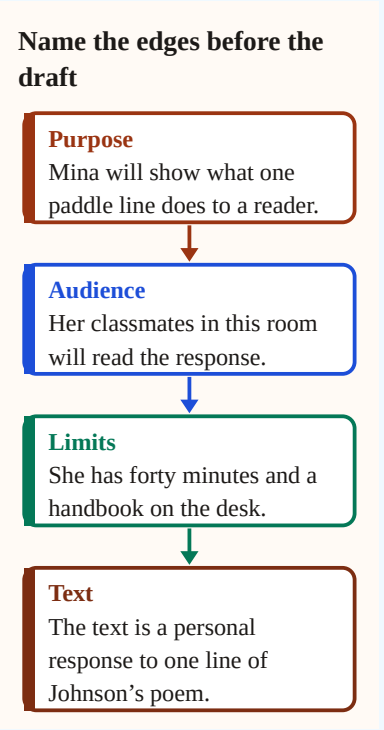
English Language Arts 10-1

## Unit 4: Create and refine texts

# Creation context

## Constraints on a task

- Mina sits at a classroom desk with forty minutes, a handbook, and E. Pauline Johnson’s paddle poem. She has to begin a personal response before the period ends.
- Purpose. Mina will show what one paddle line does to a reader.
- Audience. Her classmates in this room will read the response.
- Limits. She has forty minutes and a handbook on the desk.
- Text. The text is a personal response to one line of Johnson’s poem.



## Audience and constraints

- Mina’s purpose is to explain her reaction so classmates can say what the paddle line does.
- Her audience is the classmates, about fifteen, who heard the poem once and who will listen at the end of class.
- One constraint is the forty-minute clock, and another is the handbook on the desk beside a one-page personal response.

# Key terms

**purpose**

The job a text is built to do, such as to inform, explain, persuade, or entertain classmates.

**constraint**

A limit you can point to in the room, such as forty minutes, the classmates, or the handbook on the desk.

**audience**

The people who will read, hear, or view the text, such as the classmates sitting near Mina.

## Course requirements

- A course poster on the classroom wall lists the year's writing. It tells Mina she must create a personal response, a critical response to literature, a story, and informative and persuasive prose.
- The same poster lists a required poem and a required oral, visual, or multimedia presentation, and it marks a script as encouraged.
- Today the handbook, the clock, and the paddle line point to the personal response, while the story and the script wait on later tasks.

## A focused purpose

- Mina first says she will write about nature poems for everybody on the planet. On the desk she has forty minutes, a handbook, and E. Pauline Johnson's line, "For soft is the song my paddle sings." Her classmates will hear the piece at the end of class.
- Purpose: explain one reaction to that line for the classmates in the room.
- Constraint: forty minutes, one page, and the handbook open on the desk.

## Practice with a new audience

- A grade 9 visitor has twenty minutes and a paper copy of Johnson’s poem. The line to explain is “Dip, dip, while the waters flip.” The visitor will listen once.
- Write the purpose, name the visitor as the audience, and add one constraint from the room.

## Review

- The office wants a persuasive paragraph about labeling a water-bottle bin. You have fifteen minutes and a poster board in the cupboard. The readers are students who walk past the gym doors.
- Write the purpose, the audience, and two constraints.