

The background features a dark blue gradient with a subtle starry pattern. On the left side, there are several overlapping circular elements. A prominent one is a large circular scale with tick marks and numbers ranging from 140 to 260. Other circles include dashed lines, solid lines, and arrows, suggesting a technical or scientific theme.

GETTING STARTED IN ENGLISH 10

WHAT DO I NEED TO KNOW, AND WHY?

THIS IS A CLASS ABOUT INFORMATION SKILLS

Can you give an example of times you have had to receive, give or share information?

- In school?
- At home?
- With friends?
- Online?
- Through media?
- Via text?

- Reading
- Writing
- Listening
- Speaking

CORNERSTONES

The background is a dark blue gradient with a subtle pattern of white stars. Overlaid on this are several technical diagrams in a lighter blue color. On the right side, there are two circular gauges or dials with numerical scales (0 to 210) and arrows. On the left side, there are curved lines and arrows suggesting motion or flow.

Content

Context

Connections

Questions

Construction

CONTENT

Content is what is in the text.

This may be the story, the characters, the dates, the events, or even things that are implied. Anything the text specifically tells you is considered ***content***.

Content items are IN THE TEXT.

CONTEXT

Context is the web of ideas, events, people, and influences that shape a text.

Things that have shaped or formed the text are considered context. This could be the time it was written, motives for writing it, the writer's goals or life, or anything that influences why the text exists or even how we receive it.

Context items surround the text

CONNECTIONS

Connections are any ways we can relate a work to something else

1. Connections may be personal, thematic, artistic, genre based, or any other form that may create a comparison.
 - Text to self, text to text, and text to world are three common connection models

QUESTIONS

Questions are things we or the author want or need answered

Is the writer trying to get us to think something? What? How?

Is there something you are not understanding? Is it because of vocabulary or some other reason?

CONSTRUCTION

Construction is how the writer has built the text.

How are events ordered? What kind of language is used?
Who narrates the work?

Why do writers make certain construction choices?

CONTENT, CONTEXT, CONNECTIONS, QUESTIONS, & CONSTRUCTION

In your group consider discuss these ideas and come up with times they have been important

- In a class
- In a extra curricular, job, or sport
- In a personal or family situation

Can you share or make up a scenario that will help the class better understand these ideas? Each group should come up with one scenario.