

Grade 10: Rhetoric 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

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 Jungle

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

"I'm now struck by how many workers there are, hundreds of them, pressed close together, constantly moving, slicing."

From "Fast Food Nation"

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 the atmosphere is fast-paced and potentially dangerous.

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.

MENTOR SENTENCES

The Jungle

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

1. Display or project:

"I'm now struck by how many workers there are, hundreds of them, pressed close together, constantly moving, slicing."

From "Fast Food Nation"

- 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 one problem with immigrant labor.
 - "I'm now struck by how many workers there are" describes the author's point of view in first person.
 - There is an independent clause followed by a series of phrases.
 - There is a comma separating each phrase (series).
 - The phrases describe the workers and the atmosphere.
 - The phrases are parallel in construction.
 - This is a complex sentence because it is made up of an independent and a series of dependent clauses.

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.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.

MENTOR SENTENCES

The Jungle

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

1. Display or project:

"I'm now struck by how many workers there are, hundreds of them, pressed close together, constantly moving, slicing."

From "Fast Food Nation"

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?	I'm
Did/will DO WHAT?	struck
WHEN did who do what?	N/A
WHERE did who do what?	N/A
WHY did who do what?	by how many workers there are
HOW did who do what?	pressed close together

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

MENTOR SENTENCES

Student Look-Fors:

- The author witnesses an atmosphere of an overcrowded factory as intense, chaotic, and busy.
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 Jungle

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

1. Display or project:

"I'm now struck by how many workers there are, hundreds of them, pressed close together, constantly moving, slicing."

From "Fast Food Nation"

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 the factory experiences overcrowding and chaotic conditions.
- Students might say they noticed adjective and adverb phrases, and commas.
- Students should understand that the parts of this sentence are independent clause + comma + adjective phrase + comma + adjective phrase + comma + adverb phrase + punctuation.
- Students should understand that this sentence is in first person from the point of view of the author.

4. Display or project:

Eric Schlosser is shocked at the factory conditions, crowded, boisterous, bloody, dangerously busy.

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 descriptive series.

MENTOR SENTENCES

6. Say: "Now let's build a quality sentence about immigrant labor."
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:

- *Fast Food Nation* describes similar conditions as seen in *The Jungle*, dirty, busy, uncomfortable, hazardous to workers.

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. As a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements, such as a parallel series, 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 Jungle

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

"I'm now struck by how many workers there are, hundreds of them, pressed close together, constantly moving, slicing."

From "Fast Food Nation"

Describe the factory conditions.

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. Say: "Describe the factory conditions."
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 their sentences should contain phrases that answer "what are the conditions like?"
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:
 - The conditions of the factory were alarming, unsanitary conditions, inhumane treatment of employees, hazardous work areas.
 - Workers were gathered in large groups, no room to breathe, too close to work, too tight to be safe.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "The conditions of the factory were alarming, _____, _____, _____."

The Jungle

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

“Every year more than one--quarter of the meatpacking workers in this country----roughly forty thousand men and women----suffer an injury or a work--related illness that requires medical attention beyond first aid.”

From “Fast Food Nation”

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 workers suffer major injuries.

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 Jungle

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

1. Display or project:

“Every year more than one--quarter of the meatpacking workers in this country----roughly forty thousand men and women----suffer an injury or a work--related illness that requires medical attention beyond first aid.”

From “Fast Food Nation”

- 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?”
 - f. “When you see the dashes, what does that flag to you as a reader?”
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 one aspect of the dangerous work conditions migrant labor faces.
 - *Roughly forty thousand men and women* describes the actual number of injuries, but is nonessential to the meaning of the sentence.
 - The parenthetical element is separated by dashes because it is additional information, but not necessary for understanding.
 - If we removed the interjection, or parenthetical element, there is one independent clause.
 - There is a dash before and after the parenthetical element.
 - A dash is different than the hyphen separating compound adjectives in the sentence.
 - This is a complex sentence because it is 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.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.

The Jungle

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

1. Display or project:

Every year more than one--quarter of the meatpacking workers in this country----roughly forty thousand men and women----suffer an injury or a work--related illness that requires medical attention beyond first aid.

From "Fast Food Nation"

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?

meatpacking workers

Did/will **DO WHAT?**

suffer an injury or a work-related illness

WHEN did who do what?

every year

WHERE did who do what?

in this country

WHY did who do what?

requires medical attention beyond first aid

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:

- Meatpacking workers, often immigrants, suffer serious injuries as a result of the factory conditions.

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

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

1. Display or project:

Every year more than one--quarter of the meatpacking workers in this country---roughly forty thousand men and women----suffer an injury or a work--related illness that requires medical attention beyond first aid.

From "Fast Food Nation"

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 factory conditions are dangerous.
- Students might say they noticed an interjection in the middle of an independent clause.
- Students should understand that the parts of this sentence are start of independent clause + dash + parenthetical element + dash + remainder of the independent clause + punctuation.
- This sentence provides evidence to support hazardous working conditions.

4. Display or project:

Major injuries that occur within the factory--many suffered by non-insured workers--are a result of hazardous working conditions.

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 a complete thought interrupted with specific information not essential to the overall meaning of the sentence, followed by the remainder of the independent clause.
- They should also identify that this sentence provides evidence to support hazardous working conditions.

MENTOR SENTENCES

6. Say: "Now let's build a quality sentence about factory conditions and migrant labor issues.
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:

- Eric Schlosser uncovered many work-related infractions--many that go unreported--when he toured meatpacking plants in the United States.

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:

- _____ + dash + parenthetical element + dash + _____ + 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.

MENTOR SENTENCES

The Jungle

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

Every year more than one--quarter of the meatpacking workers in this country---roughly forty thousand men and women---suffer an injury or a work--related illness that requires medical attention beyond first aid.

From "Fast Food Nation"

_____ + dash + parenthetical element + dash + _____ + punctuation

_____ - _____ - _____.

Explain the connection between harsh working environments and migrant labor.

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 the connection between harsh working environments and migrant labor."
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 provides evidence to support hazardous working conditions.
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:
 - Eric Schlosser - after visiting meatpacking plants - wrote about the working conditions.
 - Migrant workers - injured and tired - will often take matters into their own hands.
 - Many migrant workers - desperate for a paycheck - do not report work-related injuries.

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

MENTOR SENTENCES

example, “Many migrant workers - desperate for a paycheck - _____.”

Common Sense

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

“The least fracture now will be like a name engraved with the point of a pin on the tender rind of a young oak; the wound would enlarge with the tree, and posterity read in it full grown characters.”

Excerpts from “Thoughts on the Present State of American Affairs”

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 if the situation is not dealt with now, it will continue to grow into a larger problem affecting future generations.

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.

Common Sense

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

1. Display or project:

“The least fracture now will be like a name engraved with the point of a pin on the tender rind of a young oak; the wound would enlarge with the tree, and posterity read in it full grown characters.”

Excerpts from “Thoughts on the Present State of American Affairs”

- 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

MENTOR SENTENCES

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 one of Thomas Paine's main points on American liberty.
 - "and posterity read in it full grown characters" describes the implications for the future generations.
 - There are two complete sentences joined by a semicolon. The semicolon joins two ideas together. In this sentence, the punctuation joins the two principles together.
 - There is a conjunction, *and*
 - There is a comma before *and*.
 - There is another conjunction, *unless*, but there is no comma before *unless*.
 - This is a compound-complex sentence because it is made up of a compound sentence (two independent clauses joined by a semicolon) and a complex sentence (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.

Common Sense

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

1. Display or project:

"The least fracture now will be like a name engraved with the point of a pin on the tender rind of a young oak; the wound would enlarge with the tree, and posterity read in it full grown characters."

Excerpts from "Thoughts on the Present State of American Affairs"

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?

Did/will **DO WHAT?**

WHEN did who do what?

WHERE did who do what?

WHY did who do what?

HOW did who do what?

posterity

read in it full grown characters

the least fracture now

on the tender rind of a young oak

the wound would enlarge with the tree

like a name engraved with the point of a pin

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

Student Look-Fors:

- America's liberty depends upon men doing what is good for the country without delay.
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

Common Sense

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

1. Display or project:

"The least fracture now will be like a name engraved with the point of a pin on the tender rind of a young oak; the wound would enlarge with the tree, and posterity read in it full grown characters."

Excerpts from "Thoughts on the Present State of American Affairs"

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 America's problems are not going away and will only compound with time.
- Students might say they noticed a semicolon, a comma, or conjunctions.
- Students should understand that the parts of this sentence are independent clause + semicolon + independent clause + conjunction + dependent clause + punctuation.

4. Display or project:

Liberty is the foundation of our nation; a maxim that must be preserved, and cherished for all future Americans.

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, follows the structure: independent clause + semicolon + independent clause + conjunction + dependent clause + punctuation.

MENTOR SENTENCES

6. Say: "Now let's build a quality sentence about the state of American affairs at the time of Thomas Paine."
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:

- Great Britain protected the colonies for its own financial gain; the need for independence was dire, and Thomas Paine expressed his concerns.
 - Thomas Paine wanted independence from Great Britain; the relationship between the two countries was not beneficial to America, and the new colonies would suffer if the relationship continued.
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 conjunctions which could be used to connect ideas or show contrast. 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 + conjunction + dependent clause + punctuation.
 - _____; _____, and _____.
 - _____; _____, but _____.
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.

Common Sense

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

"The least fracture now will be like a name engraved with the point of a pin on the tender rind of a young oak; the wound would enlarge with the tree, and posterity read in it full grown characters."

Excerpts from "Thoughts on the Present State of American Affairs"

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

Explain how Thomas Paine's *Thoughts* affected political change in America.

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 did Thomas Paine's *Thoughts* affected political change in America?"
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:
 - Thomas Paine's *Thoughts* expressed concerns for the common man; the common man needed to seek independence from Great Britain, and make the colonies their own entity.
 - Few had openly challenged Great Britain for independence; Thomas Paine was one of the first to express discontent, but others followed after some persuasion.
 - The state of American affairs was ready for a change; Thomas Paine spoke out about the need for a new system of government, and the colonist were on their way to independence.

MENTOR SENTENCES

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Thomas Paine’s *Thoughts* expressed concerns for the common man; _____, and _____.”

Common Sense

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

“Men of passive tempers look somewhat lightly over the offenses of Great Britain, and, still hoping for the best, are apt to call out, ‘Come, come, we shall be friends again for all this.’ ”

Excerpts from “Thoughts on the Present State of American Affairs”

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 some Americans are hopeful that the relationship between Great Britain and the colonies will be mended.

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.

Common Sense

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

1. Display or project:

“Men of passive tempers look somewhat lightly over the offenses of Great Britain, and, still hoping for the best, are apt to call out, ‘Come, come, we shall be friends again for all this.’ ”

Excerpts from “Thoughts on the Present State of American Affairs”

- 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 one American viewpoint.
 - "'Come, come, we shall be friends again for all this.'" describes the hope that matters will settle themselves.
 - There are several parts to this sentence: one independent clause and one dependent joined by a conjunction, *and*. *And* joins two ideas together. In this sentence, an adverb phrase and a verb phrase separates the clauses and provides descriptive details necessary to the sentence meaning.
 - There is a comma before *and*.
 - After the first conjunction there is a dependent clause (adverb phrase), a comma and another dependent clause (verb phrase).
 - Students should notice that the mentor sentence is quoting a quote, and therefore requires single quote punctuation.
 - This is a compound-complex sentence because it is made up of a compound sentence (two independent clauses joined by a conjunction) and a complex sentence (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.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

Common Sense

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

1. Display or project:

“Men of passive tempers look somewhat lightly over the offenses of Great Britain, and, still hoping for the best, are apt to call out, ‘Come, come, we shall be friends again for all this.’ ”

Excerpts from “Thoughts on the Present State of American Affairs”

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?

men

Did/will **DO WHAT?**

look over the offenses of Great Britain

WHEN did who do what?

n/a

WHERE did who do what?

n/a

WHY did who do what?

hoping for the best

HOW did who do what?

are apt to cry out ‘Come, Come...’

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

Student Look-Fors:

- Some Americans were not onboard with a call to arms or any aggressive political campaign for independence.
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.

Common Sense

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

1. Display or project:

“Men of passive tempers look somewhat lightly over the offenses of Great Britain, and, still hoping for the best, are apt to call out, ‘Come, come, we shall be friends again for all this.’ ”

Excerpts from “Thoughts on the Present State of American Affairs”

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 are Americans who would like to wait for peace rather than fight for it.
- Students might say they noticed independent and dependent clauses, verb and adverb phrases, commas, or conjunctions.
- Students might say that they notice a quote, and that it is punctuated as a quote within a quote.
- They should understand that this sentence adds text evidence to the question “What is the state of American Affairs?”

4. Display or project:

There are those who might suggest that patience is the way to handle political issues, yet, while protesting a candidate, still cry out, “Impeach him!”

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

Student Look-Fors:

MENTOR SENTENCES

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an independent clause followed by a conjunction, a comma, and a dependent clause.
- They should also identify that the sentence identifies traits of a civilization.

- Say: "Now let's build a quality sentence about the state of American Affairs during the 18th century."
- 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:

- Americans could rally to seek independence, but they must first identify their current issues and call out for help.

- 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."
- 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:

- _____, but _____ and _____.
- _____, yet _____.

- 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.

Common Sense

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

"Men of passive tempers look somewhat lightly over the offenses of Great Britain, and, still hoping for the best, are apt to call out, 'Come, come, we shall be friends again for all this.' "

Excerpts from "Thoughts on the Present State of American Affairs"

_____, but _____ and _____.
_____, yet _____.

Explain how Thomas Paine describes opponents to independence from Great Britain.

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, "When do opponents to independence feel that relations with Great Britain will improve?"
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:
 - Some Americans feel that relations will improve, yet others believe they never will and after a time of peaceful waiting, all will settle.
 - War with Great Britain would be costly, and Americans feel that waiting for relations to improve is best.

MENTOR SENTENCES

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Some Americans feel that relations will improve; _____, but _____."