Create and refine texts slide deck

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.

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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.

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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.

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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.

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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.

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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.

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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

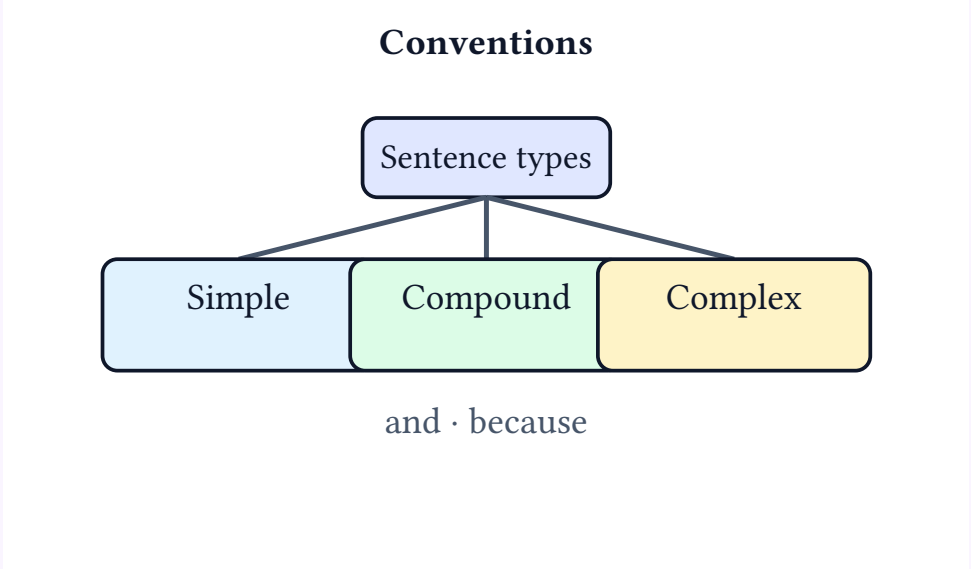
A role in a sentence, such as the subject, the verb, the direct object, or the indirect object.

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.