English Language Arts 10-2 full slide deck

English Language Arts 10-2

Unit 1: Explore thoughts and experiences

Tentative readings

Details in a rink notice

- The rink note says skate rental closes when the Zamboni leaves the ice.
- Nia reads it as rental is closed.
- Leo reads it as the ice is unsafe.
- The Zamboni is still parked. That clue fits the rink note, so rental is still open.

The rink note

Skate rental closes when the Zamboni leaves the ice.

A tentative first reading

- A tentative understanding of this note sounds like a sentence you can still cross out: rental may be closing, and the machine will tell you.
- An interpretation joins the printed words to something in the room. A parked Zamboni means skate rental is still open.
- The question earns its place because Nia can walk ten steps and look. The parked Zamboni is the check.

Key terms

tentative understanding

A reading you treat as unfinished until a later detail confirms it or pushes it aside.

interpretation

The meaning you build by joining the words on the page to a detail you can point to.

A checkable question

- Nia's question is whether the Zamboni has left, because that is the condition the note names.
- A weaker question is whether the rink is dangerous. Nothing on the note lets her settle that.
- Once the machine is parked, the closing is crossed out. The replacement is that skate rental is still open.

A change in reading

- First reading: the note is telling skaters that rental is closed.
- Check: the Zamboni is still parked in its bay.
- Revised reading: skate rental is still open.
- Reply to Leo with the rental sentence. The rink note says when rental closes.

The microwave card

- The staff-room card beside the microwave says the timer stops at two minutes, teachers may start it again, and students sign the clipboard before another cycle.
- A first reading might say nobody may heat food for long. The clipboard line is only about students, and the restart line is only about teachers.
- Ask who is allowed to restart it. Then revise the reading so the two roles stay apart.

Review

- Cover the rink note and the microwave card.
- The gym poster says bleachers stay folded on game days until the team finishes warm-up, and visitors sit on the floor mats.
- Give a first reading, one question you could check in the gym, and a revised reading once you picture the team still warming up.

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Unit 1: Explore thoughts and experiences

Language for two audiences

The jacket with the red zipper

- Office note: a grey jacket with a red zipper was turned in to the gym office lost bin on Tuesday.
- Friend message: your grey jacket, red zipper, is in the gym lost bin, and Jordan saw it Tuesday.
- The office version describes the jacket because the clerk needs to know whose it is. The friend version says “your” because Jordan is writing to the owner.
- Spoken try: Jordan says, Grey jacket, red zipper, gym bin, into the pretend microphone, and he keeps red zipper because it separates this jacket from the others.

One jacket, two audiences

Office note

A grey jacket with a red zipper was turned in to the gym office lost bin on Tuesday.

Friend message

Your grey jacket, red zipper, is in the gym lost bin. I saw it Tuesday.

Adapting to the listener

- Audience is the clerk in one text and the owner in the other, so the greeting and the amount of description change with them.
- Exploratory talk is the microphone minute. It is allowed to be rough because its job is to find the phrase worth keeping.
- Red zipper stays in both writings. Tuesday can shrink in the friend message because the owner mainly needs the bin.

Key terms

audience

The people a text is for, which changes what you include and how you sound.

exploratory talk

Rough, unpolished talk you use to find an idea before you write anything finished.

Information the listener already has

- Jordan can say “your jacket” to his friend. The office note needs a description, because the clerk has to learn who “you” is.
- He can drop a full sentence of description for the friend and still must keep the bin. A location belongs in both versions.
- The spoken line is a test he uses before the two finished texts. He listens for the word that prevents a mix-up.

Marking cuts in a text

- Shared fact: grey, red zipper, gym office lost bin, Tuesday.
- Office keeps the full description and a formal turned-in verb because a record has to stand alone.
- Friend shifts to your and I saw it, and still names the bin.
- From the spoken try, red zipper is the keeper because other grey jackets exist.

The keys on the bench

- Fact: a set of house keys with a blue fob was on the visitors' bench at 3:50, and the coach has them now.
- Write a sentence for the coach's desk that could be filed. Write a message to the teammate who lost them.
- Say the fact once out loud and star the detail that stops a mix-up with other keys.

Review

- Cover the jacket and the keys.
- Fact: a phone charger with a knotted cord is in the library tub, left after period 2.
- Write one line for the library tub label and one line to the friend who owns the phone. Name the audience of each line.

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Unit 1: Explore thoughts and experiences

Reading preferences

A bus poem matches his route

- Devon writes songs and game chat on his inventory and leaves poetry in the skip column. His cousin's playlist is the influence he names for the songs.
- The class poem is four lines about a 4:10 bus, a bakery, a closed pool, and a pole that is still there when the speaker looks away.
- He stays with the pole because his own route has one he watches. That habit helps him hear the poem, and the skip-column habit had been in the way a minute earlier.
- A classmate hears the closed pool as the sad line. Devon had missed it. He adds the pool to his reading, then chooses a city-routes news brief as his next text.

The bus poem Devon almost skipped

The 4:10 bus ticks **the same pole**

past the bakery and the closed pool.

I count the stops instead of the day.

The pole is still there when I look away.

The repeated pole is the line Devon trusts, because his own route has a pole he watches.

Stance and reading habits

- Perspective here includes the cousin's playlist and the bus Devon actually rides.
- Text preference is the two-column inventory: songs and chat on one side, poetry on the other, filled before the poem is handed out.
- A response can help or get in the way. The route helps. The skip column almost blocks the page.
- The next text, a news brief, is a stretch into another kind, chosen on purpose.

Key terms

perspective

The stance you bring, including the people and habits that shaped how you read.

text preference

The kinds of texts you reach for, and the ones you skip, before you have even started.

Adding a classmate’s idea

- Devon’s idea is the pole and the route. His classmate’s idea is the closed pool.
- He keeps the pole and admits the pool. The poem has room for a watched stop and a shut building.
- Saying the classmate’s line back is how he shows the second idea entered his reading.

From skip column to next text

- Inventory: reach for songs, skip poems. Influence: cousin’s playlist on the ride home.
- Response: the pole line matches a stop he watches, so the route opened the poem.
- Block: the skip label almost kept the page face down.
- Widen: the closed pool, from a classmate. Next text: the city-routes brief, a news piece, which is a step away from songs and poems.

Priya’s graphic-novel pile

- Priya reaches for graphic novels and skips speeches. Her older sister’s shelf is the influence she names.
- A one-page speech about a rink fee holds her because of a number, forty dollars, that matches her own registration.
- A partner hears the line about younger siblings paying less. Priya had skipped that line. She adds it, then chooses a short radio interview as her next text.

Review

- Cover Devon and Priya.
- Name one kind of text you reach for and one you skip.
- Name a person, place, or habit that shaped the reach-for column, and name a specific next text of a different kind.

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Unit 1: Explore thoughts and experiences

Language growth goals

Assigning the caption writer

- Amina’s text to her coach says she will be at the side door at 7:10 with the pinnies.
- In the yearbook group she says someone should do the captions, and the notes repeat someone.
- Her goal card names Thursday’s meeting, the sentence I will take the grade 10 captions and Rae will take grade 11, and a check: the notes name both people.
- If the notes still say someone, she will try a shorter sentence at the next meeting.

Amina's goal card

Where
Thursday yearbook meeting, before people leave the table.

What I will say
I will take the grade 10 captions, and Rae will take grade 11.

How I will know
The shared notes name both people, not the word someone.

An observable goal

- A language goal here is one sentence said at a real table.
- A strategy includes the move and the afterward. The move is saying the two names. The afterward is the shared notes.
- The coach text is the strength she will borrow. The someone line is the weak spot the card is aimed at.
- Thursday is an informal group, and the side-door text is a more formal message to a coach. The goal sits in the group on purpose.

Key terms

language goal

A specific change in how you speak or write, small enough to try at the next real meeting.

strategy

The move you will use on purpose, plus the way you will tell whether it helped.

Strengths and weak spots

- The side-door text has a time, a place, and an object. Those three are the strength.
- The caption sentence needs a person where someone now sits. That is the transfer.
- If Thursday's notes improve and the next meeting slides back to someone, she modifies the strategy, maybe by writing the sentence in the notes herself before she speaks.

Three lines from her samples

- Strength: 7:10, side door, pinnies.
- Weak spot: someone should do the captions.
- Goal sentence: I will take grade 10 captions, and Rae will take grade 11.
- Check: Thursday's shared notes name Amina and Rae. If they are missing, next time she writes the names in the notes first and then says them.

Leo at the parts counter

- Leo writes clear stock texts: two oil filters, bay 3, before noon.
- At the bike-club table he says we should figure out the ride. The notes say figure out the ride.
- Build his three-line card for Saturday’s club meeting.

Review

- Cover Amina and Leo.
- Write a three-line card for a class, a job, or a club you actually attend.
- Include the sentence you will say and a check someone else could see.

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Unit 2: Comprehend and respond to texts

Purpose and audience of a sign

A lab safety card

- The lab card says keep the soup above 60°C, and write the temperature before you put the lid on.
- The job is to keep the soup safe to eat. The readers are the students at that station.
- The card also prints “HACCP hold”. “HACCP” is a food-safety acronym. On this card, “hold” means keep the soup hot enough.
- The same words on a restaurant review would be scoring a meal. On this card they tell a cook what to write in the log.

The foods-lab soup card

HACCP hold: soup stays above 60°C.

Log the temp before you lid it.

"HACCP" is the food-safety system. "Hold" means keep the soup hot enough, above 60°C, until served or cooled on purpose.

Purpose and setting

- Purpose on this card is safety, specifically soup that stays hot enough.
- The audience is the lab group that has the ladle and the log, which is why the card can say you.
- Jargon here is HACCP and the specialized use of hold. Both need a plain-language partner so the number still makes sense.
- Context is the lab counter, the class period, and the log sheet. A review page is a different situation, so the same sentence would be doing the wrong job.

Key terms

purpose

The job a text is trying to do, such as keeping food safe or inviting someone in.

jargon

A short technical word, or an acronym, that a particular group uses and others may need translated.

context

The place and situation the text belongs to, which changes what the words are asking.

Translate the word and keep the number

- A useful translation of hold is keep the soup at or above 60°C.
- A weak translation is pause. Pause fits a hallway conversation and drops the temperature.
- HACCP can be said as the food-safety system this lab follows. The acronym can stay on the card. The plain phrase sits beside it.

Four labels on one card

- Purpose: keep soup safe by holding it above 60°C.
- Audience: students at the foods station who can lid the pot and write the log.
- Jargon: “HACCP” names the safety system. “Hold” means the hot-holding rule on this card.
- Context: class lab with a log on the counter. On a restaurant review page, nobody is holding a thermometer over that sentence.

The pool sign

- Sign at the deck: No diving past the blue tile. Walk. Whistle means clear the water.
- Give purpose, audience, one piece of group language, and the context.
- Say what would go wrong if the sign were taped to a classroom door.

Review

- Cover the soup card and the pool sign.
- A tag on a saw in the construction shop says: Guard down. Push stick only. RPM on the plate.
- Give purpose, audience, a translation of one technical bit, and the context that makes the tag necessary.

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Unit 2: Comprehend and respond to texts

Controlling idea in a paragraph

The bus leaves before practicum ends

- Title first: The Thursday gap. Before the paragraph, predict that a time will fail to line up.
- The paragraph says downtown practicum, a weekly work placement, ends at 4:10, the last neighbourhood bus leaves at 3:40, and students who stay pay for a city ticket or wait in the office.
- Read the 4:10 sentence aloud if the two clocks blur. Then ask which clock the school controls.
- Controlling idea: the bus schedule clashes with the one day students are required to stay. The times and the ticket are details under that idea.

Idea above the times

Controlling idea

The school bus schedule leaves a gap on the day students must stay for downtown practicum.

Supporting detail

Practicum ends at 4:10, and the last neighbourhood bus leaves at 3:40.

Strategy and main idea

- A comprehension strategy in this paragraph is a preview, a question, or reading the crowded sentence aloud. Each one is chosen on purpose.
- The controlling idea is the mismatch between a required late day and a bus that has already gone.
- Supporting details are 4:10, 3:40, the city ticket, and the office wait. They hold the mismatch up under one main sentence.

Key terms

comprehension strategy

A move you use on purpose while reading, such as previewing, questioning, or reading a knotty sentence aloud.

controlling idea

The main claim a text is built to support, with details underneath it, supporting it.

Details work for the sentence above them

- The 4:10 end time supports the idea because it is when practicum finishes.
- The 3:40 bus supports the same idea because it leaves too soon.
- The city ticket supports it as the current cost of the gap. The fare stays a detail under that gap.

From title to one sentence

- Preview: the title The Thursday gap predicts a schedule problem on one day.
- Question: which clock is the school's, and which is the practicum's?
- Aloud: practicum ends at 4:10, bus at 3:40. The gap is thirty minutes plus the ride.
- Idea, then details: the schedule clashes with the required late day. Times, ticket, and office wait sit underneath.

The lunch-line paragraph

- Title: Twelve minutes. The paragraph says the 12:05 bell releases three grades at once, the line reaches the gym doors, and students with class at 12:20 leave without eating.
- Preview from the title, ask one question, and read the crowded sentence aloud if you need to.
- Write one controlling idea and two details under it.

Review

- Cover the bus and lunch paragraphs.
- Title: Lights out early. Lamps switch off at 8:40 unless a staff member is still shelving, and students with late projects lose the tables.
- State the controlling idea and one supporting detail. Name the strategy you used.

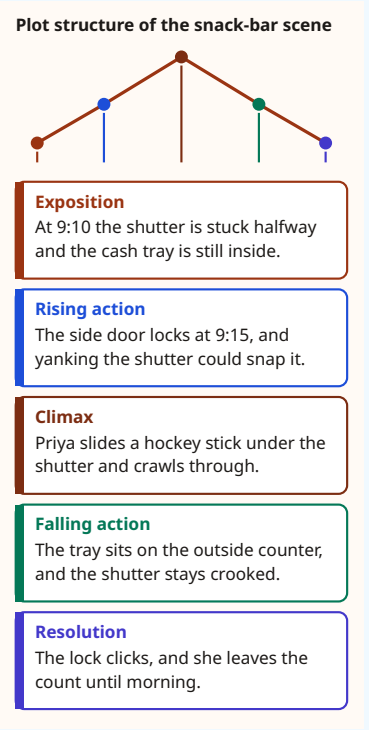
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Unit 2: Comprehend and respond to texts

Plot and character

Five minutes and a stuck shutter

- At 9:10, as Priya closes up, the snack-bar shutter at the community rink sticks halfway down. The cash tray is still on the inside counter. The manager locks the side door at 9:15.
- Exposition. The shutter is stuck, the tray is inside, and the door is still open.
- Rising action. She has five minutes, and a hard yank could snap the shutter.
- Climax. She slides a hockey stick under the shutter and crawls through.
- Falling action. The tray is on the outside counter and the shutter stays crooked. Resolution. The lock clicks, and the count waits until morning.



Plotting stages and conflict

- Plot structure is those five stages in order. Each stage gives the crawl its cause or its result.
- Setting is the snack bar at the rink, 9:10, shutter halfway, tray inside.
- Conflict pulls the stuck shutter against the 9:15 lock. Both sides need words.
- Character motivation is why she crawls: she wants to save the cash and keep the metal whole.

Key terms

plot structure

The order of events from the opening situation, through the rise and the turn, to the last change.

conflict

The pull between two forces in the scene, both of which can be named.

character motivation

The reason a person acts, shown by what they protect and what they refuse to break.

Character motivation

- She protects the cash by getting the tray outside before the door locks.
- She protects the shutter by refusing the yank that would snap it.
- Her attitude in the moment is careful and hurried at once. The relationship is employee to the manager who set the lock time.
- A trait you can defend is responsible. The evidence is the tray on the counter.

A full reading of the snack bar

- Setting: community-rink snack bar, 9:10 to 9:15, shutter halfway, tray inside.
- Plot: stuck shutter, five-minute threat, crawl with the stick, tray outside, lock clicks and the count waits.
- Conflict: immovable shutter against a lock that is coming.
- Priya is careful and responsible. She gets the cash out without snapping the shutter. She is trying to meet the manager’s lock time.

The bike cage

- Sam’s cable lock jams in the school bike cage. The late bus is already at the curb with the doors open.
- He threads the cable through a neighbour’s rack, tapes a note to his own seat, and boards as the doors fold shut.
- Map setting, five stages, the conflict, and what the note shows about him.

Review

- Cover the snack bar and the bike cage.
- Nia must return a first-aid kit before the custodian bars the equipment-room door at 6. The bin lid is stuck. She tips the bin, slides the kit out, and the bar drops.
- Give setting, conflict, the climax, and one trait with evidence.

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Unit 2: Comprehend and respond to texts

Voice in the radio line

Reading tone aloud

- Chris is holding a sign beside the orange cones. The radio says: keep your voice low. If the wind moves the cones, stop and reset. Hands off the load.
- The tone is urgent and controlled. Stop and reset demand a fast correction. Keep your voice low refuses panic.
- Diction is those exact words. Shout or run would build a different attitude with the same cones.
- The cones, the wind, and the hands on the load are literal images. You could point at them on the road. Nothing in the line compares them to something else.

The worksite radio
Keep your voice low.

If the wind moves the cones,

stop and reset.

Hands off the load.

Stop and reset, with keep your voice low, make the tone urgent and controlled. The speaker wants calm action, a quiet step.

Hands off the load is a literal image: fingers away from whatever is being carried while the cones are wrong.

Diction and imagery

- Tone is urgent and controlled on this radio, heard in the commands themselves.
- Diction is the chosen words: stop, reset, low, hands off. Swap in yell and the attitude changes.
- Imagery is the picture. These sentences are literal: wind, cones, hands, and load are meant as themselves.
- A figurative statement would compare or stretch a picture, such as a later line that calls wet concrete a mirror. This radio line stays with the cones on the road.

Key terms

tone

The attitude in the words, such as urgent and controlled, heard in what the speaker demands.

diction

The particular words chosen, which carry that attitude.

imagery

Language that gives a picture or a sensation, whether the statement is literal or figurative.

The cones are literal cones

- Orange cones moved by wind is a picture of the road. That is literal imagery.
- Hands off the load lets you see fingers leaving the weight. Also literal.
- If the radio had said the cones were frightened birds, that would be figurative. This line keeps the cones as cones.
- The tone stays urgent and controlled either way. Figurative or literal is about the picture. Tone stays the attitude.

A reading of the radio line

- Tone: urgent and controlled.
- Diction as evidence: stop, reset, keep your voice low, hands off.
- Literal images: wind shifting cones, and hands leaving the load.
- What the line has: plain commands and a speaker who wants calm.

The pool deck line

- A deck speaker says: Walk. The deck is wet past the blue tile. Whistle once, then wait.
- Name the tone and two pieces of diction that build it.
- Describe one image and say whether it is literal or figurative.

Review

- Cover the radio and the pool line.
- The greenhouse note says: Pinch the yellow leaves. Yanking tips the tray.
- Name the tone, cite diction, and say whether the tipping tray is literal or figurative.

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Unit 2: Comprehend and respond to texts

Visuals and performance

Three frames, then two voices

- A three-frame storyboard retells Priya’s rink snack-bar scene, where she crawls under a stuck shutter to save the cash tray. Frame 1 draws the halfway shutter, a 9:10 clock, and the tray inside. The picture shows the setting the sentence also names.
- Frame 2 draws the stick flat and Priya’s shoulders in the gap. You see the crawl, which a caption can rush past.
- Frame 3 draws the tray outside, 9:15, and a shut door. The ending is visual: the race is over.
- Two classmates say the same worksite radio line, which asks for a calm, low voice. One whispers “stop and re-set”. One shouts it. The words are the same. The volume changes.

Three frames of the shutter

Frame 1
The shutter is halfway down. A clock reads 9:10. The tray is still inside.

Frame 2
A hockey stick lies flat under the shutter. Priya's shoulders are through the gap.

Frame 3
The tray is on the outside counter. The clock reads 9:15 and the door is shut.

Content and delivery

- A visual element here is a frame that carries time, place, or a body. The clocks and the stick are part of the meaning.
- A list or a table can do the same job later, when numbers need columns.
- Performance is volume, pace, and whether the body matches the order in the words.
- Audience response splits. You can accept the content and still reject a delivery that contradicts it.

Key terms

visual element

A picture, list, table, or frame that carries part of the meaning.

performance

How a presenter uses voice, pace, and body, as distinct from the content of the words.

Accurate content and tone

- The shouted line still contains stop, reset, and hands off. The content is intact.
- The shout breaks “keep your voice low”. That is a performance problem. The words can still be right.
- The whispered line keeps the content and matches the order about volume.
- Clapping for confidence misses the test the words set.

Frames first, then the voices

- Frame 1 supplies the stuck shutter and 9:10, so the problem is visible.
- Frame 2 supplies the body in the gap, so the climax is a picture.
- Frame 3 supplies the outside tray and the shut door, so the resolution is visible.
- Content of both readings: the three radio orders. Performance: only the low voice obeys the first order.

A small table of bus times

- A two-column table lists neighbourhood bus 3:40 and practicum end 4:10. The times sit in words.
- A student reads the table in a rush and skips 3:40.
- Say what the table adds, then separate the content they left out from the rushed performance.

Review

- Cover the frames and the bus table.
- A sheet lists two columns: name, and job. Amina is beside grade 10 captions. Rae is beside grade 11.
- Someone reads only the names and smiles the whole time. Respond to the content and to the performance.

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Unit 2: Comprehend and respond to texts

Prior knowledge and reference tools

A schedule change

- Before you read the bus timetable, say what a timetable usually gives: place, clock, and what runs.
- The neighbourhood row says 3:40, bay 2, and “detour”. The word “detour” is the blocker. The time is already clear.
- A short paragraph beside the sheet is a story: a driver waits at a moved stop while a student looks at the old pole. Plot and setting, from the earlier story of Priya crawling under the rink snack-bar shutter, tell you to track the wait and the place.
- “Detour” goes into the class glossary as the bus using different streets, with the dictionary named.

A glossary line for detour

Word on the timetable
Detour, printed beside the 3:40 neighbourhood bus.

Plain phrase we stored
The bus is using different streets today.

Tool
A dictionary, then our class glossary so the phrase is there next time.

Habits and memory

- Prior knowledge of this timetable is the expectation that rows pair a place with a time.
- Prior knowledge of the little story is plot and setting from the snack bar: events in order, and a place that matters.
- A reference tool is the dictionary for the first look, and the class glossary for the look you will repeat.
- If the expectation makes you skip detour, modify the strategy: circle unfamiliar words before you trust the row.

Key terms

prior knowledge

What you already expect or remember, used on purpose to make a new text easier to enter.

reference tool

A dictionary, glossary, note, or cited source you consult and can reuse later.

Adjusting a strategy

- The habit strategy worked for bay 2 and 3:40, because those match what schedules do.
- It failed for detour, because habit said the bus runs as usual.
- The modification is a circle around any word that still needs a lookup, before you announce what the row means.
- The story strategy is different: ask what happens first and where the bodies are, the way you did with the shutter.

Two strategies and one glossary line

- Expectation: a timetable pairs place and time. Bay 2 and 3:40 fit.
- Blocker: “detour”. Dictionary: the bus is using different streets.
- Glossary line stored with the tool named, so next week starts there.
- Story: setting is the old pole. Plot is the wait, then the discovery of the moved stop. That memory comes from reading the snack bar for order and place.

The clinic card

- A clinic card says: Sanitize the thermometer. Incubation is forty-eight hours. Log the time.
- Say what you already expect a clinic card to do.
- Circle the blocking word, look it up, and add a glossary line.

Review

- Cover the timetable and the clinic card.
- A note says the kiln needs a six-hour cool and the shelf is pyrex-safe.
- Say what you expected, which word you would look up, and the glossary line you would store.

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Unit 2: Comprehend and respond to texts

The same gap, three different forms

Features of three forms

- Every Thursday, downtown practicum, a work placement, ends at 4:10, and the last neighbourhood bus leaves at 3:40. Three forms can carry that gap. Poster on the stairwell: the heading Thursday gap, then 4:10 and 3:40 in large type. No name. Anyone walking past is the audience.
- Morning announcement in the gym: first the practicum end, then the bus, then what to do today. The order is time.
- Text to a parent: Hi, then the gap, then Can you pick up after 4:10? It assumes the reader knows which student.
- This course also studies longer forms: a novel or a book-length nonfiction book, a feature film or a modern play, poems and songs, short stories, popular nonfiction, and visuals. At least one third of those texts are by Canadian creators. An essay is encouraged.

One gap, three forms

Poster
Heading: Thursday gap. Two times in big type. No greeting. It is for anyone walking past.

Announcement
Time order: first the 4:10 end, then the 3:40 bus, then what to do today.

Parent text
Greeting, then the gap, then a question. It assumes the reader knows the student.

Form and medium

- Form is the kind: poster, announcement, text, and later a novel, a film, a poem, or a proposal.
- Audience factors sit under the choice. A parent already knows the student. A stairwell crowd needs the name. Age and school role matter too.
- Structure is the bones. The poster uses a heading. The announcement uses chronology. The text uses a greeting and a question.
- Medium is the channel. Paper on a wall, a voice in a gym, a phone. A headline belongs to a newspaper. A subject line belongs to a message. Those are medium habits.

Key terms

form

The kind of text, such as a poster, a story, a poem, a letter, or a proposal, chosen for a job.

medium

The channel that carries the text, such as paper on a wall, a voice in the gym, or a phone message.

Form and purpose

- The poster wins for a crowd that is moving. It loses if you need a yes from one parent.
- The announcement wins for everyone in the gym at one moment. A late arrival misses it, because a voice leaves with the speaker.
- The parent text wins for a ride. It would be a strange stairwell poster, because Hi assumes a person.
- A novel or a film is on the course list because some jobs, a long life or a performed scene, need more room than a poster.

Three versions of a text

- Poster: form for a moving crowd, heading as structure, paper on a wall as medium.
- Announcement: form for a room at one time, chronology as structure, voice as medium.
- Parent text: form for one household, greeting plus question as structure, phone as medium.
- Course list: novel or book-length nonfiction, and film or modern play, plus a variety that includes poetry, stories, popular nonfiction, and visuals, with at least one third Canadian.

A jacket in two forms

- Fact: a grey jacket with a red zipper is in the gym lost bin.
- Choose a form for the office and a form for the owner.
- Name the structure and the medium of each.

Review

- Cover the bus versions.
- Say one job a feature film can do with two hours that a four-line poem leaves aside.
- Name one medium feature of a newspaper story, such as a headline, and who that feature serves.

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Unit 2: Comprehend and respond to texts

Mood in a repeated word

Repetition of one word

- The gym lights were still on. The streamers were still taped to the rail. The speaker was still humming, and nobody was dancing.
- Repetition of “still” is the device. Three times is enough to feel a beat without becoming a joke.
- The sentences are straightforward. That plain shape lets the repeated word do the work.
- The mood is quiet and emptied. Lights, paper, and a hum remain. The people have gone. Nothing here is chasing anyone.

After the dance

The gym lights were **still** on.

The streamers were **still** taped to the rail.

The speaker was **still** humming,

and nobody was dancing.

Still is repeated so the room feels paused. The dance is over and the gear has not caught up.

Repetition and feeling

- Repetition here is still, used three times so the leftover gear shares one condition.
- Straightforward sentences are the stylistic choice that keeps the voice from shouting.
- Mood is quiet and emptied. Setting does a large share: lights, streamers, a speaker, no dancers.
- Word choice does the rest. Humming is small. Taped is ordinary. Together they avoid horror.

Key terms

repetition

Using a word or a shape again so a reader feels emphasis or a beat.

mood

The feeling a text builds in the reader through setting, sound, and word choice.

Word choice and feeling

- Replace still with already: the lights were already off in your head, the cleanup sounds planned.
- The original still says the room is waiting for someone to close it up.
- “Nobody was dancing” is the human absence. It is one clause beside the repeated word.
- Humming is a small sound. Small sound plus leftover paper is emptied and quiet.

Device, then mood

- Device: still, three times, in plain sentences.
- Emphasis: the lights, the streamers, and the speaker share one unfinished condition.
- Mood: quiet and emptied.
- Evidence: no dancers, tape still on the rail, a hum where the music used to be.

The pool after close

- The deck lights were off. The water kept slapping the tile. The water kept slapping the tile. A kickboard drifted.
- The repeat is kept slapping. Decide whether it is emphasis or a typing error.
- Name the mood and one detail that builds it.

Review

- Cover the gym and the pool.
- The saw was off. The sawdust was still on the line. The sawdust was still on the line. A pencil rolled and stopped.
- Name the device and the mood with evidence.

English Language Arts 10-2

Unit 2: Comprehend and respond to texts

He came to open an account

The manager thinks he is a detective

- Stephen Leacock, in My Financial Career from Literary Lapses (1910, public domain), writes: When I go into a bank I get rattled. The clerks rattle me; the wickets rattle me; the sight of the money rattles me; everything rattles me.
- Later the manager says, You are one of Pinkerton's men, I presume. He has locked them in a private room because the narrator asked to speak alone.
- The narrator came to deposit fifty-six dollars and open an account. The manager treats him as a detective. The gap between that idea and the errand is the irony, and the humour sits in that gap.
- Rattle, repeated, is the language that makes the narrator seem mysterious enough for the mistake.

Leacock's bank

When I go into a bank I get rattled.

The clerks rattle me; the wickets

rattle me; the sight of the money

rattles me; everything rattles me.

"You are one of **Pinkerton's men**,

I presume," he said.

The manager presumes a detective. The narrator came to open an account. That gap is the irony.

Four literary devices

- Irony in the bank sketch is the gap between detective and depositor. The humour depends on both being in play.
- A simile uses “like” or “as”. In a short kitchen scene written for this course, a red tag on the broken staff-room kettle hangs like a small flag. That comparison belongs to the kitchen scene.
- A symbol is the tag itself: out of service. It contributes to the rule that the kettle stays idle, which is the scene’s point.
- A gesture is Rae, who runs the staff meeting in that scene, tapping the clipboard twice. The tap ends the meeting. Space and the hand do the work.

Key terms

irony

A gap between what someone expects and what is actually going on, often the source of the humour.

simile

A comparison that uses like or as, so one thing is pictured as another.

symbol

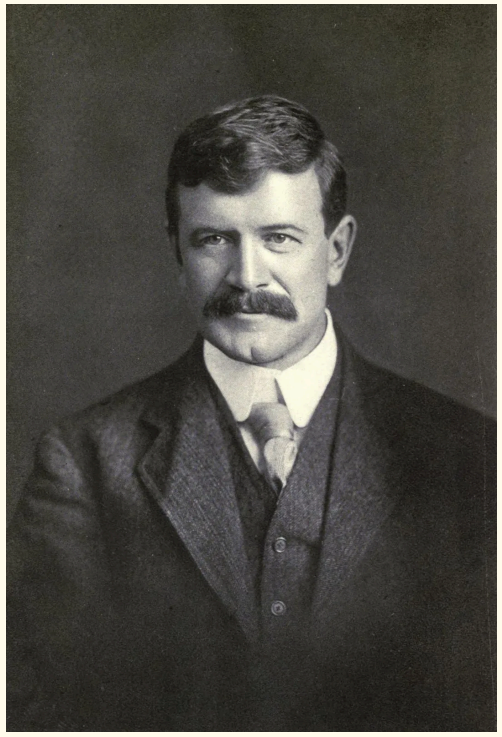
An object that carries a larger idea in the text, such as a tag that means out of service.

Simile and symbol

- Original scene: the staff kettle wears a red tag. The tag hangs like a small flag over the plug.
- Like a small flag is the simile. It makes the tag look raised and official.
- The tag is the symbol of out of service. The idea of the scene is that nobody brews with that kettle.
- Rae taps the clipboard twice, the way a referee taps a watch. People stack chairs. The gesture closes the meeting without a new speech.

The bank gap, stated

- Expected: a detective with a secret, because of alone, the locked room, and the rattled manner.
- Actual: a man with fifty-six dollars who wants an account.
- Irony: the huge suspicion and the tiny errand are both visible.
- Humour: the manager’s relief, and the narrator stepping toward the safe, grow from that same gap.



The stage door

- Original paragraph: the understudy waits in a costume that bags like a borrowed coat. A paper star is tacked to the door. When the director lifts one finger, the chatter stops.
- Find the simile, the symbol, and the gesture.
- Say what idea the paper star contributes.

Review

- Cover Leacock and the kettle.
- Original lines: Jordan holds a route map like a shield. The late bus is marked with a green card. The driver taps the card once and the line moves.
- Name one device, irony or otherwise, with evidence from these lines only.

Image credits

The Arts & Letters Club of Toronto, Stephen Leacock, public domain

English Language Arts 10-2

Unit 2: Comprehend and respond to texts

Persuasive techniques

A bandwagon claim

- The poster says everyone in grade 10 is already signed up. That is a bandwagon: join because the crowd has.
- “You will explain an empty chair” appeals to the fear of being left out. “Spots close Friday” is a deadline.
- The poster adds that Coach Nunez says this show matters. That is an appeal to authority: a local expert does the persuading.
- None of these lines proves the show is good. Each one tries to move you toward a signature.

Talent-show poster

Everyone in grade 10 is

already signed up.

Spots close Friday.

You will explain an empty chair.

Coach Nunez says this show matters.

Everyone is already in is a bandwagon. It pushes you to join because the crowd supposedly has.

The persuasive effect

- A persuasive technique is the move inside the talent-show poster.
- Bandwagon, fear of the empty chair, and a named coach are three different moves on one poster.
- A deadline can be a real constraint and still be used to rush the decision.
- Once the move is named, you can ask what evidence is missing, such as what the show actually is.

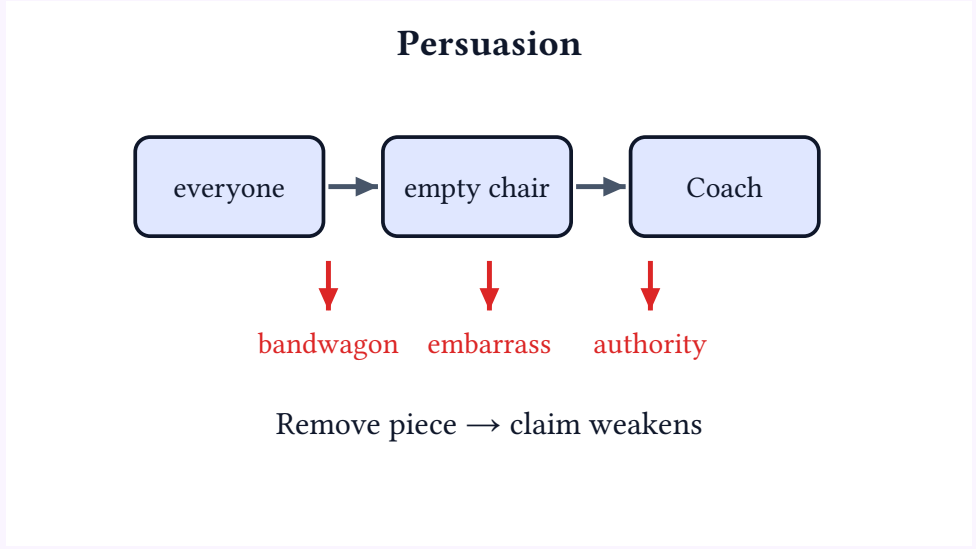
Key terms

persuasive technique

A move that tries to change what you do, such as an appeal to emotion or a named expert.

Assumptions behind a claim

- Remove “everyone” and the first sentence loses its push. That dependence is the bandwagon.
- Remove the empty chair and the embarrassment leaves. The Friday date would still be a deadline.
- Remove Coach Nunez and the last sentence loses its source. The technique is the borrowed authority.
- A reason that would survive those removals, such as a description of the acts, stays off this poster.



Three techniques on a poster

- Already signed up: bandwagon, push to conform.
- Empty chair: emotional appeal, push toward embarrassment.
- Coach Nunez: appeal to authority, push to trust a title.
- Friday: a deadline that hurries the other pushes. On its own, it is a fact with no feeling attached.

A health poster

- Wash now. Nurses on this ward all do. Skip it and you carry germs to the next patient. Dr. Singh posted this.
- Label the techniques. Say the push of each.

Review

- Cover the other posters.
- The whole team is coming at 7. Miss it and you sit out Friday. Captain Adeyemi expects you.
- Name two techniques and the sentences they live in.

English Language Arts 10-2

Unit 2: Comprehend and respond to texts

Respond to a Canadian paddle poem

The ending of a poem

- E. Pauline Johnson (Tekahionwake), in The Song My Paddle Sings (1895, public domain), writes: And up on the hills against the sky, a fir tree rocking its lullaby, swings, swings, its emerald wings, swelling the song that my paddle sings.
- Personal response: the rocking tree can feel like company on a long effort. That sentence is about the reader, and it has to be marked as such.
- Analytical response: swings twice and emerald wings make the tree move with the paddle, so the land seems to join the song.
- This is Canadian content because Johnson was a Canadian poet, Mohawk and English, writing a Canadian river scene. The label comes from the creator, and a maple leaf sticker proves nothing.

Johnson's paddle song

And up on the hills against the sky,

A fir tree rocking its lullaby,

Swings, swings,

Its emerald wings,

Swelling the song that my paddle sings.

> The repeated swings rock the fir tree and join the tree to the paddle's song.

Feeling and evidence

- A personal response here might be the sense of company from a tree that rocks like a lullaby. It is allowed to be about you.
- An analytical response cites swings or emerald wings and says what those words do to the paddle.
- The speaker’s motive is to keep singing with the paddle and to fold the land into that song. You can compare it with a time you kept a rhythm going.
- Canadian content is Johnson’s authorship and the river world she writes. Recognizing it is part of the reading.

Key terms

personal response

What the text stirs in you, said so a listener can tell it from a summary.

analytical response

A reading that points back to words in the text and says what those words do.

Canadian content

Work by a Canadian creator, or work clearly set in Canada, recognized as such.

Comparing motives

- The speaker carries the tree into the song the paddle already sings, so the motive is to keep that song going.
- A fair comparison: I keep a beat in my head on a long shift so the work stays lively. Both motives use rhythm to stay with a task.
- An unfair comparison: the poem is really about my shift. That erases her river.
- If your perspective was that old poems are only assignments, notice whether the lullaby line changed that. Say so.



Two sentences and a label

- Personal: the lullaby makes the work sound less lonely to me.
- Analytical: swings, swings and emerald wings rock the tree into the paddle's song.
- Motive: she keeps the song going with the stroke. I use a playlist on a long bus so the ride keeps a beat. The tasks differ. The rhythm is the likeness.
- Canadian content: E. Pauline Johnson (Tekahionwake), a Canadian poet, 1895.

A ferry on the Fraser

- Original paragraph written for this course: On the Fraser, the ferry’s horn answers a train on the far bank. Mira keeps the clipboard dry under her coat and counts the crossings she still owes her crew.
- This is Canadian content because the Fraser River is in British Columbia. The author of this paragraph is the course; Johnson wrote the poem.
- Give a personal sentence, an analytical sentence about the horn, and a motive comparison.

Review

- Cover Johnson and the ferry.
- Original lines: At a prairie rink outside Red Deer, the scoreboard buzzes and sticks. Evan skates the last shift because he told the bench he would.
- Say how you know this is Canadian content, and give one analytical detail plus one personal sentence.

Image credits

Unknown photographer, Portrait of E. Pauline Johnson (Tekahionwake) (I0023616), public domain

English Language Arts 10-2

Unit 2: Comprehend and respond to texts

Evidence and character

Action and motive in conflict

- Criteria for this retelling: events in the scene's order, a conflict with two pulls, and a motive you can point to.
- The scene: Priya is closing the rink snack bar when its metal shutter sticks halfway down with the cash tray inside, and the side door locks at 9:15. She crawls under because a yank might snap the shutter, and she still gets the tray out before 9:15.
- A rewrite says she smashes the shutter with the stick and the tray tumbles into the lot. It is more dramatic and it contradicts the crawl.
- Plausibility of the original holds: a stuck metal shutter, a stick used as a gap, five minutes, a door that locks. The lot-tumble adds a crash the setting left unprepared.

Two versions of the shutter

Scene
Priya crawls under the stuck shutter so the cash comes out and the metal stays still.

Rewrite
Priya smashes the shutter with the hockey stick and the tray flies into the lot.

Break
The smash cancels the motive the crawl was built to show.

Criteria and consistent character

- The criteria are the three things on the board you judge by.
- Evidence is the crawl and the refusal, quoted from the scene, used to support or contradict a reading.
- Plausibility asks whether this snack bar could contain the event. A stick under a gap can. An explosion needs a setup this scene leaves out.
- Consistency asks whether Priya's caution survives the new action. A smash needs a new motive or it breaks her.

Key terms

criteria

The specific things you check when you judge a piece of writing, such as events in order, a clear conflict, and a motive you can point to.

consistency

Whether a person keeps acting from the same motives, or breaks them without a reason.

plausibility

Whether the events and the place could hold together in the world the text created.

A made-up scene can still be believable

- The snack bar is invented and still plausible: shutters stick, doors lock, people protect cash.
- The smash is possible in some worlds. In this one it fights the reason we were given for the crawl.
- If a later sentence showed the shutter falling on her hand, a hard hit might become consistent. This rewrite leaves that sentence out.
- An interpretation that she wanted attention is contradicted by the quiet crawl. That is evidence work.

Applying the criteria

- Order: the rewrite skips the crawl and jumps to a crash. Criterion missed.
- Conflict: shutter versus lock can remain, so that criterion may still hold.
- Motive: protecting the metal is contradicted. Evidence is the original crawl.
- Plausibility: a tray flying into the lot needs much more force than a stick under a gap could ever give.

The bus that waits an hour

- Scene: Sam’s cable lock jams in the school bike cage, and the late bus is at the curb with doors open. He threads the cable through a neighbour’s rack, tapes a note to his seat explaining the jam, and boards.
- Rewrite: the bus driver waits an hour while Sam walks home for a spare key, and the note tells him to forget the wait.
- Judge plausibility and consistency.

Review

- Cover the shutter and the bus.
- Scene: Nia must return a first-aid kit before the custodian drops the bar across the equipment-room door. She tips a stuck bin so the kit slides out before the bar drops.
- Rewrite: she leaves the kit and goes home, then the story says she stays with every kit.
- Say which criterion fails, and quote the contradiction.

English Language Arts 10-2

Unit 2: Comprehend and respond to texts

Imagery in a war poem

Poppies between the crosses

- John McCrae, In Flanders Fields (1915, public domain): In Flanders fields the poppies blow between the crosses, row on row, that mark our place; and in the sky the larks, still bravely singing, fly scarce heard amid the guns below.
- Imagery: these lines name poppies, crosses in rows, larks, and guns. You can see a field and hear a thin song.
- Topic: war, or death. Theme has to be a sentence, for example that beauty and birdsong continue in a place marked by the dead, and the song is almost lost.
- Artistry: row on row is repetition that extends the graves. Bravely singing beside scarce heard is a contrast that makes the larks both persistent and faint.

In Flanders Fields

In Flanders fields the poppies blow

Between the crosses, **row on row**,

That mark our place; and in the sky

The larks, still bravely singing, fly

Scarce heard amid the guns below.

Row on row repeats the crosses into a field. The repetition is part of the poem's artistry.

Image and craft

- Imagery is the field you can describe: poppies blowing, crosses row on row, larks scarce heard over guns.
- Theme is a full sentence about continuance and loss. It is significant if it still matters when you set it beside a life you know, and it still has to come from the lines.
- Artistry is the craft you can name. Repetition in row on row. Contrast in bravely and scarce heard.
- Effectiveness is whether those choices stir a response they aimed toward, here a felt sense of the dead marked and the song thinned by guns.

Key terms

imagery

A picture or sensation built by the words, such as poppies between crosses.

theme

A sentence about what the text suggests, a full claim in place of a one-word topic.

artistry

The craft that makes a text effective, named with a term such as repetition, image, or voice.

A theme sentence can be checked

- War fits almost any line about guns. A checkable theme is a full sentence.
- A sentence can: the living field and the birds keep going where the dead are marked, and the guns nearly erase the song.
- You can disagree with how significant that idea is. You still test it against poppies, crosses, larks, and guns.
- Row on row is effective because one pair of words makes the graves feel numerous. That is artistry you can point to.

Image and theme

- Image: poppies blowing between rows of crosses, larks singing faintly under gunfire.
- Theme sentence: life and song continue in a field that marks the dead, and the song is almost drowned.
- Artistry: repetition in row on row. Contrast between bravely singing and scarce heard.
- Effectiveness: the contrast can evoke quiet grief or unease. A reader can say which, and point to the larks.



The gym after the dance

- Original paragraph: The gym lights were still on. The streamers were still taped to the rail. The speaker was still humming, and nobody was dancing.
- Identify one image. Write a theme sentence. Name one craft choice.
- This gym scene is our own text. Leave poppies with McCrae’s poem.

Review

- Cover McCrae and the gym.
- The deck lights were off. The water kept slapping the tile. A kickboard drifted.
- Give one image and a theme sentence. Name whether the repetition of the slap, if you hear it twice, is doing craft work.

Image credits

Trougnouf (Benoit Brummer), Essex Farm Cemetery, Ypres (DSCF9509), CC BY 4.0

English Language Arts 10-2

Unit 3: Manage ideas and information

One Thursday the school can answer

Only the Thursday bus

- The wide wonder is how the city should fix transit. The class can finish a Thursday question with an edge.
- The inquiry question is whether the school should add a Thursday late bus for downtown practicum students, who finish their work placements at 4:10 and miss the 3:40, the last neighbourhood bus.
- Purpose: give the principal a recommendation. Audience: the principal and student council. Form: a one-page brief.
- Plan: tally who stayed last Thursday, ask the office what one extra bus costs, and read the posted timetable. Two class periods.

From a wide wonder to a question

Too wide
How should the city fix transit?

Inquiry question
Should the school add a Thursday late bus for downtown practicum students who miss the 3:40?

Plan
Count who stayed last Thursday, ask the office what a bus costs, and read the current timetable.

A manageable question

- An inquiry question names a decision, a day, and a group. Thursday, practicum, 3:40.
- Purpose, audience, and form travel with it. Recommend. Principal. One page.
- An inquiry plan lists steps that produce those findings inside the time you have.
- If a step needs a month, modify the plan. Drop the mayor. Keep the tally, the cost, and the timetable.

Key terms

inquiry question

A question narrow enough to investigate, with a purpose and an audience attached.

inquiry plan

The steps, sources, and time limits that will actually be used to answer the question.

Narrowing a question

- Keep the decision word “should”. That word makes the question a plan you can finish.
- Cut city council, weekend service, and other schools. They widen without helping Thursday.
- Keep cost, because a principal recommends a bus only when the price is on the page.
- If the office needs more than two days for the cost, modify: report the gap and use the published school-bus rate.

A short research plan

- Question: Should we add a Thursday late bus for practicum students who miss the 3:40?
- Audience and form: principal and council, one page.
- Steps: tally, office cost, timetable check. Time: two periods.
- Modification ready: if cost is delayed, cite the published rate and say the office has yet to confirm it.

The lunch line

- Wide wonder: how should the school fix food?
- Narrow it to a question about the 12:05 line and students who have class at 12:20.
- Name an audience, a form, and three steps that fit two periods.

Review

- Cover the bus and the lunch plans.
- Wide wonder: how do artists fire pottery?
- Write an inquiry question a class could finish about the six-hour cool and the fifty-minute period, plus one audience and two steps.

English Language Arts 10-2

Unit 3: Manage ideas and information

Questions and records

The door already shows the times

- Your class is asking whether the school should add a Thursday late bus for students in downtown practicum, a weekly work placement. The office door says practicum ends at 4:10 and the last neighbourhood bus leaves at 3:40. That much is already known.
- The brief still needs how many students were in the office, and what one extra loop costs.
- Those holes are the guiding questions: How many grade 10 students were still there at 4:30 last Thursday? What did the school division quote for one extra loop?
- Ms. Adeyemi keeps the attendance clipboard. The September rate card lists extra service. A 2014 article about downtown patios mentions neither number.

Two holes, two sources

Already known
Practicum ends at 4:10. The last neighbourhood bus leaves at 3:40.

Still missing
How many students were in the office at 4:30, and what does one extra loop cost?

Source note
Adeyemi, interview, Oct 2: "Eleven were still there at 4:30." September rate card: one loop is $86.

Recording a source

- A guiding question is small enough that one source could answer it this week.
- Write the known times first so the search can leave the door behind.
- A source note keeps the number, the date, and the words in quotation marks when they are someone else’s.
- Bookmark the rate card. A record is the page, the date, and the price you will cite.

Key terms

guiding question

A question aimed at one missing fact, with a source that might hold that fact.

source note

A short record of the fact, the exact words if you quote them, and the person or page they came from.

Close the page that misses the question

- The count question goes to the clipboard. The price question goes to the rate card.
- A blog, a film about commuting, and a memory of last spring are the wrong tools for these two facts.
- Point form is enough. Copy her clause exactly, with her name and Oct 2 beside it.
- If you bookmark the rate page, you can return to $86 without re-typing a rumour.

The note a proposal can cite

- Known: 4:10 end, 3:40 bus. Written up as facts that were already known.
- Question for Adeyemi: who was still in the office at 4:30 last Thursday?
- Note: Adeyemi, interview, Oct 2. “Eleven were still there at 4:30.”
- Second note: Division rate card, extra service, September. One loop is $86. Page bookmarked.

Okonkwo’s count of fourteen

- Known: the lunch bell is 12:05 and the next class starts at 12:20.
- Missing: how many students left the Tuesday line before they had a tray.
- Mr. Okonkwo watched the line. He said, “Fourteen left with no tray.”
- A nutrition-history site is open on someone’s laptop. Decide what the note keeps.

Review

- Cover the bus notes and the lunch note.
- The kiln sign says the cool lasts six hours. The open question is which class needs the room at 1:10.
- Write one guiding question and a source note for the shop timetable posted on the wall this term.

English Language Arts 10-2

Unit 3: Manage ideas and information

The company calls $86 a bargain

Sorting sources

- Notes for the Thursday late-bus inquiry sit on separate slips, and they are mixed: Ms. Adeyemi's sentence about who waited in the office, the September price of $86 for one extra bus loop, a 2022 card at $70, the timetable, and a flyer from Harbour Loop, the bus company, that says an extra loop is the smartest dollar a school can spend.
- Question sort puts Adeyemi under who waited, both prices under what it costs, and the 3:40 under the timetable. A slip about Jordan's own walk to school stays out of the headings.
- School internet rules: the office password stays off the shared doc, the rate-card address is cited with the date, and a film about buses stays a legal copy.
- A comment under a video, "just take a cab", is a suggestion. Adeyemi keeps a clipboard for the school. Those are different kinds of credibility.

Sorted, then checked

Who waited
Adeyemi, Oct 2: eleven students were still in the office at 4:30.

What it costs
September rate card: one loop is $86. The 2022 card says $70 and is out of date.

Who benefits
Harbour Loop calls $86 a bargain. The company sells the loop.

Headings from questions

- A question sort uses the inquiry’s own questions as headings.
- Internet use at school includes passwords you keep private and copies you have the right to use.
- A source check asks who made this, whether it is current, and what they gain.
- Bias tells you to look for a stake before you treat the sentence as neutral. The price can still be true.

Key terms

question sort

Notes grouped under the question they answer.

source check

A judgment of who made a source, how current it is, and what the maker stands to gain.

Evidence and motive

- Under what it costs, keep $86 and retire $70. Same kind of fact, different year.
- The petition says nobody can afford a ticket. The writers want the fee gone. That stake is as real as the company’s.
- Adeyemi takes attendance. Her limit is a clipboard that may be incomplete.
- Citing the rate page means the address and the day you opened it. The password stays off the page.

Three headings and a label

- Who waited: Adeyemi, Oct 2, eleven at 4:30. Limit: this is only one Thursday.
- What it costs: $86, September rate card, address and date recorded. The 2022 $70 is filed as out of date.
- Timetable: last neighbourhood bus 3:40, bay 2, from the office door.
- Flyer label: Harbour Loop sells loops, so smartest dollar is a sales line. Petition label: writers want the ticket gone.

Motive in a poster

- Slips from a hand-washing campaign: a nurse’s tally of missed sinks, a poster that says every good nurse already does this, and a 2019 germ chart.
- Sort them under what happened on the ward and what the poster wants.
- Say whether the 2019 chart is current enough for a clinic that changed its sinks last spring.

Review

- Cover the bus slips and the clinic slips.
- A fire-drill poster says every responsible student is already in the parking lot. A teacher's clipboard says 18 of 22 were outside by the bell. A blog from 2016 explains drills in general.
- Sort the clipboard, and describe the poster's stake. Say what you do with the 2016 blog.

English Language Arts 10-2

Unit 3: Manage ideas and information

Nine waited at this school

The notes only cover this school

- Your class inquiry asks whether the school should add a Thursday late bus for practicum students, who finish their downtown work placements at 4:10. Support in hand: the timetable on the office door says the last bus leaves at 3:40, the bus company's September rate card prices one extra loop at $86, and Ms. Adeyemi, who keeps the office attendance clipboard, first said eleven were there at 4:30.
- A generalization the notes can hold: on this Thursday, a group of practicum students missed the last neighbourhood bus and waited at school.
- A sentence past the file: transit has failed for the whole city. The file stays in the office hallway.
- The fitting conclusion for the principal is a Thursday loop at the September price, or a supervised wait if that loop is refused. Rebuilding municipal transit is a different project.

What the notes can hold

Support
Door: last bus 3:40. Adeyemi, corrected: nine students still needed a ride after 4:20.

Generalization
On this Thursday, a group of practicum students missed the last neighbourhood bus and waited at school.

Too wide
Transit has failed for the whole city. The notes come from one office.

Errors and audience

- A supported generalization shrinks until every part has a note.
- The conclusion names an action this audience can take.
- An inquiry review names a wasted step and a better first move for next time.
- Feedback that changes a number is a success. The corrected nine is more accurate than the proud eleven.

Key terms

supported generalization

A statement no wider than the notes underneath it.

inquiry review

A look back at what worked, what to change next time, and who should hear the finding.

A corrected count

- Two walkers at 4:20 mean nine students needed a ride. Write the correction on the slip, and keep the story of how you learned it.
- An online article about restaurant patios left every number the same and used twenty minutes. Next search starts with Adeyemi.
- Division of the work: one person on the count, one on the rate card, one on the door. That split was fuzzy, and the review says so.
- Next step after the page: ask whether $86 can sit in the practicum budget. If the budget is closed, the next step is the supervised wait.

A page the principal can use

- Generalization: on this Thursday, nine practicum students missed the 3:40 and waited for a ride.
- Support you can point to: corrected clipboard, door timetable, September $86.
- Conclusion: recommend one Thursday loop at $86, with a supervised wait as the backup.
- Review: the patio article wasted time. Next time Adeyemi is first. Share the page with the principal, and keep student names off a public post.

One team, one Friday

- A sheet says six players on the Friday bench sat the whole half. The coach confirms the sheet.
- Someone wants the sentence: sports in this city are unfair to everyone.
- Write a generalization the sheet can hold, a conclusion for this athletic director, and one change for the next tally.

Review

- Cover the bus conclusion and the bench sheet.
- The kiln log says Friday's cool was still going at 1:10, so the pottery class had to keep the door shut. The log is one Friday.
- Write a generalization the log can hold, and say who should hear it. Then name one improvement for the next log.

English Language Arts 10-2

Unit 4: Create and refine texts

Purpose and audience

The principal needs the wait written down

- Your class found that on Thursdays, nine students in a downtown work placement, called practicum, finish at 4:10 and miss the last neighbourhood bus at 3:40. One extra bus loop would cost $86. The assignment says: recommend one action and show the cost. One page. Friday.
- Purpose: persuade. The action is one Thursday loop. Motive: nine students are paying a city fare or waiting for a ride, and the writer wants that to change.
- The principal knows budget lines. The page has to tell her that practicum ends at 4:10 and that the office bench is where those students wait and their coats pile up.
- A sarcastic opener, must be nice to have a car, may get the page set aside. A plain page may earn a question about where nine came from, and the notes can answer it.

What this page is for

Purpose
Persuade the principal to approve one Thursday loop.

Reader
She knows budget codes. She did not sit on the office bench, so the times have to be on the page.

Limits
One page, due Friday, using nine students, $86, and the 3:40. No new survey.

Reader and limits

- A creation purpose names the job, the reader, and the result of a mismatched tone.
- Strategy follows that job. A recommendation needs a cost. A joke needs neither, so it is the wrong strategy.
- A situation limit includes the due time, the length, and the facts you are allowed to use.
- Paraphrase the assignment before drafting, so the page answers the task that was set.

Key terms

creation purpose

The job a text is meant to do for a named reader, including what happens if the tone misses.

situation limit

A real bound on the text, such as the due time, the length, or the facts already in hand.

Friday is the deadline

- If the job is a recommendation, the page needs an action and a price. A portrait of the vending machine serves a different job.
- Write the 4:10 and the 3:40 because those times are new to her.
- Use nine and $86. The overnight draft keeps the count you already checked.
- If the alternatives overflow one page, cut examples and keep the price.

A plan that meets Friday's deadline

- Job: persuade the principal to approve one Thursday loop.
- Reader needs: 4:10 against 3:40, nine students, $86, and where nine came from.
- Limits: one page, Friday, notes already checked. No new survey. No sarcasm.
- If she asks a follow-up, the note from Ms. Adeyemi, who keeps the office attendance clipboard, answers it. That readiness is part of the plan.

A half-page for the clinic lead

- The clinic lead wants a half-page by Thursday on missed hand-washing at the ward sinks.
- She already knows the policy. Tuesday's tally is the new fact.
- Name the purpose, one fact she needs, and one limit. Retire a joke about germs.

Review

- Cover the bus plan and the clinic plan.
- The shop teacher wants a short note on Friday explaining why the 1:10 class had to leave the kiln shut. He already knows the six-hour rule. Due at the end of class. Half a page.
- Name the purpose, one fact he still needs, and one limit.

English Language Arts 10-2

Unit 4: Create and refine texts

The four parts of a proposal

This deadline needs a proposal

- The late-bus inquiry found that nine practicum students miss the 3:40 bus on Thursdays, and one extra loop costs $86. The job is a decision with a price. A proposal is the form that matches: it analyses a situation and recommends an action.
- Background holds the 4:10, the 3:40, and the nine. Purpose holds the ask. Alternatives sit side by side: city ticket, carpool, supervised wait, paid loop at $86.
- The recommendation comes last: fund the Thursday loop, and keep the supervised wait if the budget is closed.
- Medium: a printed page. She can circle a line in the meeting. A video leaves her pen idle. A group chat will scroll away.

The four rooms

Background
Practicum ends at 4:10. The last neighbourhood bus leaves at 3:40. Nine students waited.

Alternatives
A city ticket, a carpool, a supervised wait, or one paid loop at $86.

Recommendation
Fund the Thursday loop. If the budget is closed, use the supervised wait.

Recommendation placement

- A proposal is a report with an analysis and a recommended action.
- Its usual parts are background, a statement of purpose, alternatives, and the recommendation.
- The medium has to survive the meeting. Paper survives a pen. A story the reader must watch ends when the screen stops.
- In a script, spoken lines and stage directions do different jobs. This page is a proposal, so it uses background, purpose, alternatives, and a recommendation.

Key terms

proposal

A short report that gives background, states a purpose, sets alternatives side by side, and recommends one action.

text convention

A part readers expect in a form, such as a recommendation at the end of a proposal.

Side-by-side comparison

- Background may use time order: bus at 3:40, practicum at 4:10, wait on the bench.
- Alternatives work best as a short, plain list of options. Put the ticket, the carpool, the wait, and the loop in a list she can compare.
- The recommendation names one of those four and a backup. A fifth idea would start a new list.
- If you were writing a script of the meeting, dialogue would be what people say and a stage direction would be what they do. This week the page is a proposal.

Four parts of a proposal

- Background: 4:10, 3:40, nine students on the bench.
- Purpose: ask the principal to approve one Thursday loop.
- Alternatives, side by side: $3.75 city ticket each, a carpool, a supervised wait, a loop at $86.
- Recommendation: fund the loop. Backup: the supervised wait. Medium: one printed page.

Lunch schedule details

- The vice principal needs a decision about the 12:05 line and the class that starts at 12:20.
- Options might include a staggered bell, a second server, or leaving the line as it is.
- Choose the form and medium, and place one fact in background and one action in the recommendation.

Review

- Cover the bus outline and the lunch sketch.
- The shop teacher needs to know why Friday’s class waited, and whether to move the class or keep the rule.
- Name the form, two parts you would include, and the medium.

English Language Arts 10-2

Unit 4: Create and refine texts

Nine students, eighty-six dollars

Every section serves one sentence

- Controlling idea: The school should fund one Thursday loop at $86 because nine practicum students miss the 3:40 and wait for a ride.
- The topic belongs to the writers. They are among the students who wait on the office bench, so the page stays with that Thursday.
- Time and resources: one evening, and notes already checked. A new survey would miss Friday. The chart uses the nine, the $86, and the two clock times.
- One lived line earns its place: I sat on the office bench with my practicum binder until my uncle finished his shift. The vending machine stays out.

The claim and its rows

Controlling idea
The school should fund one Thursday loop at $86 because nine practicum students miss the 3:40 and wait for a ride.

Chart
Who: nine. Cost: $86 in September. Gap: practicum ends at 4:10 and the bus leaves at 3:40.

Lived line
I sat on the office bench with my practicum binder until my uncle finished his shift.

One claim, then only what feeds it

- A controlling idea is one sentence the background, the options, and the ending all serve.
- A supporting detail is checkable or plainly lived. Nine is checkable. The binder on the bench is lived.
- The chart is how you develop the page. The numbers in it are the ones you already checked.
- Audience decides the dose. She needs the dollar. A classmate already knows it. She needs one clear picture.

Key terms

controlling idea

The one claim every section of the text is there to support.

supporting detail

A fact or a lived moment that makes the claim specific enough to use.

A recommendation

- Who, cost, and gap are enough rows. A fourth row called other thoughts invites clutter.
- The uncle’s shift explains the wait in human time. The $86 stays in its own row.
- If the claim is the loop, a paragraph about city council has nowhere to sit in the chart.
- Say the claim out loud. A detail stays when you can connect it in one breath.

The chart under the sentence

- Claim: fund one Thursday loop at $86 because nine students miss the 3:40 and wait.
- Who: nine, after two walked. Cost: $86, September. Gap: 4:10 and 3:40.
- Lived line: the binder and the uncle’s shift. One sentence, in the background.
- Cut: the vending machine, a city-council history, a second anecdote about Monday.

Fourteen trays, one claim

- Mr. Okonkwo watched Tuesday's lunch line. His tally: fourteen students left the 12:05 line with no tray. Class starts at 12:20.
- You were one of the fourteen and you had a lab at 12:20.
- Write a controlling idea for the vice principal and one lived detail. Leave out a history of cafeteria food.

Review

- Cover the bus chart and the lunch claim.
- Friday’s greenhouse log: eight yellow leaves on one tray. You pinched two and the tray tipped when you rushed.
- Write a controlling idea for the greenhouse lead and one supporting detail from that log or from your hands.

English Language Arts 10-2

Unit 4: Create and refine texts

Publishing and voice

Grey type hides the price

- Your proposal asks the principal to fund one extra Thursday bus loop for $86. The weak page is pale grey, with $86 buried in a paragraph. The usable page has a heading, Thursday late bus, black type, and a two-column table: one loop, $86. The margin is wide enough for her pencil.
- Council gets two minutes for the price. Volume has to reach the back row. Stress falls on Thursday and on eighty-six.
- Eyes come up for the recommendation and drop only to check the table. A pointed finger at council feels like blame. An open hand toward the table points at the evidence.
- Rapport is one sentence about waiting on the office bench and one question: Who here has a placement that ends after the last bus? Wait. Then return to the loop.

Page and voice

On the page
Heading: Thursday late bus. A two-column table shows one loop and $86, with space in the margin for a note.

In the room
Two minutes. Stress Thursday and eighty-six. Eyes up for the recommendation.

One question
Who here has a placement that ends after the last bus? Then return to the loop.

Matching page and voice

- Print layout puts the recommendation and the price where a pencil can find them.
- Presenter voice is loud enough, stressed on the decision words, and looking at people when the ask arrives.
- A question can build rapport if it is answerable in the room and if you return to the point.
- Materials stay small: one page, a timer, and a chair far enough away to test the volume.

Key terms

print layout

The heading, type, and table arranged so a reader can find the recommendation and the price.

presenter voice

Volume, stress, and eye contact chosen so the people in the room can follow the point.

Questions and return

- The heading is a claim in short form.
- The table has two cells that matter: what is being bought, and what it costs.
- If the back row can repeat eighty-six, the volume reached the whole room.
- After hands go up, the next sentence is the recommendation.

Two minutes with the table in hand

- Page: heading Thursday late bus, black type, table with one loop and $86, margin for a note.
- First words: one sentence about sitting on the bench with a practicum binder, then the question about placements that outlast the bus.
- Middle: eyes down only to tap the table. Stress on Thursday and eighty-six. Voice reaches the back chair.
- Close: fund the loop, with the supervised wait if the budget is closed. Sit down.

Forty seconds on the drill

- Eighteen of twenty-two students were outside by the bell. The page is a half sheet for the office.
- Plan the layout in one sentence, the stressed number, and one question you could ask the class.
- Keep it under forty seconds. The alarm gets one sentence, then the request.

Review

- Cover the bus talk and the drill plan.
- You have thirty seconds to tell the greenhouse lead that eight leaves were yellow and the tray tipped.
- Say how the note should look, which words you would stress, and one gesture that would blame her and hide the tray.

English Language Arts 10-2

Unit 4: Create and refine texts

Revising a proposal

The draft hides its request

- The opening is a slogan about buses in society.
- The word “dozens” disagrees with the note, which says nine students waited.
- The vending machine is a different event, so it comes out of the count.
- The line that the principal hates waiting sits outside the notes, so it comes out.
- The last line is “Thanks for reading”. The repair asks the school to fund one Thursday loop at $86.

The draft

Buses are important in society. Nine students waited and the vending machine ate my dollar and the loop is $86 or maybe dozens were there. The principal hates waiting around. Thanks for reading.

Revision steps

- A revision cycle is a repeatable pass: read, react, rework, reflect, and refine.
- Accuracy, specificity, and precision are three different complaints. Dozens is inaccurate. A vague wait is unspecific. About ninety would be imprecise.
- Text unity means the opening establishes the Thursday gap, each middle section does one job, and the ending recommends.
- A transition such as that wait has a price joins the count to the cost.

Key terms

revision cycle

A pass through a draft: read it, react, rework a detail, reflect on the change, and refine the line.

text unity

A draft in which the opening, the middle sections, and the ending all serve the same purpose.

One job per paragraph, then a bridge

- Opening replacement: practicum ends at 4:10 and the last bus leaves at 3:40, so nine students wait.
- Split the middle. One paragraph for the nine. A later paragraph for $86. The vending machine goes to the margin and then to the bin.
- Bridge: That wait has a price. Then the September figure.
- Ending replacement: Fund one Thursday loop at $86. If that budget is closed, supervise the wait.

The same claim, a usable shape

- First lines: Practicum ends at 4:10. The last neighbourhood bus leaves at 3:40. Nine students wait for a ride.
- Middle: one paragraph for the corrected nine. Bridge: That wait has a price. Next paragraph: one loop is $86 in September.
- Deleted: dozens, the vending machine, and the claim that the principal hates waiting.
- Ending: Fund one Thursday loop at $86, with a supervised wait if the budget is closed.

The lunch line hides its request

- A lunch draft says lots of students leave the line, nobody cares, the pizza is cold, and thank you. The note says fourteen left the 12:05 line before 12:20.
- Rewrite the opening, cut one unsupported line, and write an ending that asks for an action.

The lunch draft

Food is good for teens. Fourteen kids left and the pizza was cold and maybe lots missed lunch. The vice principal does not care. Thank you for your time.

Review

- Cover the bus revision and the lunch revision.
- A kiln draft says lots of classes suffer, art is important, and thank you. The log says Friday's cool was still going at 1:10, so that class had to keep the door shut.
- Write a new opening and a new ending. Name one phrase you would cut.

The kiln draft

Art is important. The kiln was weird and lots of classes suffer. Thank you.

English Language Arts 10-2

Unit 4: Create and refine texts

Replace vague verbs with exact ones

Precise verbs

- “Get” hides the action. Nine students miss the 3:40.
- “Go” hides the action. They wait on the bench.
- “Do” hides who pays. The school should fund one Thursday loop.
- Save “eats” for a poem, as in the office clock eats the hour. The proposal needs “fund”.
- Stephen Leacock, in My Financial Career (Literary Lapses, 1910, public domain), starts “When I go into a bank I get rattled.” The place leads. “I think we need a bus” leads with a hedge.

The draft

We get home late.

We go to the office.

We do the bus.

Plain verbs in a proposal

- A precise verb survives if you can point to the action it names.
- A sentence pattern is a choice. Short for a fact. Longer when the cause has to travel with the fact.
- Say the effect of a device in ordinary words. Repeating Thursday emphasizes the limit.
- Personal voice includes habits you can hear, such as starting on I think, and habits you can change after you see another pattern.

Key terms

precise verb

A verb that names the action exactly, such as miss, wait, or fund.

sentence pattern

The shape of a sentence, such as a short fact or a longer sentence that carries the cause.

Facts first

- “Miss” names the bus that left. “Wait” names the bench. “Fund” names the payment. The verbs get, go, and do could cover almost any errand.
- Nine students waited. Stop there. The cause gets its own, longer sentence so the clocks stay readable.
- Thursday repeated at the opening, in the table, and in the ask emphasizes one day. The other weekdays stay outside this request.
- Rewrite I think we need a bus as Nine students miss the 3:40. The hedge leaves. The situation arrives.

Three swaps and one reshaped opening

- We get home late hides the real miss: nine students miss the 3:40. We go to the office hides the wait on the bench. We do the bus hides the ask, which is that the school should fund one Thursday loop.
- Short: Nine students waited. Longer: Because practicum ends at 4:10, they miss the 3:40.
- Effect of repeating Thursday: the limit stays audible. It is emphasis.
- Leacock's sentence starts in the bank. The revised opening starts with the nine. "I think" moves off the front. His line is about a bank.

Precise verbs in a note

- A lunch draft says: I think it is bad. Kids go from the line with no tray, so we should do a bell thing. Replace the verbs so a vice principal can see the action. Use one short sentence.
- Leave Leacock’s sentence in the bank lesson. This slip is about trays.

The lunch draft

Kids go from the lunch line and we do a bell thing. I think it is bad.

Review

- Cover the bus verbs and the lunch rewrite. Use only the kiln line in front of you.
- The log says the cool was still going at 1:10. Rewrite with a precise verb and say whether the sentence should be short or longer, and why.

The kiln draft

The class did the kiln and went around and I think it was annoying.

English Language Arts 10-2

Unit 4: Create and refine texts

Sentence conventions

Sentence errors and spelling

- The late-bus draft for the principal reads: “the principal should fund one thursday loop for practicum students it costs $86 and nine students waited for a ride. Because the 3:40 leaves early. We recieved the quote yesterday.” The draft joins two sentences after “students”. That is a “run-on”. A period fixes it.
- “Because the 3:40 leaves early” is a “fragment”. It needs a full thought, such as students miss the bus because the 3:40 leaves early.
- Capitalize “Thursday” and the first word of the draft.
- The word “recieved” is a misspelling of “received”. Spell check flags it.

The draft

the principal should fund one thursday loop for practicum students it costs $86 and nine students waited for a ride. Because the 3:40 leaves early. We recieved the quote yesterday.

Why spelling errors weaken a request

- A “sentence fault” is two sentences wearing one period, or a piece that stands alone.
- A “sentence part” tells you who did what to whom: subject, verb, direct object, and indirect object.
- Spell check catches “recieved”. A dictionary checks what “quote” means here. A handbook helps if you forget the comma that joins two full clauses.
- Four shapes can say a bus fact correctly: simple, compound, complex, and compound-complex.

Key terms

sentence part

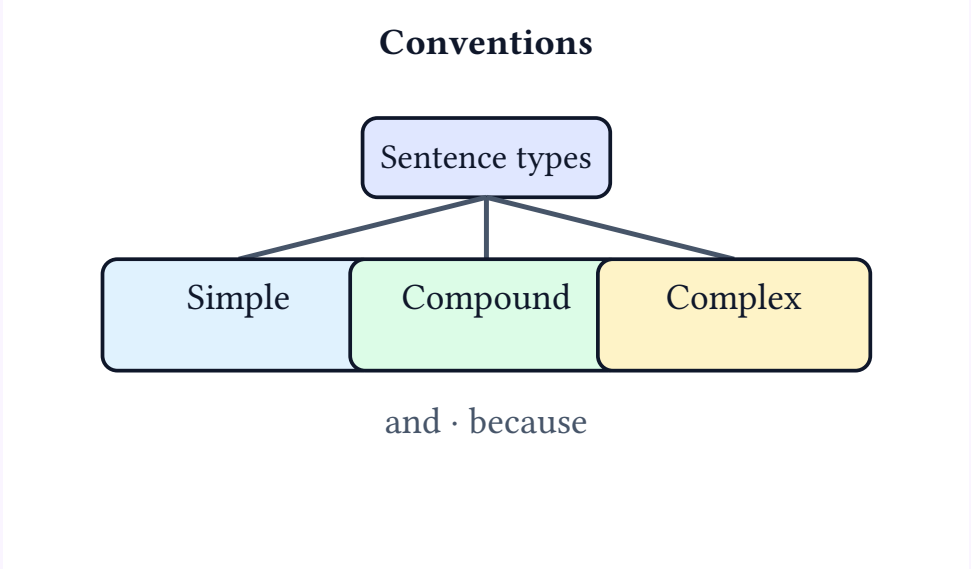
A role in a sentence, such as the subject, the verb, the direct object, or the indirect object.

sentence fault

A run-on that glues two sentences together, or a fragment left standing alone.

Four sentence types that stay correct

- A simple sentence can stand alone: “Nine students waited.”
- A compound sentence joins two full thoughts: “The bus leaves at 3:40, and practicum ends at 4:10.”
- A complex sentence attaches a because-piece to a result: “Because practicum ends at 4:10, students miss the bus.”
- A compound-complex sentence does both: “Because practicum ends at 4:10, students miss the bus, and the office keeps them until someone arrives.”



One error at a time

- A period after “students” splits the run-on, and “Thursday” takes a capital: “The principal should fund one Thursday loop for practicum students.”
- The fragment joins a result: “Students miss the bus because the 3:40 leaves early.”
- Spell check turns “recieved” into “received”.
- In “The office sent the principal a quote”, the subject is “office”, the verb is “sent”, the indirect object is “principal”, and the direct object is “quote”.

Correcting a run-on in a lunch note

- A lunch draft reads: “fourteen students left the line they had no tray. Because the lab door locks. The office will recieve the tally.” Split the run-on after “line”, and give the because-piece a result.
- Change “recieve” to “receive”.
- In “The server gave the lead a tally”, name the direct object.

The lunch draft

fourteen kids left the line it was 12:20. Because the lab door locks. The note says recieve the tally.

Review

- Cover the bus repair and the lunch repair.
- A kiln draft reads: “the kiln was still cooling it was 1:10. Because the cool takes six hours.” Repair the run-on and attach the because-piece to a result.
- In “The shop teacher handed the class a log”, name the subject and the direct object. Say why a note on his bench still needs the period.

The shop draft

the kiln was not ready it was 1:10. Because the cool takes six hours.

English Language Arts 10-2

Unit 5: Respect and collaboration

Those kids always whine is a sneer

A turned chair shuts people out

- Someone says those practicum kids always whine. The line portrays a group as a habit of complaining. The rewrite is the Thursday group missed the 3:40 and waited for a ride.
- A councillor turns their chair toward the door while saying they are listening. The posture excludes. Turning back includes. So does saying “work placement” in full when half the room needs the full name.
- Add the source line under the $86 bus price is constructive criticism. Nice math, genius is ridicule. It aims at the person.
- The morning announcement says a seat for every student on a day the last bus leaves first. That clash between the slogan and the timetable is irony. When someone says, Oh, brilliant, let’s buy a fleet, to make the proposer look small, that jab is sarcasm.

Replace the sneer

Dismisses
Those practicum kids always whine.

Names the fact
The Thursday group missed the 3:40 and waited for a ride.

Hidden belief
They can just call their parents. That assumes a parent with a car and a free hour at 4:10.

Responding to other views

- Inclusive wording names the group and the event, and the body faces the speaker.
- An underlying assumption is the unstated belief that makes an opinion sound easy.
- Three remedies can sit on the table: the loop, a later city stop, and a carpool. Hearing one you dislike is the practice.
- Credit is specific. Rae caught a wrong count in the brief, eleven where the notes said nine. A morning-board line can thank the group in public. A toast at the table can thank Rae by name.

Key terms

inclusive wording

Words and gestures that name people without a sneer and keep them in the conversation.

underlying assumption

A belief a sentence uses without stating it, such as the idea that every student has a ride.

Inclusive language

- The carpool, the later stop, and the loop each get a hearing. You can prefer the loop and still restate the carpool fairly.
- Just call your parents assumes a parent who can drive at 4:10. Some students need a different ride.
- Everyone is already signed up can make a council treat the unsigned student as difficult. The poster's push is the influence.
- Rae's correction of eleven to nine is the accomplishment to name. The toast says that, and it stays with this school's count.

Correction and credit

- Rewrite the sneer as the Thursday group missed the 3:40. Turn the chair back toward the speaker, and say work placement in full the first time.
- A constructive note says to add the source under $86. The ridicule line, nice math, genius, comes off the page.
- Irony is the announcement of a seat for every student while the bus leaves first. The sarcastic fleet jab, aimed at the proposer, comes off too.
- Call your parents assumes a car and a free hour at 4:10. Thank Rae at the table for correcting the count to nine, and thank the group on the morning board.

Just try harder

- A teammate says the players who sat are lazy. Another says just try harder.
- The sheet says six players sat Friday's half. The coach has yet to post minutes.
- Rewrite the lazy line, and name the assumption under just try harder.

Review

- Cover the bus sneer and the player example.
- Someone says the plant kids always fuss. Someone else says just come early. The log says eight leaves were yellow and the tray tipped when the work was rushed.
- Rewrite the fuss line. Name one assumption under just come early. Offer one sentence of credit for a partner who caught the tip.

English Language Arts 10-2

Unit 5: Respect and collaboration

Someone has to watch the clock

A short time limit

- Your group has drafted a one-page brief asking the school to fund a Thursday late bus for practicum students, and student council meets tomorrow. The brief is drafted. The group goal is a recommendation the presenter can say, finished before the bell.
- Jordan chairs and sets a personal aim: ask one real question about the carpool before he argues for the loop. He also says he waited on the office bench, so the group has his experience without a speech.
- Priya records decisions, leaving out most of the argument. Sam keeps two minutes on each agenda line: count, cost, recommendation. Nia presents, so she listens for the sentence she will actually say.
- If the cost talk runs long, Sam says one minute. Extra carpool detail goes into the notes as an alternative. The recommendation keeps its minutes.

Jobs for tomorrow's brief

Jordan, chair
Keeps the agenda. Asks one question about the carpool before arguing for the loop.

Sam, timekeeper
Two minutes an item. When cost runs long, he says one minute and parks the extra detail.

Notes
Priya writes the decision: fund the Thursday loop at $86, with the supervised wait as backup. Nia will present that line.

Roles and decisions

- A group goal is finished when someone who missed the meeting could read the decision.
- A role card names a contribution. The chair guards the agenda. The recorder guards the decision. The timekeeper guards the bell. The presenter guards the sentence.
- Criteria are how you notice drift: roles used, parts filled, ideas over people.
- Tools stay few. An agenda orders the talk. A checklist shows the four rooms. Notes hold the decision and the next person.

Key terms

group goal

A result the whole group can see finished, such as a recommendation agreed before the bell.

role card

A named job in the group, such as chair, recorder, timekeeper, or presenter.

Park the extra detail, keep the decision

- The checklist's four rooms have to be ticked before anyone congratulates the group.
- Meeting notes say the decision, the backup, and who presents. The debate stays in the room.
- When Sam calls one minute, the chair parks the leftover carpool story in the alternatives and moves to the recommendation.
- A disagreement sounds like the carpool still needs a school price.

A decision a substitute could read

- Goal: before the bell, Nia can say fund one Thursday loop at $86, with a supervised wait as backup.
- Jordan asks how the carpool would handle a student who needs a ride, then returns to the loop. His bench experience is one sentence.
- Sam gives the cost line two minutes and calls time. Priya writes the decision and the backup.
- Checklist: background, purpose, alternatives, recommendation, all ticked. The carpool sits in alternatives.

Twenty minutes, eight leaves

- The greenhouse crew has twenty minutes to decide whether Friday's tray is pinched or dumped.
- Assign a chair, a recorder, and a timekeeper. State one personal aim for the chair.
- Name the tool that will show the decision, and one criterion you will check at the end.

Review

- Cover the bus roles and the greenhouse crew.
- Four students have fifteen minutes to report that 18 of 22 were outside. One wants to tell a long story about the alarm.
- Name a group goal, two roles, and what the recorder should write. Say what happens to the long story when time is short.