Explore thoughts and experiences 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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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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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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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.