

### Grade 10: Metamorphosis 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.<sup>1</sup>

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.<sup>2</sup>

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.

---

<sup>1</sup> 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>

<sup>2</sup> 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](http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf)

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.

### “The Curious Case of Benjamin Button”

#### Mentor Sentence 1: What does this sentence mean?

1. Display or project:

“On the September morning consecrated to the enormous event he arose nervously at six o’clock, dressed himself, adjusted an impeccable stock, and hurried forth through the streets of Baltimore to the hospital, to determine whether the darkness of the night had borne in new life upon its bosom.”

From “The Curious Case of Benjamin Button”

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 a man is anxiously rushing to the hospital.

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 Curious Case of Benjamin Button”

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

1. Display or project:

“On the September morning consecrated to the enormous event, he arose nervously at six o’clock, dressed himself, adjusted an impeccable stock, and hurried forth through the streets of Baltimore to the hospital, to determine whether the darkness of the night had borne in new life upon its bosom.”

From “The Curious Case of Benjamin Button”

- 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...”

## MENTOR SENTENCES

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 is really long.
  - There are some unfamiliar words.
  - There are two complete sentences joined by a conjunction, *and*. *And* joins two ideas together. In this sentence, *and* joins the two principles together.
  - There is a comma before *and*.
  - There is a series within the sentence separated by commas.
  - A comma follows the introductory phrase that tells the reader "when."

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.<sup>3</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>3</sup> 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 Curious Case of Benjamin Button"

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

1. Display or project:

"On the September morning consecrated to the enormous event, he arose nervously at six o'clock, dressed himself, adjusted an impeccable stock, and hurried forth through the streets of Baltimore to the hospital, to determine whether the darkness of the night had borne in new life upon its bosom."

From "The Curious Case of Benjamin Button"

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 information from the mentor sentence, as well as the text, to answer the questions.

**WHO/WHAT?**

the father

Did/will **DO WHAT?**

got dressed

**WHEN** did who do what?

the morning that his baby, Benjamin Button, is supposed to be born

## MENTOR SENTENCES

---

**WHERE** did who do what?

a hospital in Baltimore, Maryland

**WHY** did who do what?

to see if the baby was born

**HOW** did who do what?

N/A

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

**Student Look-Fors:**

- A father, excited for the birth of his baby, gets up and gets dressed to see if it has actually happened.

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 Curious Case of Benjamin Button”

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

1. Display or project:

“On the September morning consecrated to the enormous event, he arose nervously at six o’clock, dressed himself, adjusted an impeccable stock, and hurried forth through the streets of Baltimore to the hospital, to determine whether the darkness of the night had borne in new life upon its bosom.”

From “The Curious Case of Benjamin Button”

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 this is a father who is looking forward to the birth of his baby, Benjamin Button.
- Students might say they noticed prepositional phrases, verb phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are introductory phrase + independent clause + series separated by commas + punctuation.
- They should understand that the introductory phrase in this sentence contributes to the “normalcy” of the dad’s behavior, (when he arose and later why he dressed hurriedly), which will later prove evidence for magical realism.

4. Display or project:

On the November morning conspicuously known as “Black Friday,” she drove anxiously at dawn, Starbucks in hand, coupons from the local paper at the ready, and scurried into the



line outside of Target, to find Christmas presents for each of her family members.

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 a series of phrases.
- They should also identify that the introductory phrase answers the question "When?" and later, "Why?"
- They should understand that this sentence is a normal reaction to a realistic event.

6. Say: "Now let's build a quality sentence about the father of Benjamin Button following the same structure as the mentor sentence."
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:**

- During the morning of the event, the anxious father dresses quickly, hurries to the hospital, and learns of the birth of his baby.

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 + series separated by commas + punctuation
- After he woke up, he got dressed, checked his attire in the mirror, and rushed to the hospital.
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

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 Curious Case of Benjamin Button"**  
**Mentor Sentence 1: Can I write a quality sentence?**

1. Display or project:

"On the September morning consecrated to the enormous event he arose nervously at six o'clock, dressed himself, adjusted an impeccable stock, and hurried forth through the streets of Baltimore to the hospital, to determine whether the darkness of the night had borne in new life upon its bosom."

From "The Curious Case of Benjamin Button"

\_\_\_\_\_

Describe what happened when Mr. Button spoke with the doctor at the hospital.

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 does this sentence contribute to the elements of magical realism?"
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:
  - When Mr. Button arrived at the hospital, the doctor was curt, did not answer his questions, and told Mr. Button to look for himself.
  - Before Mr. Button went into the hospital, he asked the doctor if his child was born, asked about gender, but the doctor drive away.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "When Mr. Button arrived at the hospital, \_\_\_\_\_."

### "A Very Old Man with Enormous Wings"

#### Mentor Sentence 2: What does this sentence mean?

1. Display or project:

"Then he noticed that seen close up he was much too human: he had an unbearable smell of the outdoors, the back side of his wings was strewn with parasites and his main feathers had been mistreated by terrestrial winds, and nothing about him measured up to the proud dignity of angels."

From "A Very Old Man with Enormous Wings"

This sentence means...

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

#### Student Look-Fors:

- This sentence means that the old man had characteristics of a bug.
  - The sentence means that Father Gonzaga saw something in the man that he recognized, and so he dismisses the probability that he is an angel of the Lord.
  - This will be an important sentence to look at because the overall question is whether this "man" is an angel. It contributes to the elements of magical realism.
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.

### "A Very Old Man with Enormous Wings"

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

1. Display or project:

"Then he noticed that seen close up he was much too human: he had an unbearable smell of the outdoors, the back side of his wings was strewn with parasites and his main feathers had been mistreated by terrestrial winds, and nothing about him measured up to the proud dignity of angels."

From "A Very Old Man with Enormous Wings"

- 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..."

## MENTOR SENTENCES

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 how Father Gonzaga feels about the stranger.
  - "Up close he was much too human" describes that he looks ordinary, and unlike a typical angel.
  - There is a colon that suggests a list of his traits will follow.
  - The colon separates two independent clauses.
  - There is a comma separating each attribute (adjective phrase) in the series.

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.<sup>4</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>4</sup> 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.

## "A Very Old Man with Enormous Wings"

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

1. Display or project:

"Then he noticed that seen close up he was much too human: he had an unbearable smell of the outdoors, the back side of his wings was strewn with parasites and his main feathers had been mistreated by terrestrial winds, and nothing about him measured up to the proud dignity of angels."

From "A Very Old Man with Enormous Wings"

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.

<b>WHO/WHAT?</b>	he
(Did/will) <b>DO WHAT?</b>	noticed
<b>WHEN</b> did who do what?	N/A

## MENTOR SENTENCES

**WHERE** did who do what? N/A  
**WHY** did who do what? N/A  
**HOW** did who do what? N/A

6. Encourage students to expand their summary sentence. Prompt them to use information from the unit texts to answer questions not provided in the original sentence.

<b>WHO/WHAT?</b>	Father Gonzaga, priest and former robust woodcutter,
(Did/will) <b>DO WHAT?</b>	Entered the chicken coop to take a closer look at the so-called angel
<b>WHEN</b> did who do what?	After he heard that an angel had fallen from the sky into the courtyard of Pelayo and Elisenda
<b>WHERE</b> did who do what?	In the chicken coop
<b>WHY</b> did who do what?	He wanted to see for himself if it was truly an angel from heaven
<b>HOW</b> did who do what?	Villagers opened the coop, and he went inside

7. Say: “Write a summary of the sentence underneath the quotation. Make sure to put the sentence into your own words.”

**Student Look-Fors:**

- Father Gonzaga, unafraid because he was a strong man of the cloth, went into Pelayo and Elisenda’s chicken coop to survey the man and determine if he was from heaven, but in the end he thought he was too human to be an angel.

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

### "A Very Old Man with Enormous Wings"

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

1. Display or project:

"Then he noticed that seen close up he was much too human: he had an unbearable smell of the outdoors, the back side of his wings was strewn with parasites and his main feathers had been mistreated by terrestrial winds, and nothing about him measured up to the proud dignity of angels."

From "A Very Old Man with Enormous Wings"

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 there were many things about the stranger whose characteristics were more like that of a human rather than an angel.
- Students might say they noticed the colon and the list that follows.
- Students should understand that the parts of this sentence are two independent clauses separated by a colon.
- They should understand that the colon is used to introduce the list that follows.

4. Display or project:

The food at the wedding was inedible: the fruit was moldy, the shrimp smelled and looked two-weeks past their prime, and the cake was undercooked, yet the guests had a lovely time.



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 that introduces a list.
- They should note that the series of adjective phrases in the list are separated by commas.

6. Say: “Now let’s build a quality sentence about the man using a colon and a list of adjective phrases.”

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:**

- The man didn’t seem to be an angel: he was dirty, his wings were sparse and full of bugs, and nothing about him looked especially angel-like.

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 a colon that introduces a list.”

9. Prompt students to identify other attributes in the story that describe the appearance of the stranger and support the idea that he is more human than angel. Record that text evidence. This will assist them in understanding the overall feeling about the man with enormous wings. 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 + colon + independent clause with series + punctuation
- \_\_\_\_\_: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

10. Direct students to reflect on their learning. Ask: “How can we incorporate this text evidence into understanding why Father Gonzaga was skeptical about the old man?” Answers can be spoken or written.

**"A Very Old Man with Enormous Wings"**  
**Mentor Sentence 2: Can I write a quality sentence?**

1. Display or project:

"Then he noticed that seen close up he was much too human: he had an unbearable smell of the outdoors, the back side of his wings was strewn with parasites and his main feathers had been mistreated by terrestrial winds, and nothing about him measured up to the proud dignity of angels."

From "A Very Old Man with Enormous Wings"

\_\_\_\_\_: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Explain how the townspeople feel about the stranger.

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, "Explain how the townspeople feel about the stranger." Prompt students to complete the given sentence frame
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 and follow with a colon that introduces a list.
6. Encourage students to use the unit texts to ensure they have an accurate response.

**Student Look-Fors:**

- The townspeople are not impressed with the angel: they tested him, questioned his motivations, and thought he was an imposter.
- The townspeople do not treat the old man as if he was an angel: he is dirty, his wings are torn and filled with bugs, he fails their tests, and even the priest thinks he is an imposter.
- The sentence should begin with an independent clause and follow with a colon and a list of traits/textual evidence (adjective phrases) that supports the answer to the prompt "Do the townspeople believe that

## MENTOR SENTENCES

---

this man is an angel?"

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "The townspeople are not impressed with the angel: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_."

### "The Transformation of Arachne into a Spider"

#### Mentor Sentence 3: What does this sentence mean?

1. Display or project:

"The other beholds Pallas with scowling eyes, and leaves the threads she has begun; and scarcely restraining her hand, and discovering her anger by her looks, with such words as these does she reply to the disguised Pallas: "Thou comest here bereft of thy understanding, and worn out with prolonged old age; and it is thy misfortune to have lived too long."

From "The Transformation of Arachne into a Spider"

This sentence suggests...

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

#### Student Look-Fors:

- The sentence suggests that Arachne is arrogant and towards authority she is disrespectful.

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 Transformation of Arachne into a Spider"

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

1. Display or project:

"The other beholds Pallas with scowling eyes, and leaves the threads she has begun; and scarcely restraining her hand, and discovering her anger by her looks, with such words as these does she reply to the disguised Pallas: "Thou comest here bereft of thy understanding, and worn out with prolonged old age; and it is thy misfortune to have lived too long."

From "The Transformation of Arachne into a Spider"

- 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..."

## MENTOR SENTENCES

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 exhibits elements of magical realism.
  - This sentence explains the character of Arachne.
  - "Beholds Pallas with scowling eyes" and "discovering her anger by her looks" are verb phrases that describe the prideful nature of Arachne.
  - There are two complete sentences (independent clauses) joined by a semicolon to combine like ideas.
  - The semicolon allows for transitional expressions.
  - There is a semicolon before the first *and*, then a comma before the second *and*.
  - There is a colon that introduces a quotation.
  - This is a compound sentence because it is made up of two independent clauses joined by a conjunction).
  - The sentences uses imagery to create the setting and dialogue to create the character.

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.<sup>5</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>5</sup> 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 Transformation of Arachne into a Spider"

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

1. Display or project:

"The other beholds Pallas with scowling eyes, and leaves the threads she has begun; and scarcely restraining her hand, and discovering her anger by her looks, with such words as these does she reply to the disguised Pallas: "Thou comest here bereft of thy understanding, and worn out with prolonged old age; and it is thy misfortune to have lived too long."

From "The Transformation of Arachne into a Spider"

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?**

Arachne

Did/will **DO WHAT?**

Looked at Pallas

## MENTOR SENTENCES

---

**WHEN** did who do what?

While she was weaving

**WHERE** did who do what?

N/A

**WHY** did who do what?

To determine if she was worthy of her time

**HOW** did who do what?

With scowling eyes and a mad face

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

Student Look-Fors:

- While weaving, Arachne was interrupted by Pallas disguised an old woman; therefore she was annoyed and disrespectful

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 Transformation of Arachne into a Spider"

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

1. Display or project:

"The other beholds Pallas with scowling eyes, and leaves the threads she has begun; and scarcely restraining her hand, and discovering her anger by her looks, with such words as these does she reply to the disguised Pallas: "Thou comest here bereft of thy understanding, and worn out with prolonged old age; and it is thy misfortune to have lived too long."

From "The Transformation of Arachne into a Spider"

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 shows that there are two women in two different age groups.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are independent clause + comma + conjunction + dependent clause + semicolon + independent clause + colon + quote.
- They should understand that the ideas within this sentence are linked with semicolon/colon punctuation for a reason, and that reason determines the character traits of Arachne.

4. Display or project:

She gazes into the mirror in deep reflection, and dares not utter a word; yet to her astonishment, as if by some magical spell, her image begins to speak carefully enunciating: "You are the most beautiful girl that I have ever seen."

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 sentence structures are similar--this example, like the mentor sentence, begins with an independent clause followed by a semicolon and then an independent clause, colon, and quote.
- While the content may not be identical in nature, it is important that students see comparable sentence structures in a variety of texts in order to recognize similar syntax.

6. Say: “Now let’s build a quality sentence about Arachne’s response to a disguised Pallas 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:**

- Arachne does not listen to the advice; She reacts pridefully to the elder’s wisdom: “What you are saying is not important to me.”

8. Say: “Now let’s construct sentence frames to illustrate the structure of the mentor sentence.
9. 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 + colon + quotation + punctuation
- \_\_\_\_\_; \_\_\_\_\_: “\_\_\_\_\_.”

**"The Transformation of Arachne into a Spider"**  
**Mentor Sentence 3: Can I write a quality sentence?**

1. Display or project:

"The other beholds Pallas with scowling eyes, and leaves the threads she has begun; and scarcely restraining her hand, and discovering her anger by her looks, with such words as these does she reply to the disguised Pallas: "Thou comest here bereft of thy understanding, and worn out with prolonged old age; and it is thy misfortune to have lived too long."

From "The Transformation of Arachne into a Spider"

\_\_\_\_\_ ; \_\_\_\_\_ : " \_\_\_\_\_ ."

How does Ovid portray the character of Arachne?

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 does Ovid portray the character of Arachne?"
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 follow the sentence frame to respond: independent clause + semicolon + independent clause + colon + quotation + punctuation
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:
  - Ovid portrays Arachne as a boastful creature; She is prideful about her work and often shouts at others: "I excel at pulling strings!"

7. After several minutes, ask students to share their questions with the class. As students share, record the questions on the board.

### *The Metamorphosis*

#### **Mentor Sentence 4: What does this sentence mean?**

1. Display or project:

Gregor kept himself hidden covered in the dust that lay everywhere in his room because he was much too indifferent to everything now.

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 Gregor is losing the hope of ever returning to his old self. He is careless about his appearance.

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 Metamorphosis*

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

1. Display or project:

Gregor kept himself hidden covered in the dust that lay everywhere in his room because he was much too indifferent to everything now.

- 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 how Gregor feels about himself.
  - *He was much too indifferent to everything now* describes the hopelessness that he feels.
  - There is an independent clause and a dependent clause connected by a conjunction.
  - This is a complex sentence because it is made up of an independent clause 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.<sup>6</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>6</sup> 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 Metamorphosis*

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

1. Display or project:

Gregor kept himself hidden covered in the dust that lay everywhere in his room because he was much too indifferent to everything now.

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 the mentor sentence, as well as unit texts, to respond to the questions.

**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?

Gregor

keeps himself hidden

when his appearance changes

in the house

he has let himself go

he has turned into an insect

## MENTOR SENTENCES

---

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

**Student Look-Fors:**

- Gregor is no longer concerned with his appearance. He is dirty and full of garbage; very little matters to him as he grows more and more hopeless.
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 Metamorphosis***

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



1. Display or project:

Gregor kept himself hidden covered in the dust that lay everywhere in his room because he was much too indifferent to everything now.

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 Gregor is simultaneously giving up internally and externally.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are independent clause + conjunction + dependent clause + punctuation
- This is an example of realistic characters and settings: an element of magical realism.

4. Display or project:

He looks terrible and is covered in food, but he does not care.

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 conjunction and a dependent clause.

6. Say: "Now let's build a quality sentence about Gregor."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the

## MENTOR SENTENCES

structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

### Student Look-Fors:

- Gregor should stay in his room because he is hopeless and no longer cares what anyone thinks.

- 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."
- Prompt students to identify text evidence either in the passage before or after the mentor sentence to add to their understanding of Gregor's condition. 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:

- \_\_\_\_\_ because \_\_\_\_\_.
- \_\_\_\_\_, but \_\_\_\_\_.
- \_\_\_\_\_, so \_\_\_\_\_.

- 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 Metamorphosis*

### Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

Gregor kept himself hidden covered in the dust that lay everywhere in his room because he was much too indifferent to everything now.

\_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_, but \_\_\_\_\_.

\_\_\_\_\_, so \_\_\_\_\_.

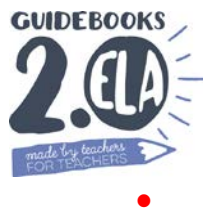
Explain why Gregor should stay in his room.

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 does Kafka convey hopelessness through this diction?”
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 a transitional phrase.
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:
  - Gregor should stay in his room because he is a hideous embarrassment to his family.
  - Gregor should stay in his room, but he cannot resist the temptation.
  - Gregor should stay in his room, so it is his indifference that allows him to move into the living room.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Gregor should stay in his room because \_\_\_\_\_.”



## MENTOR SENTENCES

---