Create and refine texts slide deck

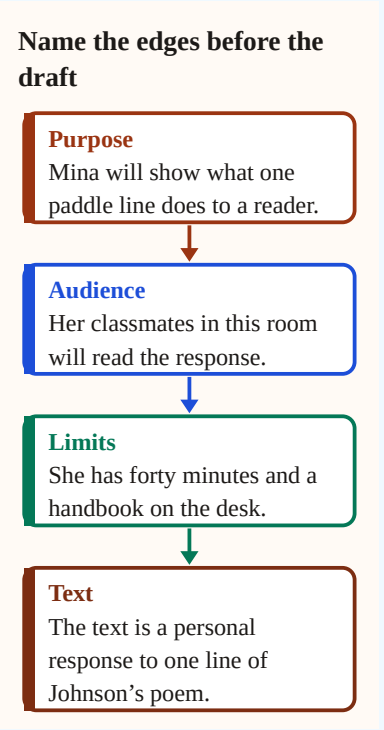
English Language Arts 10-1

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.

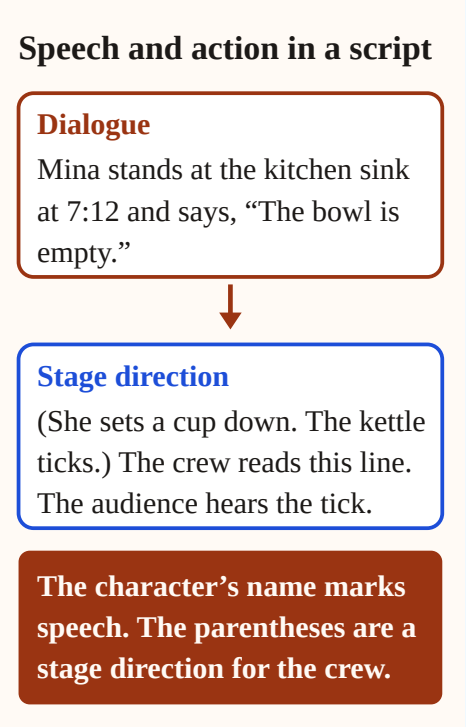
English Language Arts 10-1

Unit 4: Create and refine texts

Form and convention

A short narrative moment

- Dialogue. Mina stands at the kitchen sink at 7:12 and says, “The bowl is empty.”
- Stage direction. (She sets a cup down. The kettle ticks.) The crew reads this line. The audience hears the tick.
- The character’s name marks speech. The parentheses are a stage direction for the crew.



Choosing a form

- A story convention here is the kitchen setting, Mina as the character, the clink-to-door plot, and the conflict with the bus.
- A script convention puts MINA as the speaker name, then her spoken words, then a stage direction such as (The kitchen light snaps on.).
- A poem for the same key can use short lines and the image of metal resting in the blue bowl.

Key terms

convention

A shared habit of a form, such as a conflict in a story or a speaker name in a script.

chronological order

The telling of events in the time they happened, from the first clink of the key to the last step out the door.

stage direction

A parenthetical line for light, sound, or action, such as The kitchen light snaps on and a key clinks.

Story and script conventions

- Setting: the kitchen at 7:12.
- Plot: the clink of the key, then the walk to the door.
- Conflict: one spare key, and a bus that leaves on time.
- Script: MINA says, “The spare key is under the spoons,” and the parentheses say, “(The kitchen light snaps on. A key clinks.)”
- MOM answers, “Check the bowl before you run,” so the speaker names stay visible above each spoken line.

Example

- On the sidewalk the bus door opens, Mina’s sleeve catches, and the spare key taps the blue bowl in her bag. A poster places a photo of the caught sleeve beside a photo of the key still in the bowl.
- That sequence is chronological order, the events in the time they happened.
- The side-by-side photos are juxtaposed images, and together they suggest hurry.

Practice with a scene

- At 3:10 Mina's navy glove slips behind the art-room radiator while the class lines up at the door. She reaches, the line moves, and the glove stays.
- Put the lineup, the slip, and the reach in chronological order, and plan two juxtaposed photos: the glove and the empty hook.

Review

- At 11:20 Mina’s lunch tray tips in the cafeteria, the blue bowl on the tray slides, and a spare key skitters under the salad bar.
- Choose a story or a script, name one convention you will use, and list the events in clock order.

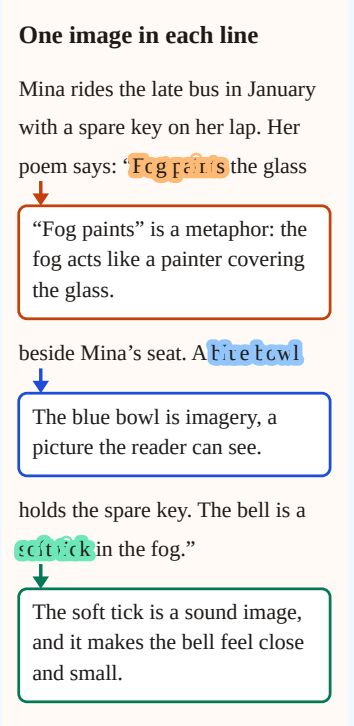
English Language Arts 10-1

Unit 4: Create and refine texts

Developing content

Imagery in a short poem

- Mina rides the late bus in January with a spare key on her lap. The first draft of her poem says: “Fog paints the glass beside Mina’s seat. A blue bowl holds the spare key. The bell is a soft tick in the fog.”
- “Fog paints” is a metaphor: the fog acts like a painter covering the glass.
- The blue bowl is imagery, a picture the reader can see.
- The soft tick is a sound image, and it makes the bell feel close and small.



Ideas and organizers

- Mina finishes the poem as four lines titled “Bus Window, January.” Its controlling idea is that the spare key feels heavier each time the bus nears Mina’s stop.
- Supporting details are the fog on the glass, the blue bowl on her lap, and the single tick of the key.
- A thought web puts the key in the center, and a storyboard gives each of the four lines its own box.

Key terms

controlling idea

The one idea that holds a text together, such as the spare key feeling heavier as the bus nears the stop.

thought web

A drawing with the topic in the middle and details on the spokes, such as fog, bowl, and window around the key.

supporting detail

A concrete piece that holds up the main idea, such as the blue bowl, the fog, or the tick of the key.

A model poem

- Line one: “Fog paints the glass beside Mina’s seat.” Line two: “A blue bowl holds the spare key on her lap.”
- Line three: “The key ticks once when the bus takes a turn.” Line four: “She watches the stop where the spare key belongs.”
- The controlling idea, the key growing heavier near the stop, is the sentence a reader could write in the margin.

Example

- Jamal's transit card is bent and sticks in his coat pocket on cold mornings. The doorway beeps when the card fails, and January air hits his face while he tries again.
- Controlling idea: the bent card makes every doorway a small test.
- The thought web puts transit card in the middle, with bent corner, coat pocket, doorway beep, and January air on the spokes.

Practice with an object

- Priya's phone case is cracked across the back, with a strip of blue tape on the corner. She checks the tape every time she sets the phone on a desk.
- Write a controlling idea in one sentence, and build a thought web with the case in the middle and three supporting details.

Review

- A library novel falls open on the bus seat, and a faded receipt marks a page Mina once needed for class. The ink on the receipt has gone grey.
- Write a controlling idea and three supporting details, as if they were spokes on a thought web.

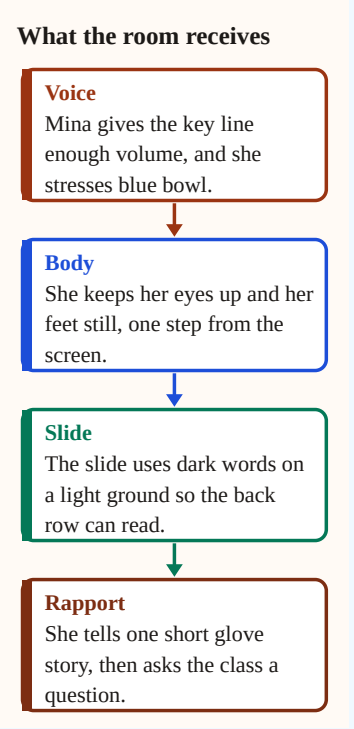
English Language Arts 10-1

Unit 4: Create and refine texts

Presenting a text

Presentation position

- Mina Cho is presenting her poem “Bus Window, January” to the class. The poem pictures a spare key in a blue bowl on her lap during a foggy bus ride, and her slide shows a photo of the key. She plans to open with a quick story about a lost glove. Mina stands one step from the screen, the poem page in her hand. The back row is waiting to hear her read the line about the blue bowl.
- Voice. Mina gives the key line enough volume, and she stresses blue bowl.
- Body. She keeps her eyes up and her feet still, one step from the screen.
- Slide. The slide uses dark words on a light ground so the back row can read.
- Rapport. She tells one short glove story, then asks the class a question.



Voice and slides

- The manuscript heading is Mina Cho, October 8, and “Bus Window, January,” in that order at the top.
- Her volume reaches the back row, her tone stays warm, and she stresses the words blue bowl.
- Feet planted, an open palm, and a look to the left, the middle, and the right keep the room with her.

Key terms

manuscript heading

The name, date, and title at the top of a page, such as Mina Cho, October 8, and “Bus Window, January.”

rapport

A connection with listeners, built here by a short anecdote about the bowl and a question they can answer.

contrast

A clear difference between colours on a slide, such as navy words on a cream background behind a key photo.

Audibility

- Mina reads, “A blue bowl holds the spare key on her lap,” with the stress on blue bowl and enough volume for the back row.
- She keeps her feet on the floor mark, one step from the screen, and turns her eyes left, then middle, then right.
- An open palm on the word bowl is the gesture, and the cream slide holds navy type beside the key photo.

Example

- Her page starts with the heading Mina Cho, October 8, “Bus Window, January.” She opens her talk with a ten-second story: she dropped a navy glove and found it because the cuff had a blue stripe.
- She asks, “Who has checked a pocket for a missing glove this month?” and pauses for hands.
- The slide behind the question uses navy letters on cream so the words blue stripe stay easy to see from the back row.

Thirty-second talk practice

- Priya will persuade the class to label a water-bottle bin. She has a photo of the bin and thirty seconds. Last week she left a bottle on the late bus and lost it for good.
- Plan a short anecdote, a question the class can answer, and a slide with dark words on a light background.

Review

- Jules will ask the music teacher for a clearer choir-room sign-out sheet. The talk is one minute, with a slide, and the teacher sits at the back of the room.
- Write a manuscript heading and one rapport move, either a short story or a question, plus one voice or body choice.

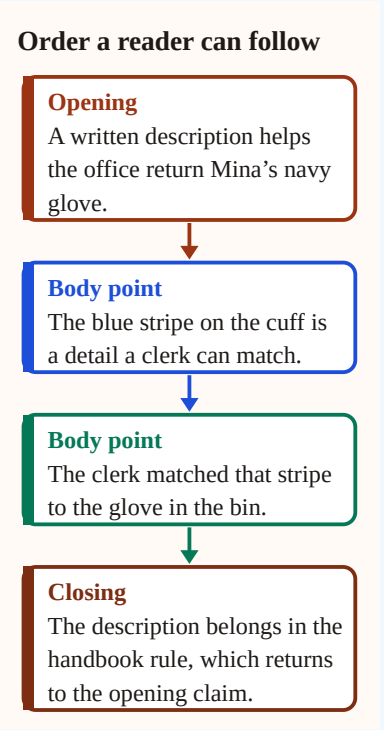
English Language Arts 10-1

Unit 4: Create and refine texts

Revising thought and order

An overgeneralized claim

- Mina lost her navy glove and wrote a description for the school office: navy, with a blue stripe on the cuff. The office clerk matched that stripe to a glove in the lost-and-found bin, and the glove came back to her. Now a classmate says, “Everyone loses gloves, so descriptions are useless.” Mina’s returned glove sits on her desk while she drafts a paragraph that answers that claim.
- Opening. A written description helps the office return Mina’s navy glove.
- Body point. The blue stripe on the cuff is a detail a clerk can match.
- Body point. The clerk matched that stripe to the glove in the bin.
- Closing. The description belongs in the handbook rule, which returns to the opening claim.



Revision goals

- The revised controlling idea is that a written description helps the office return a glove.
- The precise detail is a navy glove with a blue stripe on the cuff, matched by the clerk in the bin.
- The logical fallacy everyone loses gloves, so descriptions are useless, loses its force beside that one returned cuff.

Key terms

logical fallacy

A break in reasoning, such as claiming that everyone loses gloves, so descriptions are useless.

transition

A word or sentence that ties one point to the next, such as After Mina named the blue stripe.

closing

The ending that returns to the purpose with a finished understanding, such as the last line that keeps the description rule.

Evidence against an overgeneralization

- Mina replaces “a glove” with “a navy glove with a blue stripe on the cuff.”
- She writes that the clerk matched the stripe to the glove in the bin, so this description did its job.
- She sets the sentence “Everyone loses gloves, so descriptions are useless” beside the cuff and calls that leap a logical fallacy.

Paragraph order

- A classmate says, “Everyone loses gloves, so descriptions are useless.” On the desk is Mina’s navy glove with a blue stripe, the glove a clerk matched and returned.
- The opening says, “A written description helps the office return Mina’s navy glove.” Point one is the blue stripe. Point two is the clerk matching that stripe.
- The transition After Mina named the stripe ties the points, and the closing returns to the opening claim. The wide leap is a logical fallacy.

Practice with a response

- A draft about “The Song My Paddle Sings,” E. Pauline Johnson’s canoe poem, opens with a joke and ends with a new canoe fact from a website. The middle quotes nothing. The line on the desk is, “For soft is the song my paddle sings.”
- Revise the beginning so it quotes that line and names a reaction, revise the ending so it returns to the line, and add one transition.

Review

- A classmate says, “Every library book is overdue, so fines are useless,” after Mina paid a fine and got a novel back on Tuesday.
- Repair the leap with one precise detail, then sketch an opening, two points, a closing, and one transition.

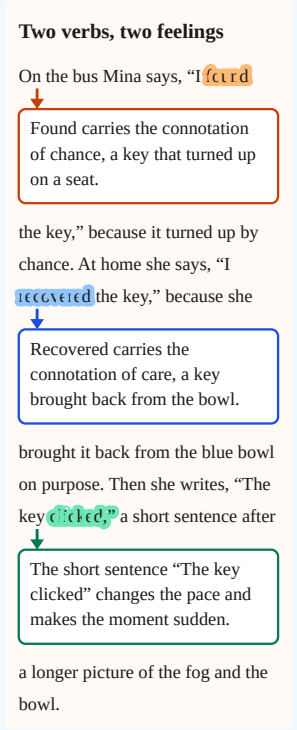
English Language Arts 10-1

Unit 4: Create and refine texts

Word choice and correctness

Connotation in word choice

- Mina loses track of her spare key on a foggy January morning, and she tells two versions of getting it back. On the bus seat Mina says, “I found the key,” because it turned up by chance. At home she says, “I recovered the key,” because she brought it back from the blue bowl on purpose. Then she writes, “The key clicked,” a short sentence after a longer picture of the fog on the bus window and the bowl.
- Found carries the connotation of chance, a key that turned up on a seat.
- Recovered carries the connotation of care, a key brought back from the bowl.
- The short sentence “The key clicked” changes the pace and makes the moment sudden.



Connotation and sentence structure

- Connotation is the care in recovered and the chance in found when the spare key and the blue bowl are the same.
- A short sentence, “The key clicked,” can follow a longer one that shows the fog and the bowl.
- A comma splice such as “The key clicked, Mina grabbed the bowl” still needs a period or a comma plus and.

Key terms

connotation

The feeling a word carries with its plain meaning, such as the care in recovered beside the chance in found.

comma splice

Two sentences joined with only a comma, such as The key clicked, Mina grabbed the bowl.

fragment

A word group that leaves the thought unfinished, such as When the key clicked in the blue bowl.

Sentence functions

- Sentence: Mina recovered her spare key from the blue bowl, and she held it tightly.
- Mina and key name a person and a thing.
- Recovered and held name the actions.
- Her, she, and it stand in for Mina and the key, spare and blue describe the key and the bowl, and from links the key to the bowl.
- The extra chill sits inside commas in “The spare key, cold from the window, sat in the blue bowl,” and the handbook list also names the dash.

Sentence errors

- On the bus Mina says, “I found the key,” because it turned up by chance. At home she says, “I recovered the key,” because she brought it back from the blue bowl on purpose.
- Found carries chance. Recovered carries care. The short sentence The key clicked makes the moment sudden after a longer picture of the fog and the bowl.
- Comma splice: The key clicked, Mina grabbed the bowl. Repair: The key clicked. Mina grabbed the bowl.

Sentence practice

- On the board: The glove was navy, the stripe was blue. Also: Because the clerk matched the stripe. A spell checker accepts The glove was their on the desk.
- Repair the comma splice and the fragment, and say what a human reader still has to catch in their.

Review

- Jules must log the choir-room key. Slipped suggests an accident. Vanished suggests a mystery. The draft says, “The sheet tore Mina taped the key line.”
- Choose the verb and say its feeling, then repair the run-on with a period or a comma plus and.