Explore thoughts and experiences slide deck

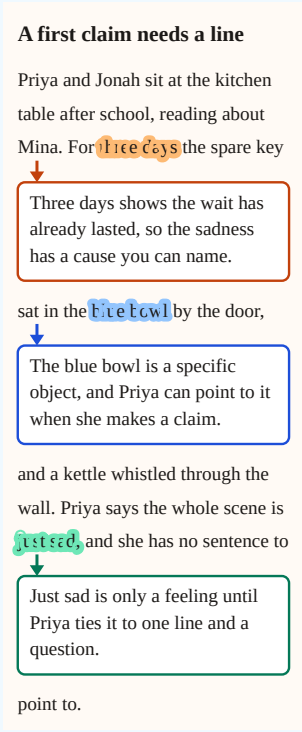
English Language Arts 10-1

Unit 1: Explore thoughts and experiences

Tentative understandings

A first reaction to a scene

- Priya and Jonah sit at the kitchen table after school, reading about Mina. For three days the spare key sat in the blue bowl by the door, and a kettle whistled through the wall. Priya says the whole scene is just sad, and she has no sentence to point to.
- Three days shows the wait has already lasted, so the sadness has a cause you can name.
- The blue bowl is a specific object, and Priya can point to it when she makes a claim.
- Just sad is only a feeling until Priya ties it to one line and a question.



Claims with open questions

- A tentative understanding says what the scene might mean and which line suggested it.
- Jonah's question holds off prejudgement, so the next line can still change the claim.
- When Jonah talks about the kettle, Priya hears a detail her first reading missed.

Key terms

tentative understanding

A first interpretation that stays open because a question is still attached to a line or detail.

interpretation

A reasoned account of what a text is doing, tied to lines, images, or details from that text.

prejudgement

A decision about meaning made before the reader has looked closely at the wording.

Parts of a tentative reading

- Claim box: write one sentence about what Mina seems to be doing.
- Line box: copy the sentence that made you say that.
- Question box: write what you still need the next sentence to show.

Annotated example

- Priya and Jonah sit at the kitchen table after school. For three days the spare key sat in the blue bowl by the door, and a kettle whistled through the wall. Priya says the whole scene is just sad.
- Claim: Mina has been waiting, because three days means the key has stayed in the bowl longer than one afternoon.
- Line: the spare key sat in the blue bowl by the door. Question: would an empty bowl the next morning mean she waited too long?

Practice with a new line

- Mina stands at the sink while a kettle whistles in the next apartment. She keeps one hand on the blue bowl and leaves the key where it is. Jonah asks what the whistle adds.
- Use the same move: write a claim about the whistle, quote the line that supports it, and add one question a second reading could answer.

Review

- After the club meeting, the hallway light stayed on and the blue bowl of keys sat on the office desk. Everyone else had gone down the stairwell. Priya still stood by the door.
- Write a claim, the wording you use, and a question that could change the claim.

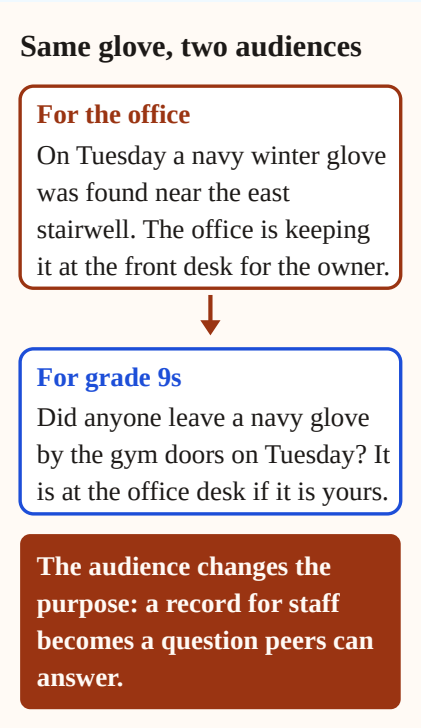
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Language for a new audience

An office notice and its audience

- For the office. On Tuesday a navy winter glove was found near the east stairwell. The office is keeping it at the front desk for the owner.
- For grade 9s. Did anyone leave a navy glove by the gym doors on Tuesday? It is at the office desk if it is yours.
- The audience changes the purpose: a record for staff becomes a question peers can answer.



One topic in two styles

- The audience is the person who has to act: the office staff, or the grade 9s in the chat.
- Structure is the order. Staff see the place first. Peers see a question first.
- Free verse lets you sit with the lost glove before you write the notice that tells people what to do.

Key terms

audience

The people a text is meant to reach, whose knowledge and needs shape the language.

free verse

Poetry that follows the rhythm of speech and image, with line breaks doing work that rhyme might do in another poem.

structure

The order and grouping of parts in a text, such as a headline plus details, or a series of short lines.

Changes in the peer version

- Lead with the question peers would ask: Did anyone see a navy glove by the gym doors?
- Swap the formal place name for the name students use, and add the image of one glove on the radiator.
- Keep the request to describe the glove, so the owner still has to prove it.

Annotated example

- On Tuesday a navy winter glove was found near the east stair-well. The office is keeping it at the front desk. One line of free verse reads: one navy finger, still bent on the radiator, like it is waving someone back.
- The line break after bent makes the reader pause on the shape, so the glove still looks busy.
- For the office: a navy glove is at the front desk. For grade 9s: Did anyone leave a navy glove by the gym doors?

Two versions of one fact

- On Wednesday a green metal bottle was left on the window ledge in the library loft. The water ring is still on the wood, and the cap sits beside it.
- Write four lines of free verse that stay with the bottle, then a two-line note for classmates and one sentence for the library desk.

Review

- On Friday a black choir folder with the name A. Singh inside was left on the music-room piano. The pencil line is smudged, and the folder is still open.
- Write an office sentence and a peer version, plus one exploratory line about the open folder.

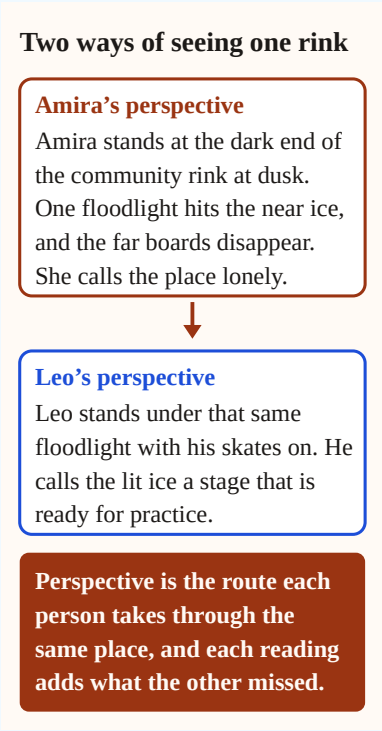
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New perspectives on a text

Two first impressions

- Amira’s perspective. Amira stands at the dark end of the community rink at dusk. One floodlight hits the near ice, and the far boards disappear. She calls the place lonely.
- Leo’s perspective. Leo stands under that same floodlight with his skates on. He calls the lit ice a stage that is ready for practice.
- Perspective is the route each person takes through the same place, and each reading adds what the other missed.



Perspective and preference

- A perspective is the route your eye takes through an image or a text.
- A preference is a route you repeat because it has worked for you before.
- A reading inventory makes the repeated route visible so you can choose a next try.

Key terms

perspective

A way of seeing a text or image, shaped by experiences, values, and what the person notices first.

preference

A text or genre a reader returns to because of taste, habit, or past success.

reading inventory

A personal list of texts and genres a reader seeks, avoids, and might try next.

Appraising a response

- A helpful response points to a visible feature and says what question it raises.
- Name the influence: a memory, a value, or a habit that sent your eye there.
- A response that only says, “I hate winter,” stops the looking.

A reading inventory

- Amira stands at the dark end of the community rink at dusk. One floodlight hits the near ice, and the far boards disappear. She calls the place lonely. Leo, under the same light with his skates on, calls the lit ice a stage.
- Amira's perspective follows the dark boards. Leo's perspective follows the lit ice he came to use.
- A reading inventory might say: seek sports comics, avoid poems after a harsh test, try one short public-domain poem with a question in the margin.

Personal reading inventory

- A school doorway at night has one lamp on and a poster torn halfway down the glass. From the sidewalk the doorway looks shut. From the step, a student can see a light still on in the office.
- Write your first notice, a notice a classmate might make from the step, and whether that second notice helps you see more of the doorway.

Review

- In the cafeteria at 8:10, one tray rail is jammed and the far window is still dark. A server sees the jam. A student in line sees the dark window and the empty tables.
- Write both notices and say whether the second one adds a feature the first one missed.

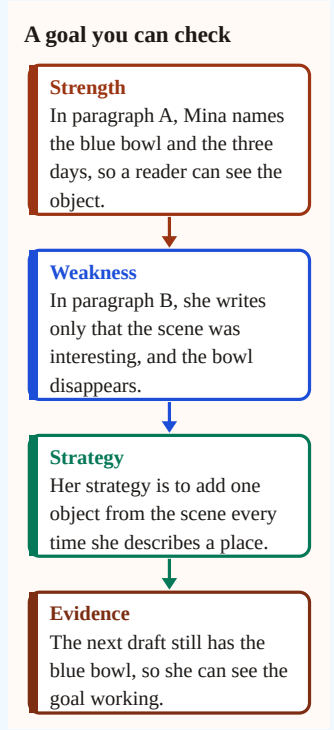
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Language growth goals

Two portfolio paragraphs

- Mina keeps two paragraphs in one portfolio about the same kitchen. Paragraph A says the spare key sat in a blue bowl by the door for three days, and she could hear the kettle through the wall. Paragraph B says only that the story was interesting and the character did things.
- Strength. In paragraph A, Mina names the blue bowl and the three days, so a reader can see the object.
- Weakness. In paragraph B, she writes only that the scene was interesting, and the bowl disappears.
- Strategy. Her strategy is to add one object from the scene every time she describes a place.
- Evidence. The next draft still has the blue bowl, so she can see the goal working.



Measurable goals

- A language goal says what will change in writing or in talk.
- A strategy is the action you will repeat, such as one concrete detail before a judgement.
- A portfolio reflection records the evidence and the next check.

Key terms

language goal

A specific change in speaking, listening, reading, or writing, paired with a strategy and a way to check it.

portfolio reflection

A note that looks at a sample of your own work, names what is strong, and chooses a next strategy.

strategy

A repeatable action, such as asking a question before offering a claim, that you can count or point to.

Parts of a growth goal

- Strength: paragraph A uses time and objects a reader can picture.
- Weakness: paragraph B judges the story with words that fit any plot.
- Strategy and check: add one object before any judgement word, and circle those objects on Friday.

Annotated goal for group talk

- In a group talk about Mina’s kitchen, a student says the theme is loss before anyone has looked at the bowl. The goal is to understand the scene before announcing a theme.
- Strategy: ask one question about a line, such as why the key is still in the bowl, before offering a claim.
- Check: a tally mark each time the question comes first, reviewed when the discussion ends.

Portfolio goal card

- Paragraph B says the kitchen scene was interesting and leaves the bowl unnamed. Paragraph A says the spare key sat in the blue bowl by the door for three days.
- Name one strength and one weakness using a sentence from these paragraphs, then add a strategy and a Friday check.

Review

- You will explain a fundraiser plan to the school club on Thursday. The plan is a bake sale at the gym doors, and you tend to start with the theme before the price and the time.
- Write a language goal, a strategy, and a check for that talk.