

Grade 11: Our Town 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.

Our Town

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

"It's like what one of those Middle West poets said: You've got to love life to have life, and you've got to have life to love life ...It's what they call a vicious circle."

From *Our Town*

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 poet once wrote in a poem about how loving life and having a life you love is part of a difficult cycle.

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.

Our Town

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

1. Display or project:

"It's like what one of those Middle West poets said: You've got to love life to have life, and you've got to have life to love life ...It's what they call a vicious circle."

From Our Town

- 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:
 - The first part of the sentence introduces what comes in the second part of the sentence.
 - There is a colon separating the first part of the sentence from the second part of the sentence. This colon tells the reader that what came before is introducing what comes next.
 - There is an ellipsis in the sentence. This shows a pause between the second part of the sentence and the third part of the sentence.
 - Each part of the sentence starts with a capital letter, which seems to emphasize how they are three ideas in one sentence.
 - There are no conjunctions in this sentence, but you could separate each part of the sentence into a separate sentence because each part of the sentence is an independent clause. So you could make one sentence from the clause before the colon, one sentence from the clause between the colon and the ellipsis, and one sentence from the clause after the ellipsis.

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 11, the skills that need to be reinforced in grade 11, and the skills that need to be explicitly taught in grade 11.

MENTOR SENTENCES

Our Town

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

1. Display or project:

"It's like what one of those Middle West poets said: You've got to love life to have life, and you've got to have life to love life ...It's what they call a vicious circle."

From Our Town

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?

A Middle West poet

(Did/will) **DO WHAT?**

Said that loving life and having a life you love is part of a difficult cycle every person faces

WHEN did who do what?

N/A

WHERE did who do what?

N/A

MENTOR SENTENCES

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

- 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.

WHO/WHAT? The Stage Manager
 (Did/will) **DO WHAT?** refers to the cycle of loving life described by the Middle West poet
WHEN did who do what? N/A
WHERE did who do what? N/A
WHY did who do what? to emphasize how Mrs. Gibbs and Mrs. Webb approach each day focused on the little things, like making their families meals, even on the day their children are getting married
HOW did who do what? N/A

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

Student Look-Fors:

- The Stage Manager in *Our Town* refers to the cycle of loving life described by the Middle West poet in order to emphasize how Mrs. Gibbs and Mrs. Webb approach each day focused on the little things, like making their families meals, even on the day their children are getting married.
- After several minutes, ask a few students to share their statements with the class.
 - Prompt students to revise or adjust their written responses based on what their classmates shared.

Our Town

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

1. Display or project:

"It's like what one of those Middle West poets said: You've got to love life to have life, and you've got to have life to love life ...It's what they call a vicious circle."

From Our Town

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:

- The sentence means that a poet once wrote in a poem about how loving life and having a life you love is part of a difficult cycle.
- Students might say they noticed the sentence has three parts, separated by the colon, and the ellipsis.
- Students should understand that the parts of this sentence are three independent clauses connected by a colon and an ellipsis.

4. Display or project:

Mr. Webb said it best: There is a simple pleasure in the sun coming up each day and hearing the birds chirping.

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 connected to another independent clause by a colon.

- They should also identify that the first independent clause introduces or gives context for the second independent clause.

6. Say: “Now let’s build a quality sentence about Mrs. Gibbs using a colon to show how one independent clause introduces or gives context for another independent clause.”
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:

- Mrs. Gibbs is a bit of a dreamer: She wants to use the money she got from selling her furniture to travel the world.

8. Say: “Now let’s construct sentences to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences using a colon to connect to independent clauses.”
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 + colon + independent clause + punctuation
- _____: _____.

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

Our Town

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

"It's like what one of those Middle West poets said: You've got to love life to have life, and you've got to have life to love life ...It's what they call a vicious circle."

From *Our Town*

_____ : _____.

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, "What elements of Act III of *Our Town* show that Wilder has built a true community?"
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 use the colon to connect two independent clauses, where the first clauses introduces or gives context for the second clause.
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:
 - There are two examples of how the townspeople in Grover's Corner show they are a true community: Joe Stoddard and Sam Craig talk about Doc Gibbs and show empathy for the family members he has lost and the townspeople who have died welcome and comfort Emily.
- The first independent clause should introduce or give context for the second independent clause. In the example above, the first independent clause introduces the two examples of community and the second independent clause gives the details or explanation of those examples.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Wilder shows a true community in two ways: _____."

“21st Century Grover’s Corners, With the Audience as Neighbors”

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

“The affectionate tone that suggests that all these quaint old rituals — the milk delivery, the courtship at the corner drugstore — are freighted with a poignancy and significance born of extinction?”

From “21st Century Grover’s Corners, With the Audience as Neighbors”

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 the tone that the play has, based on the rituals like the milk delivery and George and Emily starting a relationship while drinking a soda at the drugstore, is significant because these rituals don’t exist in our world anymore. In the context of the article, the writer ends this sentence with a question mark because he is making the point that this tone is normally a part of a production or *Our Town*, but it is not part of this modern production.
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.

“21st Century Grover’s Corners, With the Audience as Neighbors”

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

1. Display or project:

“The affectionate tone that suggests that all these quaint old rituals — the milk delivery, the courtship at the corner drugstore — are freighted with a poignancy and significance born of extinction?”

From “21st Century Grover’s Corners, With the Audience as Neighbors”

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

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

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - The sentence explains the tone that the play has, based on the rituals like the milk delivery and George and Emily starting a relationship while drinking a soda at the drugstore, is significant because these rituals don't exist in our world anymore. In the context of the article, the writer ends this sentence with a question mark because he is making the point that this tone is normally a part of a production or *Our Town*, but it is not part of this modern production.
 - There are two dashes in the sentence. The dashes break the sentence into three parts: what comes before the first dash, what comes in between the dashes, and what comes after the second dash.
 - What comes before and after the dashes are two dependent clauses. If you take out what is in between the dashes, those dependent clauses combine into one independent clause.
 - What comes in between the two dashes is a description of the types of rituals the writer is talking about in the first part of the sentence.
 - The part of the sentence between the two dashes is called a parenthetical phrase. If you took this part out of the sentence, the sentence would still be complete and make sense. This parenthetical phrase gives more details or examples related to something (the rituals) in the first part of the sentence.
 - The dashes in this sentence act like parentheses telling the reader that what is inside the dashes is not the most important part of the sentence, but it does provide a more detailed description for the topic introduced in the first part of the sentence.

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 11, the skills that need to be reinforced in grade 11, and the skills that need to be explicitly taught in grade 11.

"21st Century Grover's Corners, With the Audience as Neighbors"

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

1. Display or project:

"The affectionate tone that suggests that all these quaint old rituals — the milk delivery, the courtship at the corner drugstore — are freighted with a poignancy and significance born of extinction?"

From "21st Century Grover's Corners, With the Audience as Neighbors"

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?

The tone of *Our Town*

is affectionate and quaint

in the new production of the play *Our Town*

N/A

MENTOR SENTENCES

WHY did who do what?

to make the audience feel that this rituals are important and make the audience feel nostalgic because these rituals are no longer part of our daily life

HOW did who do what?

Through the rituals like the milk delivery and the starting of a romantic relationship at the drugstore counter

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

Student Look-Fors:

- The affectionate and quaint tone of *Our Town* is created by the emphasis of such rituals as the milk delivery and the starting of Emily and George's relationship at the drugstore counter. The audience is made to see the importance of these rituals and feel nostalgic because these rituals are no longer part of our daily life.
 - Students should note that, in the context of the article, the writer is conveying that this tone is usually part of a production of *Our Town*, but is not part of this modern production of *Our Town*.
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.

“21st Century Grover’s Corners, With the Audience as Neighbors”

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

1. Display or project:

“The affectionate tone that suggests that all these quaint old rituals — the milk delivery, the courtship at the corner drugstore — are freighted with a poignancy and significance born of extinction?”

From “21st Century Grover’s Corners, With the Audience as Neighbors”

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:

- The sentence means the tone that the play has, based on the rituals like the milk delivery and George and Emily starting a relationship while drinking a soda at the drugstore, is significant because these rituals don’t exist in our world anymore. In the context of the article, the writer ends this sentence with a question mark because he is making the point that this tone is normally a part of a production or *Our Town*, but it is not part of this modern production.
- Students might say they noticed dependent clauses, a parenthetical phrase, and em dashes.
- Students should understand that the parts of this sentence are dependent clause +em dash+parenthetical phrase+dependent clause.
- They should understand that if the parenthetical phrase was removed, the two dependent clauses would combine to create an independent clause.

4. Display or project:

When Emily dies in childbirth, she is buried in the Grover’s Corners cemetery and she is supported by other dead townspeople -- Mrs. Gibbs, Simon Stimson, and Mrs. Soames -- to be at peace with leaving her life behind.

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, it has a parenthetical phrase that is set off from the other parts of the sentence by em dashes.
- Like in the mentor sentence, the parenthetical phrase provides details for a topic introduced in the first part of the sentence (It provides a list of the specific dead townspeople who help Emily).
- Like the mentor sentence, if this parenthetical phrase was taken out of the sentence, the sentence would still be complete and make sense.

6. Say: “Now let’s build a quality sentence about the NY Times article using a parenthetical phrase set off by em dashes.”
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:

- In the NY Times review of the modern production of *Our Town*, the writer conveys how the production is different from past productions -- the less quaint tone, the modern clothing, the house lights that never go off -- and how this makes the play’s message stronger.

8. Say: “Now let’s construct sentences to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences using a parenthetical phrase set off by em dashes.”
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:

- _____ -- _____ -- _____.

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.

Student Look-Fors:

- Students should understand that an em dash can be used to set off a parenthetical phrase, and that the parenthetical phrase provides details for a topic introduced in the first part of the sentence. If you take out the parenthetical phrase, the sentence is still complete and makes sense.
- Students should understand that the parts of the sentence before and after the em dash can be independent or dependent clauses.

“21st Century Grover’s Corners, With the Audience as Neighbors”

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

“The affectionate tone that suggests that all these quaint old rituals — the milk delivery, the courtship at the corner drugstore — are freighted with a poignancy and significance born of extinction?”

From “21st Century Grover’s Corners, With the Audience as Neighbors”

_____ -- _____ -- _____.

How is the modern day production of *Our Town* different from past productions?

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 is the modern day production of *Our Town* different from past productions?”
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. 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 modern day production of *Our Town* is different from past productions because the way it is staged -- the simple costumes, the set up that encourages audience participation, and the way the house lights stay on -- changes the tone of the play.
- The parenthetical phrase should provide more details for a topic introduced in the first part of the sentence. If the parenthetical phrase was taken out, the remaining parts of the sentence would form a complete sentence that still makes sense.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “The modern day production of *Our Town* is different from past productions because the way it is staged -- _____ -- _____.”

"Self-Reliance"

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

"There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse, as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given to him to till."

From "Self-Reliance"

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 every person comes to a time in his or her life when they realize that they have to rely on themselves. In the sentence, Emerson uses an analogy to planting and growing your own corn on your own plot of land, and compares following others, as opposed to going your own way, to suicide.
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

"Self-Reliance"

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

1. Display or project:

"There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse, as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given to him to till."

From "Self-Reliance"

- 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. "What phrases or clauses do you notice? How do those help you understand this sentence?"
 - c. "Are there any conjunctions in this sentence? What do those conjunctions mean?"
 - d. "What punctuation do you notice? How does the punctuation help you understand the sentence?"
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. "We noticed...which means..."
 - b. "We knew...so we..."

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

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

- 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:
 - The sentence means that every person comes to a time in his or her life when they realize that they have to rely on themselves. In the sentence, Emerson uses an analogy to planting and growing your own corn on your own plot of land, and compares following others, as opposed to going your own way, to suicide.
 - The first part of the sentence, up until the first semicolon, is an independent clause.
 - The remaining three parts of the sentence are subordinate clauses, beginning with *that*.
 - The semicolons join the independent clause and the subordinate clauses together, showing that the ideas in all of the clauses are related, but distinct.
 - Each point in the subordinate clauses is emphasized because each subordinate clause begins with *that*, creating repetition and rhythm in the sentence.

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

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

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as using subordinate phrases and conjunctions and semicolons. 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 11, the skills that need to be reinforced in grade 11, and the skills that need to be explicitly taught in grade 11.

MENTOR SENTENCES

"Self-Reliance"

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

1. Display or project:

"There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse, as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given to him to till."

From "Self-Reliance"

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?

Every man

MENTOR SENTENCES

Did/will **DO WHAT?**

arrives at the belief that it is not right to be jealous of others or try to imitate others

WHEN did who do what?

at some point in his life

WHERE did who do what?

N/A

WHY did who do what?

because he realizes that it is important to work hard and make his own way

in the world

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:

- At some point in his life, every man arrives at the belief that it is not right to be jealous of others or try to imitate others because he realizes that it is important to work hard and make his own way in the world.

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.

"Self-Reliance"

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

1. Display or project:

"There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse, as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given to him to till."

From "Self-Reliance"

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:

- The sentence means that every person comes to a time in his or her life when they realize that they have to rely on themselves. In the sentence, Emerson uses an analogy to planting and growing your own corn on your own plot of land, and compares following others, as opposed to going your own way, to suicide.
- Students might say they noticed there are four parts to the sentence: the independent clause followed by three subordinate clauses starting with *that*.
- Students should understand that the parts of this sentence are connected by semicolons, showing that the ideas in all of the clauses are related, but distinct.
- Each point in the subordinate clauses is emphasized because each subordinate clause begins with *that*, creating repetition and rhythm in the sentence.

4. Display or project:

Emerson conveys the idea that individuals should trust their own intuition; that they should pursue their own truth; that they should avoid blindly following others and attempt to make their own way.

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, has four parts connected by semicolons.
- They should also identify that the first sentence is an independent clause and the other parts are subordinate clauses starting with *that*.

6. Say: “Now let’s build a quality sentence about why Emerson says we should value Moses Plato, and Milton.”
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:

- Emerson says that we should value Moses, Plato, and Milton because they ignored the books and traditions of the past; because they spoke their own truth.

8. Say: “Now let’s construct sentences to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include an independent clause, a semicolon, and a subordinate clause.”
9. 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.

"Self-Reliance"

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

"There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse, as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given to him to till."

From "Self-Reliance"

_____;

What is Emerson's main argument in *Self-Reliance*?

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, "What is Emerson's main argument in *Self-Reliance*?"
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 that the phrase after the semicolon should be a subordinate clause starting with a subordinate conjunction. Students may add additional subordinate phrases like in the examples in the precious Language Links.
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:
 - Emerson's main argument is that we should resist the urge to conform; that we should live a life based on our own truth; that we should avoid doing things just to receive others' approval.
- The ideas in each subordinate phrase should be distinct, yet connected to the independent clause.

MENTOR SENTENCES

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Emerson’s main argument is that we should resist the urge to conform;_____.

"The Interlopers"

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

"But the game for whose presence he kept so keen an outlook was none that figured in the sportsman's calendar as lawful and proper for the chase; Ulrich von Gradwitz patrolled the dark forest in quest of a human enemy."

From "The Interlopers"

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 character, Ulrich von Gradwitz, is hunting in a forest for another human being who is his enemy.

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 Interlopers"

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

1. Display or project:

"But the game for whose presence he kept so keen an outlook was none that figured in the sportsman's calendar as lawful and proper for the chase; Ulrich von Gradwitz patrolled the dark forest in quest of a human enemy."

From "The Interlopers"

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

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

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains how the hunter, Ulrich von Gradwitz was hunting another human being who is his enemy.
 - There are two independent clauses connected by a semicolon.
 - The first independent clause has an indefinite pronoun, *he*, which is then defined in the second independent clause (*Ulrich von Gradwitz*).

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 11, the skills that need to be reinforced in grade 11, and the skills that need to be explicitly taught in grade 11.

MENTOR SENTENCES

"The Interlopers"

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

1. Display or project:

"But the game for whose presence he kept so keen an outlook was none that figured in the sportsman's calendar as lawful and proper for the chase; Ulrich von Gradwitz patrolled the dark forest in quest of a human enemy."

From "The Interlopers"

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?

The hunter, Ulrich von Gradwitz

Patrolled and kept an outlook for his human enemy

over the course of many years

N/A

MENTOR SENTENCES

WHY did who do what?

N/A

HOW did who do what?

keenly

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

Student Look-Fors:

- The hunter, Ulrich von Gradwitz, was focus on looking for and hunting down his enemy, which is another human being.
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 Interlopers"

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

1. Display or project:

"But the game for whose presence he kept so keen an outlook was none that figured in the sportsman's calendar as lawful and proper for the chase; Ulrich von Gradwitz patrolled the dark forest in quest of a human enemy."

From "The Interlopers"

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 hunter, Ulrich Von Gradwitz, is hunting for his enemy, who is a human being.
- Students might say they noticed two independent clauses connected by a semicolon.
- Students should understand that the first independent clause has an indefinite pronoun, *he*.
- They should understand that the *he* in the first independent clause refers to *Ulrich von Gradwitz* in the second independent clause. Putting the indefinite pronoun first makes the reader work harder to get meaning from the sentence, but also provides a more interesting or unique structure for the sentence.

4. Display or project:

Ulrich came face-to-face with him as both men stepped around the tree; Georg Znaeym stood staring at Ulrich and did not say a word.

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 and is connected to another independent clause by a semicolon
- They should also identify that the first independent clause contains an indefinite pronoun (*he*) and that pronoun is defined in the second independent clause (*Georg Znaeym*).

6. Say: “Now let’s build a quality sentence about what will happen to Georg and Ulrich at the end of ‘The Interlopers’.”
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:

- It culminates with Ulrich and Georg realizing they are going to be eaten by wolves, rather than rescued by their men; this ending to the story is a surprise to many readers.
8. Say: “Now let’s construct sentences to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences with two independent clauses connected by a semicolon, and with the first independent clause containing an indeterminate pronoun that is later defined in the second independent clause.”
 9. 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 Interlopers"

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

"But the game for whose presence he kept so keen an outlook was none that figured in the sportsman's calendar as lawful and proper for the chase; Ulrich von Gradwitz patrolled the dark forest in quest of a human enemy."

From "The Interlopers"

_____;

What is one theme of "The Interlopers"?

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, "What is one theme of 'The Interlopers'?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with an independent clause that contains an indefinite pronoun, and define that pronoun in a second independent clause. Students should connect the two clauses with a semicolon.
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:
 - As they are largely influenced by our family and friends as we grow up, it is difficult to escape them; yet if we do not face and challenge our biases, it can lead conflict and unnecessary harm.
- The first independent clause has an indefinite pronoun (*they*). The second independent clause defines the indefinite pronoun (*our biases*).

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "As they are largely influenced by our family and friends as we grow up, it is difficult to escape them; _____."