

Grade 10: Macbeth Language Task

All students must read, understand, and express their understanding of complex, grade-level texts. At the heart of being able to read and understand complex texts is the ability to automatically and fluently decode words and determine how they work together in sentences to produce meaning. Having “language sense” combined with other factors, such as having robust background knowledge and a wide vocabulary, are key determining factors in what makes a student able to read and understand complex texts.¹

The language tasks have been developed to support teachers in developing students’ language sense through repeated exploration of how key sentences from the texts of the ELA Guidebooks 2.0 units are put together to produce meaning. This approach reinforces students’ knowledge of language structures and how those structures produce meaning.²

Each language task is made of at least 20 language links. Each language link is designed to take around 10-15 minutes to conduct. The links can be used with the ELA Guidebooks 2.0 units as a beginning activity with a whole class of students or during targeted, small-group instruction or individual instruction with students who need additional support. Each language link contains text to display or project as a stimulus for student work, teacher directions, and student look-fors. The student look-fors include examples of accurate student responses; however they are not inclusive or exclusive of all possible responses.

The language links focus students on the study of mentor sentences from the unit texts. Mentor sentences were selected for their meaning and their structure. The mentor sentences focus on the main ideas or concepts of the unit texts and present opportunities for students to practice with the complex structures of their grade level. Students study each mentor sentence using the same five lesson protocol. The same five language links are then repeated with a new mentor sentence.

¹ Shanahan, T., Fisher, D., & Frey, N. (2012, March). The Challenge of Challenging Text. *Educational Leadership*, 69(6), 58-62. Retrieved from <http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/The-Challenge-of-Challenging-Text.aspx>

² Fillmore, L. W., & Fillmore, C. J. (n.d.). What Does Text Complexity Mean for English Learners and Language Minority Students? Retrieved November 12, 2016, from http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf

MENTOR SENTENCES

These language links focus on the study of 4 mentor sentences from the unit texts. Each language link should take around 10-15 minutes to conduct.

Each mentor sentence is used across five language links that each have a different purpose. The same five language links are then repeated with a new mentor sentence.

1. **What does this sentence mean?**
 - a. Purpose: Students make an initial interpretation of the mentor sentence's meaning.
2. **What do I notice about this sentence?**
 - a. Purpose: Students examine the meaning and structure of the mentor sentence.
3. **What do I know this sentence means?**
 - a. Purpose: Students demonstrate their understanding of the sentence's meaning.
4. **What is the structure of this sentence?**
 - a. Purpose: Students create a sentence frame based on the mentor sentence.
5. **Can I write a quality sentence?**
 - a. Purpose: Students emulate the structure of the mentor sentence in their own sentence.

Throughout this section, notes are provided to identify places of additional skills support for students based on previous grade-level standards. Be sure to keep track during these language links of places where students need additional skills support, and use time during small-group or individual instruction to target those skills.

Macbeth

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

“Tomorrow, and tomorrow, and tomorrow,
Creeps in this petty pace from day to day
To the last syllable of recorded time,
And all our yesterdays have lighted fools
The way to dusty death.”

From “Macbeth Act V Scene 5”

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

Student Look-Fors:

- The sentence means that life is predictable.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. “Another way to say this sentence is...”
 - b. “I made meaning of this sentence by...”
 - c. “I looked at...”
 - d. “I noticed that...”

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

Macbeth

Mentor Sentence 1: What do I notice about this sentence?

1. Display or project:

“Tomorrow, and tomorrow, and tomorrow,
Creeps in this petty pace from day to day
To the last syllable of recorded time,
And all our yesterdays have lighted fools
The way to dusty death.”

From “Macbeth Act V Scene 5”

- What do you notice about this sentence?
 - How does what you notice help you understand the sentence?
2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
 3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. “I noticed...which means...”
 - b. “I knew...so I...”
 4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. “What are the parts of this sentence?”
 - b. “Can we divide this sentence into two or more sentences? What do we have to remove or change?”
 - c. “What phrases or clauses do you notice? How do those help you understand this sentence?”
 - d. “What punctuation do you notice? How does the punctuation help you understand the sentence?”
 5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
 6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. “We noticed...which means...”

- b. "We knew...so we..."

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- a. "They noticed...which meant..."
- b. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains the internal conflict within Macbeth at this point in the play.
 - "Tomorrow, and tomorrow, and tomorrow" the repetition describes the continuation of time.
 - There is a comma before each conjunction (*and*).
 - This is an independent clause, comprised of a series and an additional dependent clause in order to simulate the rhythm of time.
 - This is a complex sentence because it is made up of an independent and dependent clause.

7. Prompt students to write the sentence, labeling the clauses and phrases. Ask students to share their findings with the class.
8. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.
 - a. To understand this sentence, I had to _____.
 - b. Noticing _____ helped me understand the sentence because _____.
 - c. Knowing _____ comes in handy when determining the meaning of this sentence.
9. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such rhythm and verse of poetry. Focus on a specific skill your students need.³ It is acceptable for students not to understand the full meaning of the sentence on this day.

³ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 10, the skills that need to be reinforced in grade 10, and the skills that need to be explicitly taught in grade 10.

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Macbeth

Mentor Sentence 1: What do I know this sentence means?

1. Display or project:

“Tomorrow, and tomorrow, and tomorrow,
 Creeps in this petty pace from day to day
 To the last syllable of recorded time,
 And all our yesterdays have lighted fools
 The way to dusty death.”

From “Macbeth Act V Scene 5”

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: “We have been analyzing this mentor sentence. Now we are going to look again at its meaning.”
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses.

WHO/WHAT?

tomorrow

Did/will **DO WHAT?**

creeps in the petty pace

WHEN did who do what?

from day to day

WHERE did who do what?

to the last syllable of recorded time

WHY did who do what?

N/A

HOW did who do what?

all our yesterdays have lighted fools

6. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

Student Look-Fors:

- Time and life's experiences march on paving the way until our death.

7. After several minutes, ask a few students to share their statements with the class.
8. Prompt students to revise or adjust their written responses based on what their classmates shared.

Macbeth

Mentor Sentence 1: What is the structure of this sentence?

1. Display or project:

“Tomorrow, and tomorrow, and tomorrow,
Creeps in this petty pace from day to day
To the last syllable of recorded time,
And all our yesterdays have lighted fools
The way to dusty death.”

From “Macbeth Act V Scene 5”

2. Say: “We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure.”
3. Ask: “What have we learned so far about this mentor sentence?” Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
 - a. “What does this sentence mean?”
 - b. “What have you noticed about this sentence?”
 - c. “How is it put together?”

Student Look-Fors:

- This sentence is constructed to simulate the rhythm of the clock, or the continuation of time.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are an independent clause +conjunction + dependent clause.
- They should understand that the introductory phrase answers the question “Why does Macbeth feel so melancholy about his plight after the death of his wife?”

4. Display or project:

After the death of his wife, Macbeth no longer felt he had no real reason to fight, but he his path of self-destruction continued.

5. Ask: "How is this sentence similar to the mentor sentence in the way that it is constructed?"

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an introductory phrase followed by a comma and then an independent clause + conjunction + dependent clause.
- They should also identify that the introductory phrase answers the question "When is Macbeth no longer motivated to fight for the crown?"

6. Say: "Now let's build a quality sentence about Macbeth in Act 5 Scene 5."

7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- Since Lady Macbeth has died, Macbeth will fight, but no longer for the same reason.

8. Say: "Now let's construct sentences to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the subordinating conjunctions below."
9. Prompt students to identify other subordinating conjunctions which signal when an event occurred. Record those conjunctions. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

-

Since _____, _____, but _____.

After _____ and _____

Before _____ or _____

10. Direct students to reflect on their learning. Ask: "How does breaking down this sentence into its parts support your understanding of the sentence?" Answers can be spoken or written.

Macbeth

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

“Tomorrow, and tomorrow, and tomorrow creeps in this petty pace from day to day to the last syllable of recorded time, and all our yesterdays have lighted fools the way to dusty death.”

From “Macbeth Act V Scene 5”

Throughout the tragic play, Macbeth allowed his passionate devotion to his wife to fuel his fire to become king of Scotland.

Since	_____	but
_____,	—	_____.
After		and
Before		so

Explain how Macbeth’s motivation for murder has changed over the course of the play.

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, “How has Macbeth’s motivation for murder changed over the course of the play?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with prepositional phrases that answer “how”
6. Encourage students to use the unit texts to ensure they have an accurate response.

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Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Before the death of his wife, Macbeth had a partner in crime, and conspire to kill Macduff.
 - After the death of his wife, Macbeth's motivation for murder changes, so he kills his family.
- The introductory prepositional phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory prepositional phrase tells when Macbeth's motivation changes.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "After the death of Lady Macbeth in Act 5 Scene 5, _____."

Macbeth

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

“They have tied me to a stake; I cannot fly,
But, bear-like, I must fight the course.”

From “Macbeth Act V, Scene VI”

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

Student Look-Fors:

- The sentence means that Macbeth is stuck, but is still willing to fight and stay the course.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. “Another way to say this sentence is...”
 - b. “I made meaning of this sentence by...”
 - c. “I looked at...”
 - d. “I noticed that...”

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

Macbeth

Mentor Sentence 2: What do I notice about this sentence?

1. Display or project:

"They have tied me to a stake; I cannot fly,
But, bear-like, I must fight the course."

From "Macbeth Act V, Scene VI"

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. "I noticed...which means..."
 - b. "I knew...so I..."
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. "What are the parts of this sentence?"
 - b. "Can we divide this sentence into two or more sentences? What do we have to remove or change?"
 - c. "What phrases or clauses do you notice? How do those help you understand this sentence?"
 - d. "Are there any conjunctions in this sentence? What do those conjunctions mean?"
 - e. "What punctuation do you notice? How does the punctuation help you understand the sentence?"
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. "We noticed...which means..."
 - b. "We knew...so we..."

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- c. "They noticed...which meant..."
- d. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence describes Macbeth's attitude in Act V.
 - "But, bear-like, I must fight the course" describes Macbeth's continued belief in the witches prophecies.
 - There are two independent clauses with opposing viewpoints joined by a conjunction, *but*. *But* contrasts two ideas. In this sentence, *but* signals contrasting ideas to the reader.
 - There is a comma before *but*, and a *semicolon* between the first two independent clauses.
 - There is an interruption - *bear-like*. This is to provide the reader with pause to reflect on Macbeth's will and determination.
 - This is a compound-complex sentence. It is made up of two independent clauses and a dependent clause.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.
 - a. To understand this sentence, I had to _____.
 - b. Noticing _____ helped me understand the sentence because _____.
 - c. Knowing _____ comes in handy when determining the meaning of this sentence.
8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.⁴ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁴ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 10, the skills that need to be reinforced in grade 10, and the skills that need to be explicitly taught in grade 10.

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Macbeth

Mentor Sentence 2: What do I know this sentence means?

1. Display or project:

"They have tied me to a stake; I cannot fly,
But, bear-like, I must fight the course."

From "Macbeth Act V, Scene VI"

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: "We have been analyzing this mentor sentence. Now we are going to look again at its meaning."
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses. Prompt students to use this sentence, as well as their understanding of the unit texts, to respond.

WHO/WHAT?

They (enemies of Macbeth)

Did/will **DO WHAT?**

tied me to a stake

WHEN did who do what?

over the course of battle

WHERE did who do what?

Castle of Macbeth

MENTOR SENTENCES

WHY did who do what?

so he "cannot fly"

HOW did who do what?

castle is surrounded

6. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

Student Look-Fors:

- Macbeth's enemies are surrounding the castle, which keeps him from fleeing, so he must fight.

7. After several minutes, ask a few students to share their statements with the class.
8. Prompt students to revise or adjust their written responses based on what their classmates shared.

MENTOR SENTENCES

Macbeth

Mentor Sentence 2: What is the structure of this sentence?

1. Display or project:

“They have tied me to a stake; I cannot fly,
But, bear-like, I must fight the course.”

From “Macbeth Act V, Scene VI”

2. Say: “We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure.”
3. Ask: “What have we learned so far about this mentor sentence?” Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
 - a. “What does this sentence mean?”
 - b. “What have you noticed about this sentence?”
 - c. “How is it put together?”

Student Look-Fors:

- This sentence means that Macbeth is stuck.
- Students might say they noticed an interruption, comma, semicolon, or conjunction.
- Students should understand that the parts of this sentence are independent clause + semicolon + independent clause + comma + conjunction + interruption + independent clause.
- They should understand that the first portion of the sentence clarifies Macbeth’s current situation in the play.

4. Display or project:

“Let fall thy blade on vulnerable crests;
I bear a charmed life, which must not yield,
To one of woman born.”

From “Macbeth Act V, Scene VI”

5. Ask: "How is this sentence similar to the mentor sentence in the way that it is constructed?"

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an independent clause separated by a semicolon followed by a comma. This sentence does not have a conjunction to signal a contrasting idea is coming. Rather, this sentence continues with the same intention throughout.
- They should also identify that the sentences expresses the conflicting attitudes that Macbeth is riddled with throughout Act V.

6. Say: "Now let's build a quality sentence from Macbeth's point of view about his current situation."

7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- I am facing my opponent; I am not afraid, but, if the witches are wrong, I will surely die today.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the subordinating conjunctions below."

9. Prompt students to identify other subordinating conjunctions which signal when an event occurred. Record those conjunctions. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- independent clause + semicolon + independent clause + comma + conjunction + interruption + independent clause.
- _____; _____, but, _____.
- _____; _____, and, _____.

10. Direct students to reflect on their learning. Ask: "How does breaking down this sentence into its parts support your understanding of the sentence?" Answers can be spoken or written.

Macbeth

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

"They have tied me to a stake; I cannot fly,

But, bear-like, I must fight the course."

From "Macbeth Act V, Scene VI"

_____ ; _____, but, _____ .
_____ ; _____, and, _____ .

Explain how Macbeth's situation has changed in Act V scene VI.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "How has Macbeth's situation changed in Act V, Scene VI?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with prepositional phrases that answer "when."
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Birnam Wood marches on Dunsinane; The battle rages on, but Macbeth, surrounded by enemies, senses the changing of the tide.
 - Macbeth is determined to fight; He is focused on his intent, and Macbeth, with nowhere to run, refuses to surrender.
- The independent clause before and after the semicolon should demonstrate a connection between two ideas. The conjunction should signal a change in idea (*but*), or continuation of thought (*and*).

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For

MENTOR SENTENCES

example, "Birnam Wood marches on Dunsinane; _____, but _____."

“The Story of Daedalus and Icarus”

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

“Among all those mortals who grew so wise that they learned the secrets of the gods, none was more cunning than Daedalus.”

From “The Story of Daedalus and Icarus”

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

Student Look-Fors:

- The sentence means that Daedalus was deceitful.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. “Another way to say this sentence is...”
 - b. “I made meaning of this sentence by...”
 - c. “I looked at....”
 - d. “I noticed that...”

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

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“The Story of Daedalus and Icarus”

Mentor Sentence 3: What do I notice about this sentence?

1. Display or project:

“Among all those mortals who grew so wise that they learned the secrets of the gods, none was more cunning than Daedalus.”

From “The Story of Daedalus and Icarus”

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. “I noticed...which means...”
 - b. “I knew...so I...”
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. “What are the parts of this sentence?”
 - b. “Can we divide this sentence into two or more sentences? What do we have to remove or change?”
 - c. “What phrases or clauses do you notice? How do those help you understand this sentence?”
 - d. “Are there any conjunctions in this sentence? What do those conjunctions mean?”
 - e. “What punctuation do you notice? How does the punctuation help you understand the sentence?”
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. “We noticed...which means...”
 - b. “We knew...so we...”

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the

following conversation stems to guide their rephrasing.

- c. "They noticed...which meant..."
- d. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains the persona of Daedalus.
 - "...none was more cunning than Daedalus" describes the extent of his deceitful nature.
 - There is a lengthy introductory phrase made up of a prepositional phrase and a clarifying clause.
 - This is a complex sentence made up of an independent and dependent clause.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.

- a. To understand this sentence, I had to _____.
- b. Noticing _____ helped me understand the sentence because _____.
- c. Knowing _____ comes in handy when determining the meaning of this sentence.

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.⁵ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁵ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 10, the skills that need to be reinforced in grade 10, and the skills that need to be explicitly taught in grade 10.

"The Story of Daedalus and Icarus"

Mentor Sentence 3: What do I know this sentence means?

1. Display or project:

"Among all those mortals who grew so wise that they learned the secrets of the gods, none was more cunning than Daedalus."

From "The Story of Daedalus and Icarus"

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: "We have been analyzing this mentor sentence. Now we are going to look again at its meaning."
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses. Prompt students to use this sentence, as well as their understanding of the unit texts, to respond.

WHO/WHAT?

Daedalus

Did/will **DO WHAT?**

is more cunning

WHEN did who do what?

N/A

WHERE did who do what?

than any other mortal

WHY did who do what?

N/A

HOW did who do what?

who grew so wise that they learned the secrets of the gods

6. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

Student Look-Fors:

- Daedalus is very clever, but uses his supreme knowledge in a deceitful way.
7. After several minutes, ask a few students to share their statements with the class.
 8. Prompt students to revise or adjust their written responses based on what their classmates shared.

"The Story of Daedalus and Icarus"

Mentor Sentence 3: What is the structure of this sentence?

1. Display or project:

"Among all those mortals who grew so wise that they learned the secrets of the gods, none was more cunning than Daedalus."

From "The Story of Daedalus and Icarus"

2. Say: "We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure."
3. Ask: "What have we learned so far about this mentor sentence?" Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
 - a. "What does this sentence mean?"
 - b. "What have you noticed about this sentence?"
 - c. "How is it put together?"

Student Look-Fors:

- This sentence means that Daedalus is deceitful.
- Students might notice the inverted construction of the sentence is similar to Shakespeare's writing.
- Students might say they noticed prepositional phrases, commas, or introductory phrases.
- Students should understand that the parts of this sentence are introductory phrase + comma + independent clause + punctuation.
- They should understand that the introductory phrase answers the question "How is Daedalus characterized in the exposition of the story?"

4. Display or project:

Untouched was the tranquil garden that was the most beautiful in the land, not a footstep disturbed the ground.

5. Ask: "How is this sentence similar to the mentor sentence in the way that it is constructed?"

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an introductory phrase followed by a comma and then an independent clause.
- They should also identify that the introductory phrase answers the question "How?"
- Students should identify that the introductory phrase described and set up the independent clause to follow.

6. Say: "Now let's build a quality sentence about Daedalus using phrases and clauses."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- More so than any other human, Daedalus was extremely intelligent.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the subordinating conjunctions below."
9. Prompt students to identify other subordinating conjunctions which signal when an event occurred. Record those conjunctions. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- introductory phrase + comma + independent clause + punctuation.
- _____, _____.

10. Direct students to reflect on their learning. Ask: "How does breaking down this sentence into its parts support your understanding of the sentence?" Answers can be spoken or written.

"The Story of Daedalus and Icarus"

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

"Among all those mortals who grew so wise that they learned the secrets of the gods, none was more cunning than Daedalus."

From "The Story of Daedalus and Icarus"

- introductory phrase + comma + independent clause + punctuation
- _____, _____.

Explain how was Daedalus characterized in the exposition of this story.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "How was Daedalus characterized in the exposition of this story?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with prepositional phrases that answer "how."
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Although the intellect of all wise mortals was examined, none was wiser than Daedalus.
 - The most intelligent of all mortals, Daedalus let his abilities go to his head.
 -

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Although the intellect of all wise mortals was examined, _____."

“The Story of Daedalus and Icarus”

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

“He longed for one draught of flight to quench the thirst of his captivity: he stretched out his arms to the sky and made towards the highest heavens.”

From “The Story of Daedalus and Icarus”

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

Student Look-Fors:

- The sentence means that Icarus was seeking true freedom in flight.

4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. “Another way to say this sentence is...”
 - b. “I made meaning of this sentence by...”
 - c. “I looked at...”
 - d. “I noticed that...”

Note: If students have trouble forming their ideas, remind them that this is day 1 with the mentor sentence, and they will have other opportunities to develop understanding of the sentence over the next few language links.

5. Prompt students to revise or adjust their written responses based on what their peers shared.

“The Story of Daedalus and Icarus”

Mentor Sentence 4: What do I notice about this sentence?

1. Display or project:

“He longed for one draught of flight to quench the thirst of his captivity: he stretched out his arms to the sky and made towards the highest heavens.”

From “The Story of Daedalus and Icarus”

- What do you notice about this sentence?
- How does what you notice help you understand the sentence?

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. “I noticed...which means...”
 - b. “I knew...so I...”
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. “What are the parts of this sentence?”
 - b. “Can we divide this sentence into two or more sentences? What do we have to remove or change?”
 - c. “What phrases or clauses do you notice? How do those help you understand this sentence?”
 - d. “Are there any conjunctions in this sentence? What do those conjunctions mean?”
 - e. “What punctuation do you notice? How does the punctuation help you understand the sentence?”
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. “We noticed...which means...”
 - b. “We knew...so we...”

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links.

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the

following conversation stems to guide their rephrasing.

- a. "They noticed...which meant..."
- b. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains Icarus' motivation.
 - There are two complete sentences joined by a colon.
 - The second sentence clarifies the intention of the first sentence.
 - This is a compound sentence made up of two independent clauses joined by a colon.
 - The sentences are closely related to one another: Icarus longed for flight and attempted to fly.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.

- a. To understand this sentence, I had to _____.
- b. Noticing _____ helped me understand the sentence because _____.
- c. Knowing _____ comes in handy when determining the meaning of this sentence.

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as using colons in a sentence. Focus on a specific skill your students need.⁶ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁶ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 10, the skills that need to be reinforced in grade 10, and the skills that need to be explicitly taught in grade 10.

MENTOR SENTENCES

"The Story of Daedalus and Icarus"

Mentor Sentence 4: What do I know this sentence means?

1. Display or project:

"He longed for one draught of flight to quench the thirst of his captivity: he stretched out his arms to the sky and made towards the highest heavens."

From "The Story of Daedalus and Icarus"

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: "We have been analyzing this mentor sentence. Now we are going to look again at its meaning."
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses. Prompt students to use this sentence, as well as their understanding of the unit texts, to respond.

WHO/WHAT?	He (Icarus)
Did/will DO WHAT?	longed for one draught of flight
WHEN did who do what?	N/A
WHERE did who do what?	the sky
WHY did who do what?	[to make] towards the highest heavens
HOW did who do what?	stretched out his arms

6. Say: "Write a summary of the sentence. Make sure to put the sentence into your own words."

MENTOR SENTENCES

Student Look-Fors:

- Icarus wanted to be truly free, so he flew as high as he could.
7. After several minutes, ask a few students to share their statements with the class.
 8. Prompt students to revise or adjust their written responses based on what their classmates shared.

Mentor Sentence 4: What is the structure of this sentence?

1. Display or project:

“He longed for one draught of flight to quench the thirst of his captivity: he stretched out his arms to the sky and made towards the highest heavens.”

From “The Story of Daedalus and Icarus”

2. Say: “We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure.”
3. Ask: “What have we learned so far about this mentor sentence?” Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
 - a. “What does this sentence mean?”
 - b. “What have you noticed about this sentence?”
 - c. “How is it put together?”

Student Look-Fors:

- This sentence means that Icarus felt true freedom existed in the highest realm of the sky.
- Students might say they noticed two complete sentences joined by a colon.
- Students should understand that the parts of this sentence are independent clause + colon + independent clause.
- They should understand that the second sentence add meaning/clarification to the first.

4. Display or project:

He wanted to achieve greatness in his own right: he gave all he had for the chance at a medal.

5. Ask: “How is this sentence similar to the mentor sentence in the way that it is constructed?”

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an independent clause followed by a colon and then an independent clause.
- They should also identify that the second sentence clarifies what “greatness” meant to the subject of the sentence.

6. Say: “Now let’s build a quality sentence about Icarus using phrases and clauses.”
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- Icarus wanted to be truly free: he sought escape by flying closer to the sun.

8. Say: “Now let’s construct a sentence frame to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the subordinating conjunctions below.”
9. Prompt students to identify other subordinating conjunctions which signal when an event occurred. Record those conjunctions. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- _____:

10. Direct students to reflect on their learning. Ask: “How does breaking down this sentence into its parts support your understanding of the sentence?” Answers can be spoken or written.

“The Story of Daedalus and Icarus”
Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

"He longed for one draught of flight to quench the thirst of his captivity: he stretched out his arms to the sky and made towards the highest heavens."

From "The Story of Daedalus and Icarus"

_____ : _____.

_____ : _____.

_____ : _____.

Explain why Icarus flew too close to the sun.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "Why did Icarus fly too close to the sun?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with an independent clause that answers "why."
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Icarus wanted to be free: he flew as high as he could go.
 - Icarus did not heed his father's advice: he wanted to be truly free.
 - Icarus was an adventuresome by: he wanted to make the most of his wings.
- The independent clause should have a clear relationship with the independent clause that follows it. For example in the first look-for above, the first sentence explains what led to Icarus flying so high.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Icarus wanted to be truly free: _____."