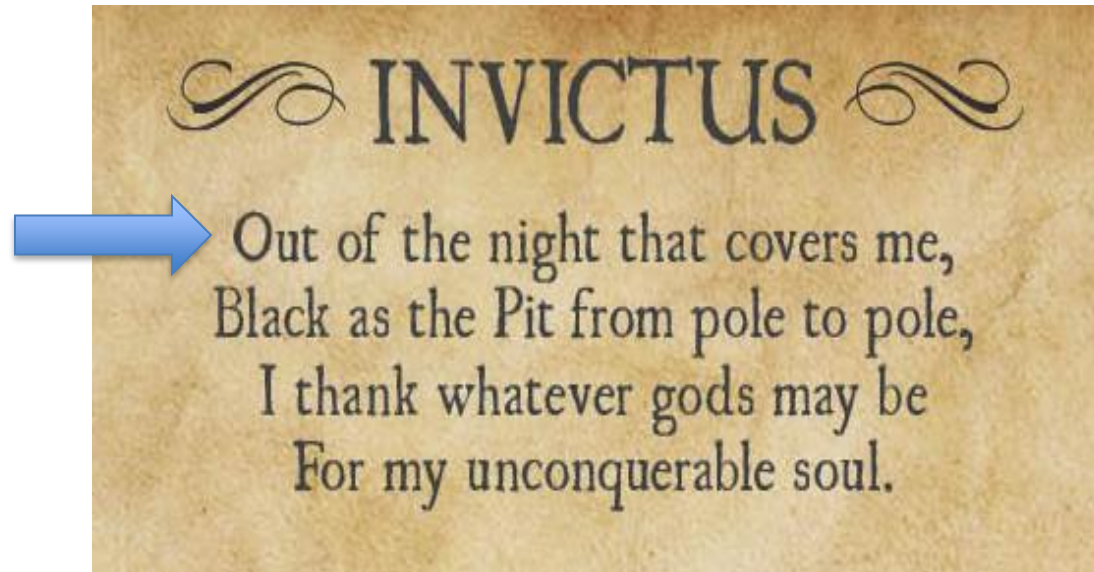
The campfire crackled quietly in the night.

Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig.19D)



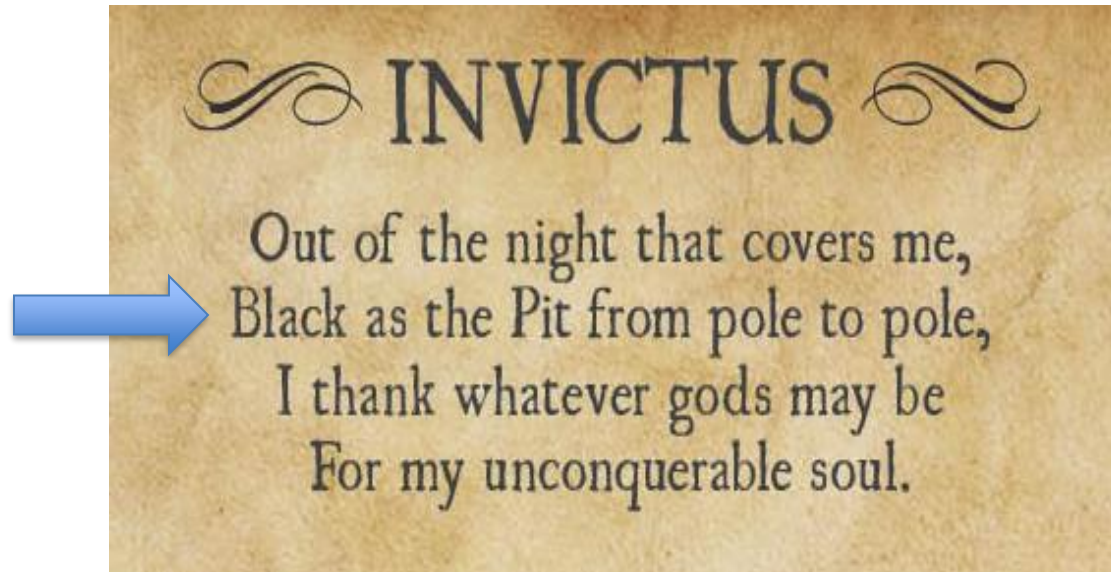
- What is the speaker suggesting in this stanza?

Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig.19D)



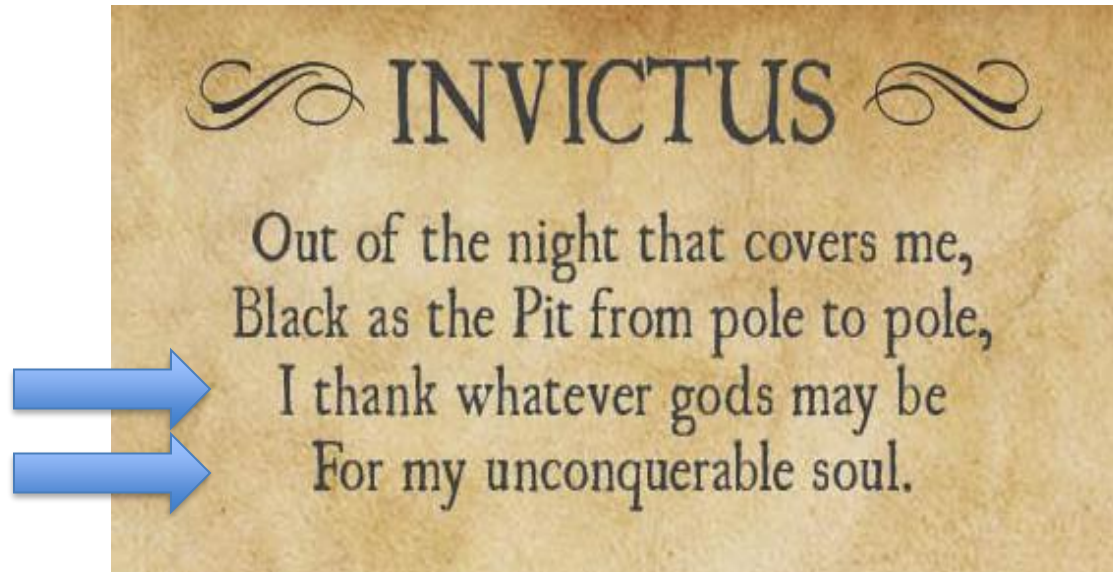
- The night that covers the speaker represents confusion and hardship.

Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig.19D)



- This line describes how difficult his situation is. He faces extreme adversity.

Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig.19D)



- In the last two lines the speaker is grateful for his ability to persevere.



Focus on selected TEKS (8.3 Fig.19D & 8.8 Fig. 19 D)

Literary Text: Poetry

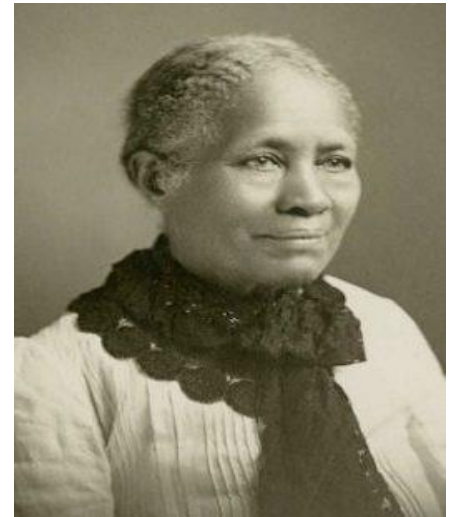


Building Background: Frances Watkins Harper

Frances Ellen Watkins Harper

(1825-1911)

Born in Baltimore, poet, fiction writer, journalist, and activist Frances Ellen Watkins Harper was the only child of free African American parents. She was raised by her aunt and uncle after her mother died when Frances was three years old. She attended the Academy for Negro Youth, a school run by her uncle, until the age of 13, and then found domestic work in a Quaker household, where she had access to a wide range of literature. After teaching for two years in Ohio and Pennsylvania, she embarked on a career as a traveling speaker on the abolitionist circuit. She helped slaves escape through the Underground Railroad and wrote frequently for anti-slavery newspapers, earning her a reputation as the mother of African American journalism.



Building Background: Frances Watkins Harper

Literary Text: Poetry

Biography on Frances Watkins Harper
(play video from 1:03-5:35)

<https://www.youtube.com/watch?v=tp2RP8yNrcw>

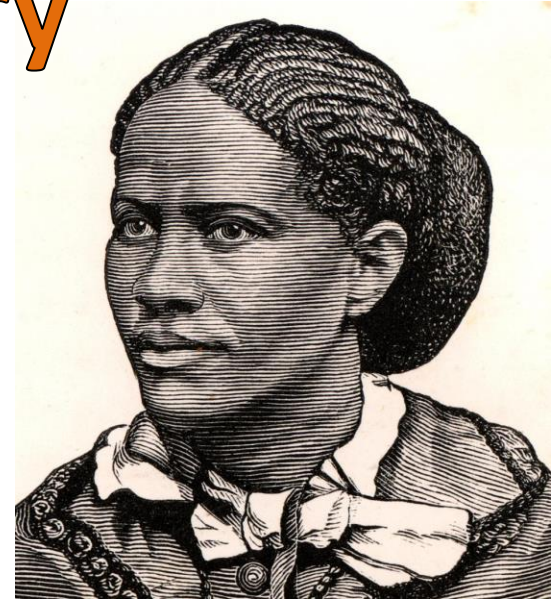


Building Background: Frances Watkins Harper

Literary Text: Poetry

**"Learning to Read" with Frances
Ellen Watkins Harper's "Aunt Chloe"**

[https://www.youtube.com/watch?v=adKddL4
TWg](https://www.youtube.com/watch?v=adKddL4TWg)



Review Vocabulary

For teacher use.

Vocabulary

- **Yankee**
- **Rebs**
- **hook or crook**
- **leaves**
- **sneer**





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