

Grade 11: American Dream 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 American Dream

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

Cullen claims that the American Dream is varied, but that it is often based on the idea of improving one's life and obtaining the "good life" through Upward Mobility; however, he also points out that the idea of the "good life" can often be based on illusion.

This sentence means...

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

Student Look-Fors:

- The sentence means that Cullen believes that the American Dream is different for everyone but is rooted in the idea that Upward Mobility can lead to the "good life" even though interpretations of the "good life" are varied as well.
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 American Dream

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

1. Display or project:

Cullen claims that the American Dream is varied, but that it is often based on the idea of improving one's life and obtaining the "good life" through Upward Mobility; however, he also points out that the idea of the "good life" can often be based on illusion.

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

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

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains how varied the idea of the American Dream and the "good life" can be for all Americans.
 - There are three complete sentences joined by the coordinating conjunction, *but*, and the conjunctive adverb, *however*. *But* shows the common root of the varied versions of the American Dream: Upward Mobility.
 - There is a comma before *but* and after *however*.
 - There is a semicolon before *however*.
 - Before and after each conjunction is an independent clause.
 - This is a compound sentence because it is made up of three independent clauses joined by coordinating conjunctions and conjunctive adverbs. .

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

The American Dream

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

1. Display or project:

Cullen claims that the American Dream is varied, but that it is often based on the idea of improving one's life and obtaining the "good life" through Upward Mobility; however, he also points out that the idea of the "good life" can often be based on illusion.

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?

Cullen

claims that the American Dream is varied AND points out that the good life is often based on illusion

N/A

N/A

based on the idea of improving one's life and obtaining the good life

HOW did who do what?

Upward Mobility

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

Student Look-Fors:

- Cullen claims that the American Dream is varied and based on the idea of improving one's life and obtaining the good life through Upward Mobility; he also points out that the good life is often based on illusion.
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 American Dream

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

1. Display or project:

Cullen claims that the American Dream is varied, but that it is often based on the idea of improving one's life and obtaining the "good life" through Upward Mobility; however, he also points out that the idea of the "good life" can often be based on illusion.

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 Cullen claims that the American Dream is varied and based on the idea of improving one's life and obtaining the good life through Upward Mobility; he also points out that the good life is often based on illusion.
- Students might say they noticed prepositional phrases, commas, semicolons or conjunctions.
- Students should understand that the parts of this sentence are independent clause + comma + coordinating conjunction + independent clause + semicolon + conjunctive adverb + comma + independent clause + period.
- They should understand that connectors are used to show the relationship between each clause. In this case, *but* and *however* are used to show exceptionalities within the American Dream.

4. Display or project:

The character of Gatsby is proof that Upward Mobility is possible, but because Gatsby is not from "old money" he is not seen as an equal to the Buchanans; therefore, although Gatsby was able to climb the social ranks, his achievement will never be enough.

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, combines three independent clauses using a coordinating conjunction and a conjunctive adverb (connectors).
- They should also identify that connectors indicate a relationship between the three clauses in order to make the meaning of the each clause more clear to the reader.

6. Say: "Now let's build a quality sentence about the American Dream."

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:

- Tom Buchanan is symbolizes the illusion of the good life provided by the American Dream, but Tom is characterized as arrogant, aggressive, and racist; thus, Fitzgerald uses Tom to show that the obtainment of the good life does not necessarily mean that one is a good person.

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 coordinating conjunctions and conjunctive adverbs below."

9. Prompt students to identify other connectors which signal when a relationship of ideas. Record those connectors. 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:

-

_____	and	_____;	however,	_____.
	but		accordingly,	
	so		besides,	
	or		consequently,	
	for		furthermore,	
	nor		moreover,	
			thus,	
			therefore,	

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 American Dream

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

Cullen claims that the American Dream is varied, but that it is often based on the idea of improving one's life and obtaining the "good life" through Upward Mobility; however, he also points out that the idea of the "good life" can often be based on illusion.

_____, and _____; however, _____.

but

accordingly

so

besides

or

consequently

for

furthermore

nor

moreover

thus

therefore

Explain how each character symbolizes one or more aspect of Cullen's American Dream.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "how does each character symbolize one or more aspect of Cullen's American Dream?"
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.
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:
 - Daisy Buchanan married Tom in what would appear to be a marriage to solidify the good life for Mrs.Buchanan; but Cullen characterizes her as materialistic and immoral; moreover, her infidelity towards her husband signifies that despite her elite marriage standing, she is far from living the good life.
 - Jordan Baker is an upper-class woman who arrogance is aligned with that of the Buchanans, but Jordan is an independent, self-made athlete; nonetheless, the author's negative tone in regard to Jordan hints that Fitzgerald might not believe a woman is capable of achieving the American Dream on her own.
 - Myrtle Wilson is not from the same socio-economic circle as Tom, yet she finds herself being his lover; indeed, it seems that Myrtle is willing to sacrifice her morality because she sees Tom as her source of Upward Mobility.
- The introductory clause should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory clause explains one aspect of the character and the second clause provides a contrary observation.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Daisy Buchanan married Tom in what would appear to be a marriage to solidify the good life for Mrs.Buchanan; but_____."

The American Dream

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

While Cullen believes that the American Dream can be attained as long as all citizens are given equality, de Tocqueville argues that equality creates a competitive atmosphere in which fewer people can achieve their dreams.

This sentence means...

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

Student Look-Fors:

- The sentence means that Cullen believes that the American Dream is only attainable through equality while de Tocqueville believes that dreams are less likely to be achieved when equality is present due to the creation of competition.
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 American Dream

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

1. Display or project:

While Cullen believes that the American Dream can be attained as long as all citizens are given equality, de Tocqueville argues that equality creates a competitive atmosphere in which fewer people can achieve their dreams.

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

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

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains conflicting claims about equality in America.
 - *While Cullen believes that the American Dream can be attained as long as all citizens are given equality* is a dependent clause that begins with a subordinating conjunction that indicates a contrasting viewpoint will follow.
 - There is a comma between the dependent clause and independent clause.
 - The sentence begins with the subordinating conjunction *while* which means *whereas*.
 - After the dependent clause, there is an independent clause - *de Tocqueville argues equality creates a competitive atmosphere*.
 - This is a complex sentence because it is made up of a dependent clause and one independent 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 11, the skills that need to be reinforced in grade 11, and the skills that need to be explicitly taught in grade 11.

The American Dream

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

1. Display or project:

While Cullen believes that the American Dream can be attained as long as all citizens are given equality, de Tocqueville argues that equality creates a competitive atmosphere in which fewer people can achieve their dreams.

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?

Cullen -- de Tocqueville

believes the American Dream can be attained -- argues

N/A

N/A

N/A -- that equality creates a competitive atmosphere

as long as all citizens are given equality

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

Student Look-Fors:

- Cullen thinks the American Dream is achievable through equality; however, de Tocqueville argues that equality creates competition and deters one from achieving his goals.
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 American Dream

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

1. Display or project:

While Cullen believes that the American Dream can be attained as long as all citizens are given equality, de Tocqueville argues that equality creates a competitive atmosphere in which fewer people can achieve their dreams.

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 Cullen believes that the American Dream is only attainable through equality while de Tocqueville believes that dreams are less likely to be achieved when equality is present due to the creation of competition.
- Students might say they noticed prepositional phrases, commas, conjunctions, or relative pronouns.
- Students should understand that the parts of this sentence are dependent clause + comma + independent clause + period.
- They should understand that the subordinate conjunction, “while,” indicates a contrast will follow.

4. Display or project:

Just as Mondello believes the American Dream is an unattainable lie based on myth and illusion, de Tocqueville also believes the Dream is unattainable due to Americans’ constant desire for the next best thing.

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 dependent clause followed by a comma and then an independent clause.
- They should also identify that the dependent clause begins with the subordinating conjunction *just as* which indicates a similar idea will follow.

6. Say: "Now let's build a quality sentence about the American Dream."

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:

- While many believe Gatsby is the epitome of the American Dream and Upward mobility, Gatsby's desire for the one thing he cannot have is aligned to de Tocqueville's belief that Americans are insatiable in their pursuit of happiness.

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

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

Student Look-Fors:

- After _____, _____.
- Even though _____, _____.
- Since _____, _____.

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 American Dream

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

While Cullen believes that the American Dream can be attained as long as all citizens are given equality, de Tocqueville argues that equality creates a competitive atmosphere in which fewer people can achieve their dreams.

After _____, _____.

Even though _____, _____.

Since _____, _____.

Explain the various views of the American Dream.

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 prompt, “Explain the various views of the American Dream?”
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 dependent clauses.
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:
 - After being exposed to the American Dream depicted in Hollywood, the expectation of the Dream far exceeds the reality of it.
 - Even though Juan Carlos Reyes managed to escape poverty and achieve the American Dream, he seems to be the exception rather than the rule.
 - Since Americans are never content with what they have, the American Dream will always feel just out of reach.
- The dependent clause should have a clear relationship with the clause that follows it. For example in the first look-for above, the dependent clause explains what leads to Americans’ dissatisfaction with the

MENTOR SENTENCES

American Dream.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "After being exposed to the American Dream depicted in Hollywood, _____."

The Great Gatsby

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

In Chapter Five, Gatsby's attainment of Daisy does not seem to live up to the illusion of her that he has created.

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 Daisy has failed to live up to the version of herself that Gatsby has created in his fantastic dreams.

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 Great Gatsby

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

1. Display or project:

In Chapter Five, Gatsby's attainment of Daisy does not seem to live up to the illusion of her that he has created.

- 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 the reality of Daisy not living up to the fantasy of Daisy.
 - The introductory phrase, *In Chapter Five*, is a prepositional phrase, and it is followed by a comma.
 - The conjunction *that* begins a dependent clause.
 - After the introductory phrase there is an independent clause - *Gatsby's attainment of Daisy does not seem to live up to the illusion* - and a dependent clause - *that he created*.
 - 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.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.

The Great Gatsby

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

1. Display or project:

In Chapter Five, Gatsby's attainment of Daisy does not seem to live up to the illusion of her that he has created.

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?

Gatsby's attainment of Daisy

Did/will **DO WHAT?**

does not seem to live up to the illusion of her that he created

WHEN did who do what?

N/A

WHERE did who do what?

in Chapter Five

WHY did who do what?

N/A

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:

- In Chapter Five, Gatsby's attainment of Daisy does not appear to live up to the fantasy he created.
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 Great Gatsby

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

1. Display or project:

In Chapter Five, Gatsby's attainment of Daisy does not seem to live up to the illusion of her that he has created.

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 Daisy has failed to live up to the version of herself that Gatsby has created in his fantastic dreams.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are introductory phrase + comma + independent clause + dependent clause + period.
- They should understand that the introductory phrase answers the question "Where in the text?"

4. Display or project:

In Chapter One, Cullen describes a quintessential cornerstone of the American Dream when he explains the Puritans left England in search of a better life for their children.

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an introductory phrase followed by a comma and then an independent clause.
- They should also identify that the introductory phrase answers the question "Where in the text?"

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

Student Look-Fors:

- In Chapter Three, Cullen uses the example of Abraham Lincoln's life which helps the reader understand a man can rise through Upward Mobility.

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

Student Look-Fors:

- Introductory phrase + comma + independent clause + punctuation
- In de Tocqueville's excerpt, _____.
- In Chapter _____ of *The Great Gatsby*, _____.
- In "King of America: The Dream of Equality," _____.

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 Great Gatsby

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

In Chapter Five, Gatsby's attainment of Daisy does not seem to live up to the illusion of her that he has created.

In de Tocqueville's excerpt, _____.

In Chapter _____ of *The Great Gatsby*, _____.

In "King of America: The Dream of Equality," _____.

Explain how each text develops the American Dream.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "How does each text develop the American Dream?"
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 subordinating conjunctions in each sentence to add detail and clarity to the sentence.
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:
 - In de Tocqueville's excerpt, he explains the restlessness of Americans even though they live in a nation of great prosperity.
 - In Chapter Six of *The Great Gatsby*, Fitzgerald uses disjointed flashbacks so that he can show the discontent Gatsby feels even after he has Daisy.
 - In "King of America: The Dream of Equality," the long road to equality in America is outlined in a series of court cases which eventually led to an end of segregation.
- The introductory prepositional phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory prepositional phrase explains in which text the

MENTOR SENTENCES

information can be found.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “In de Tocqueville’s excerpt, he explains the restlessness of Americans _____.”

"The Egg"

Mentor Sentence 4⁶: What does this sentence mean?

1. Display or project:

The male and female characters in "The Egg" both reflect the ideals of the American Dream as they work hard to obtain the good life; however, the narrator uses a cynical tone to describe his parents' pursuit because he sees their struggles as a never-ending journey into disappointment.

This sentence means...

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

Student Look-Fors:

- The sentence means the farmers in "The Egg" were chasing the American Dream of the good life, but their son just saw their efforts as futile.

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.

⁶ Use along with ELA Guidebooks 2.0 American Dream Lesson 33.

"The Egg"

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

1. Display or project:

The male and female characters in "The Egg" both reflect the ideals of the American Dream as they work hard to obtain the good life; however, the narrator uses a cynical tone to describe his parents' pursuit because he sees their struggles as a never-ending journey into disappointment.

- 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 the multifaceted view of the American Dream that exists, even within the same family.
 - There are two complete sentences joined by a conjunctive adverb, *however*. *However* joins two contrasting ideas together. In this sentence, *however* joins the two interpretations of the American Dream together.
 - There is a semicolon before *however*, and a comma after.
 - There are two subordinating conjunctions, *as* and *because*. There are no commas before or after those conjunctions.
 - The first complete sentence is a complex sentence made up of an independent clause (*The male and female characters in "The Egg" both reflect the ideal of the American Dream*) and a dependent clause (*as they work hard to obtain the good life*).
 - The second complete sentence is also a complex sentence made up of an independent clause (*the narrator uses a cynical tone to describe his parents' pursuit*) and a dependent clause (*because he sees their struggles as a never-ending journey into disappointment*).
 - This is a compound-complex sentence because it is made up of a compound sentence (two independent clauses joined by a semicolon and conjunctive adverb) and complex sentences (an independent and 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.⁷ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁷ 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 Egg"

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

1. Display or project:

The male and female characters in "The Egg" both reflect the ideals of the American Dream as they work hard to obtain the good life; however, the narrator uses a cynical tone to describe his parents' pursuit because he sees their struggles as a never-ending journey into disappointment.

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?

both characters in "The Egg" -- the narrator

Did/will **DO WHAT?**

reflect the American Dream -- uses a cynical tone

WHEN did who do what?

N/A

WHERE did who do what?

N/A

WHY did who do what?

N/A -- to describe his parents because he sees it as futile

HOW did who do what?

as they work hard to obtain the good life

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

Student Look-Fors:

- Both characters in “The Egg” reflect the American Dream by working hard to obtain the good life, but the narrator uses a cynical tone to describe his parents because he sees their efforts as futile.

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 Egg"

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

1. Display or project:

The male and female characters in "The Egg" both reflect the ideals of the American Dream as they work hard to obtain the good life; however, the narrator uses a cynical tone to describe his parents' pursuit because he sees their struggles as a never-ending journey into disappointment.

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 farmers in "The Egg" were chasing the American Dream of the good life, but their son just saw their efforts as futile.
- Students might say they noticed prepositional phrases, commas, conjunctions, semicolons, and conjunctive adverbs.
- Students should understand that the parts of this sentence are independent clause + dependent clause + semicolon + conjunctive adverb + comma + independent clause + dependent clause + period.
- They should understand that the conjunctive adverb (however) establishes the relationship between the two sentences.

4. Display or project:

Cullen believes the American Dream is attainable for all citizens provided that all citizens are provided with equality and opportunity; therefore, the Dream cannot be reality unless all citizens are free of disenfranchisement.

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 is separated by a conjunctive adverb.
- They should also identify that the complete sentences joined by the conjunctive adverb are both complex sentences.

6. Say: "Now let's build a quality sentence about the American Dream using phrases and clauses."

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

Student Look-Fors:

- Whitman paints many different pictures which show many different people attaining their own versions of the American Dream; consequently, this varied depiction shows it would be nearly impossible for one man to determine whether or not another man has achieved his American Dream unless they sing of the same dream.

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

9. Prompt students to identify other conjunctive adverbs which signal a relationship between clauses. Record those adverbs. 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:

- _____; however, _____.
- _____; therefore, _____.
- _____; moreover, _____.

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 Egg"

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

The male and female characters in "The Egg" both reflect the ideals of the American Dream as they work hard to obtain the good life; however, the narrator uses a cynical tone to describe his parents' pursuit because he sees their struggles as a never-ending journey into disappointment.

_____ ; however, _____ .
 _____ ; therefore, _____ .
 _____ ; moreover, _____ .

Explain the attainability of the American Dream.

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 prompt, "Explain the attainability of the American Dream."
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 complex sentences on each side of the conjunctive adverb.
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:
 - Anderson uses a cynical tone for the narrator whenever he describes his parents working tirelessly for the good life because he does not see the good in it; however, Quindlen uses the metaphor of the quilt because she realizes that each person's dream is unique to them.
 - Tocqueville argues equality breeds an air of competition that makes people constantly strive for the next achievement; therefore, he believes that the American Dream is not attainable because satisfaction can never be reached.

MENTOR SENTENCES

- The American Dream is a dream that belongs to the individual; moreover, the individual's dream can be as complex as each citizen because America is a *mongrel nation*.
- The conjunctive adverb should signal a clear relationship with the clauses. For example in the first look-for above, the conjunctive adverb explains a contrasting idea will follow.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Tocqueville argues equality breeds an air of competition that makes people constantly strive for their next achievement; therefore, _____.”