

Grade 11: Scarlet Letter 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 Scarlet Letter

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

Although Chillingworth appears to be noble when he accepts some of the blame for Hester's sin, the negative diction used to describe his character and his fixation with revenge suggests to the reader that his character will be as cold as his newly adopted name.

This sentence means...

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

Student Look-Fors:

- Chillingworth's character is not likely to be as noble as he tries to appear to Hester.

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 Scarlet Letter

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

1. Display or project:

Although Chillingworth appears to be noble when he accepts some of the blame for Hester's sin, the negative diction used to describe his character and his fixation with revenge suggests to the reader that his character will be as cold as his newly adopted name.

- 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 suggests Chillingworth's dual nature and hypocrisy.
 - It starts with two dependent clauses, "*Although Chillingworth appears to be noble when he accepts some of the blame for Hester's sin,*"
 - There is a comma after the introductory element, which helps set off the contradicting ideas in the sentence. It makes it stand out, so the information in that phrase must be important to the meaning of the sentence.
 - There are two subordinating conjunctions in the first part of the sentence--*although* and *when*. *Although* shows that intends to be seen one way and signals a contrast is coming. *When* indicates when this action takes place.
 - There is one subordinating conjunction in the second part of the sentence--*that*. It is used to introduce a subordinate clause that explains a hypothesis.
 - This is a complex sentence because it is made up of an independent clause and multiple dependent clauses.

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

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

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.³ It is acceptable for students not to understand the full meaning of the sentence on this day.

³ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 11, the skills that need to be reinforced in grade 11, and the skills that need to be explicitly taught in grade 11.

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The Scarlet Letter

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

1. Display or project:

Although Chillingworth appears to be noble when he accepts some of the blame for Hester's sin, the negative diction used to describe his character and his fixation with revenge suggests to the reader that his character will be as cold as his newly adopted name.

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?

Chillingworth AND negative diction

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

appears noble AND suggests that he will be cold

WHEN did who do what?

N/A

WHERE did who do what?

N/A

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?

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

WHEN did who do what?

WHERE did who do what?

WHY did who do what?

HOW did who do what?

Chillingworth AND negative diction

appears noble AND suggests that he will be cold

in Chapter Four

in Hester's prison cell

N/A

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:

- In Chapter Four which takes place in Hester's prison cell, Chillingworth appears noble but they negative diction suggests that he will be cold.

- 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.

The Scarlet Letter

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

1. Display or project:

Although Chillingworth appears to be noble when he accepts some of the blame for Hester's sin, the negative diction used to describe his character and his fixation with revenge suggests to the reader that his character will be as cold as his newly adopted name.

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 diction is used to suggest Chillingworth's dual nature and hypocrisy.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are dependent clause + dependent clause + comma + independent clause.
- They should understand that the introductory element signals that a contrast is coming.

4. Display or project:

Even though Hester is being condemned as a sinner while she stands upon the scaffold, the author's descriptions of her suggests that she is not as evil as the town gossips like to believe.

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 dependent clause followed by a comma and then an independent clause.

- The subordinating conjunction “even though” signals that a contrast is coming.

- Say: “Now let’s build a quality sentence about the setting of the *The Scarlet Letter*.”
- 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:

- Despite the scaffolds purpose to bring attention to the sin of Hester when she is sentenced to stand there for three hours, the scaffold seems to better highlight the hypocrisy and sin of the people and town leaders that are supposed to be “innocent.”

- 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.”
- 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:

- Even though _____, _____.
- Although _____, _____.
- While _____, _____.

- 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 Scarlet Letter

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

Although Chillingworth appears to be noble when he accepts some of the blame for Hester's sin, the negative diction used to describe his character and his fixation with revenge suggests to the reader that his character will be as cold as his newly adopted name.

Even though _____, _____.

Although _____, _____.

While _____, _____.

Explain how character and setting development are used in *The Scarlet Letter*.

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 are character and setting used in *The Scarlet Letter*?"
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 that signal a contrast.
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:
 - Even though Pearl is Hester's only companion and source of comfort while she lives ostracized in Boston, Hester often wonders if her daughter is the evil the town members claim she is.
 - Although Dimmesdale and Chillingworth are valued in Puritan society while Hester is scorned, their sins combined with their secrecy and deceit highlight the hypocrisy the Puritans.
 - While Dimmesdale seems to be the most compassionate when he is demanding answers from Hester, he pressures her publicly to reveal what he knows is his own sin and hypocrisy.
- The first dependent clause should have a clear contrasting relationship with the independent clause that follows it. For example in the first look-for above, the dependent clause explains that Hester loves Pearl

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and the independent clause explains that she is sometimes fearful that Pearl is the evil everyone says she is.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Even though Pearl is Hester’s only companion and source of comfort while she lives ostracized in Boston, _____.”

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Mentor Sentence 2: What does this sentence mean?

1. Display or project:

“Walking in the shadow of a dream, as it were, and perhaps actually under the influence of a species of somnambulism, Mr. Dimmesdale reached the spot, where, now so long since, Hester Prynne had lived through her first hour of public ignominy.”

From The Scarlet Letter

This sentence means...

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

Student Look-Fors:

- While sleepwalking, Mr. Dimmesdale reached the spot where Hester Prynne stood for her public punishment.

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

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

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

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

1. Display or project:

“Walking in the shadow of a dream, as it were, and perhaps actually under the influence of a species of somnambulism, Mr. Dimmesdale reached the spot, where, now so long since, Hester Prynne had lived through her first hour of public ignominy.”

From The Scarlet Letter

- 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 that Dimmesdale find himself standing on the scaffold where we first see Hester facing her consequences.
 - The sentence begins with a participial phrase that functions as an adjective describing Dimmesdale followed by two prepositional phrases.
 - The participle at the beginning of the sentence highlights an action that will be used to describe the independent clause.
 - There is a comma following the participial phrase.
 - There are many commas and descriptive phrases that add details to the sentence.
 - The adverb where begins an adverbial clause that modifies the "spot."
 - The participial phrase is followed by an independent clause, "Mr. Dimmesdale reached the spot."
 - This is a complex sentence because it is made up of an independent and dependent clause.

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

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

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.⁴ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁴ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 11, the skills that need to be reinforced in grade 11, and the skills that need to be explicitly taught in grade 11.

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

1. Display or project:

“Walking in the shadow of a dream, as it were, and perhaps actually under the influence of a species of somnambulism, Mr. Dimmesdale reached the spot, where, now so long since, Hester Prynne had lived through her first hour of public ignominy.”

From The Scarlet Letter

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?

Mr. Dimmesdale

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

reached

WHEN did who do what?

N/A

WHERE did who do what?

the spot where Hester had stood

WHY did who do what?

N/A

HOW did who do what?

by walking as if in a dream

- 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?

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

WHEN did who do what?

WHERE did who do what?

WHY did who do what?

HOW did who do what?

Mr. Dimmesdale

reached

in the middle of the night

the spot on the scaffold where Hester had stood

Because he felt guided by tremendous guilt

by walking as if in a dream

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

Student Look-Fors:

- In the middle of the night, by walking as if in a dream because he felt guided by guilt, Mr. Dimmesdale reached the spot on the scaffold where Hester had stood.

- 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.

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

1. Display or project:

“Walking in the shadow of a dream, as it were, and perhaps actually under the influence of a species of somnambulism, Mr. Dimmesdale reached the spot, where, now so long since, Hester Prynne had lived through her first hour of public ignominy.”

From The Scarlet Letter

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 Dimmesdale’s guilt drives him to stand in the place where Hester faced the judgement of the town.
- 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 dependent clause modifies the “spot.”

4. Display or project:

Hiding behind the persona of Roger Chillingworth, Hester’s husband plots revenge in order to make Dimmesdale suffer for his sins against him.

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 and a dependent clause.

- They should also identify that the dependent clause modifies “revenge.”

- Say: “Now let’s build a quality sentence about the characters and setting in *The Scarlet Letter*.”
- 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:

- Suffering in public for her private sin, Hester’s sin symbolizes the sin of all the people that they choose to keep hidden.

- 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 participial phrases below.”
- Prompt students to identify other participles. Record those participles. 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:

- Judging _____.
- Conforming _____.
- Hiding _____.

- 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.

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Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

“Walking in the shadow of a dream, as it were, and perhaps actually under the influence of a species of somnambulism, Mr. Dimmesdale reached the spot, where, now so long since, Hester Prynne had lived through her first hour of public ignominy.”

From The Scarlet Letter

Judging _____,

Conforming _____,

Hiding _____,

Explain how Hawthorne develops the theme.

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 Hawthorne develop the theme?”
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 dependent clause to add important descriptive details 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:
 - Judging from the safety of the crowd, the Puritans passed judgment on Hester while refusing to see the sinful nature of their own behavior.
 - Conforming to the principles of the Puritan religion, characters like Chillingworth and Dimmesdale lose their true personalities in order to avoid the scorn of the public.
 - Hiding from the truth behind a mask, Puritans can become harsh critics that hypocritically judge the sins of others.
- The introductory phrase should signify an important action. For example in the first look-for above, the introductory phrase is about “judging.”

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Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Judging from the safety of the crowd, _____.”

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Mentor Sentence 3: What does this sentence mean?

1. Display or project:

Dimmesdale begins the novel as an educated and respected scholar, a religious man that the Puritan community depends upon; however, the weight of keeping the sin secret burdens Dimmesdale, and he suffers greatly as a result.

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 hiding his sin causes Dimmesdale to suffer and question his identity.

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

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

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

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

1. Display or project:

Dimmesdale begins the novel as an educated and respected scholar, a religious man that the Puritan community depends upon; however, the weight of keeping the sin secret burdens Dimmesdale, and he suffers greatly as a result.

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

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

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

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

following conversation stems to guide their rephrasing.

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains the effect hiding sin has on Dimmesdale over the course of the text.
 - "A religious man that the Puritan community depends upon" is an appositive that modifies Dimmesdale. It is a dependent clause
 - There are three independent clauses and one dependent clause in this sentence.
 - The first independent clause is joined to the dependent clause with a comma (complex).
 - The second independent clause is joined to the third using a comma and the coordinating conjunction *and* (compound).
 - The semicolon is used to combine the first part of the sentence (complex) to the second part of the sentence (compound).
 - There is a comma before *and*.
 - There is a semicolon before the conjunctive adverb "however" and a comma following it.
 - This is a compound-complex sentence because it is made up of a compound sentence (two independent clauses joined by a conjunction or semicolon) and a complex sentence (an independent and dependent clause).

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

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

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

⁵ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 11, the skills that need to be reinforced in grade 11, and the skills that need to be explicitly taught in grade 11.

The Scarlet Letter

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

1. Display or project:

Dimmesdale begins the novel as an educated and respected scholar, a religious man that the Puritan community depends upon; however, the weight of keeping the sin secret burdens Dimmesdale, and he suffers greatly as a result.

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?

Dimmesdale

Did/will **DO WHAT?**

begins as an educated and respected scholar AND suffers

WHEN did who do what?

N/A

WHERE did who do what?

N/A

WHY did who do what?

From the weight of keeping a secret

HOW did who do what?

greatly

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

Student Look-Fors:

- Dimmesdale begins as an educated and respected scholar but suffers greatly from the weight of keeping his sin a secret.
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 Scarlet Letter

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

1. Display or project:

Dimmesdale begins the novel as an educated and respected scholar, a religious man that the Puritan community depends upon; however, the weight of keeping the sin secret burdens Dimmesdale, and he suffers greatly as a result.

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 hiding his sin causes Dimmesdale to suffer and question his identity.
- Students might say they noticed prepositional phrases, semicolons, commas, or conjunctions.
- Students should understand that the parts of this sentence are independent clause + comma + dependent clause + semicolon + conjunctive adverb + comma + independent clause + comma + coordinating conjunction + independent clause + period.
- They should understand that the conjunctive adverb shows a relationship between the clauses. In this case, it shows how Dimmesdale falls as a result of trying to conform to society's expectations of him.

4. Display or project:

Hester is introduced as a scorned sinner, an adulterous mother ostracized by her community; nonetheless, in the end she learns to accept the weight of her scarlet letter, and she looks forward to her future with Pearl.

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 uses joiners to make a compound-complex sentence.
- They should also identify that the conjunctive adverb explains the relationship between the clauses.

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

Student Look-Fors:

- The scaffold serves as the stage for Hester's public humiliation, a place of judgement and scorn; conversely, the scaffold serves the stage for Dimmesdale's redemption, for he finally confesses his sin in that same place.
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 conjunctive adverbs below."
 9. Prompt students to identify other conjunctive adverbs. Record those words. 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:

- _____; subsequently, _____.
- _____; instead, _____.
- _____; 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 Scarlet Letter

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

Dimmesdale begins the novel as an educated and respected scholar, a religious man that the Puritan community depends upon; however, the weight of keeping the sin secret burdens Dimmesdale, and he suffers greatly as a result.

_____, _____; subsequently, _____.
_____, _____; instead, _____.
_____, _____; therefore, _____.

Explain how characters and/setting impact the theme.

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 do characters and/or setting impact the theme?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with prepositional phrases that answer "when."
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Dimmesdale refuses to confess his sin, a divergence from his pious ways; subsequently, his guilt not only causes him great personal pain, but it also allows him to fall victim to Chillingworth's evil vengeance.
 - Chillingworth is intelligent and observant, a man of wisdom capable of great deeds; instead, he chooses to live in secret, and he dedicates his time in Boston to evil acts.
 - The woods offer protection from the gazes of the townspeople, looks of judgment and shame; therefore, it makes sense that the forest is the only place Hester and Dimmesdale are honest, for it allows them to both shed their public facades.
- The second part of the sentence should have a clear relationship with the first part of the sentence

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defined by the conjunctive adverb. For example in the first look-for above, the use of “subsequently” indicates that the clauses have a cause and effect relationship.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Dimmesdale refuses to confess his sin, a divergence from his pious ways; subsequently

_____.”

The Scarlet Letter

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

The juxtaposition of Hester's honesty paired with the town's scorn to Dimmesdale's secrecy paired with the town's reverence demonstrates one of Hawthorne's central ideas: hypocrisy in Puritan society prohibits true justice.

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 the different ways in which each character faced the same sin determined whether or not they were accepted by society and different outcomes for the same crime is unjust.

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 Scarlet Letter

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

1. Display or project:

The juxtaposition of Hester's honesty paired with the town's scorn to Dimmesdale's secrecy paired with the town's reverence demonstrates one of Hawthorne's central ideas: hypocrisy in Puritan society prohibits true justice.

- 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 unfairness of Puritan society.
 - There is an independent clause before the colon.
 - There is another independent clause after the colon.
 - There are two complete sentences joined by a colon.
 - The second sentence explains the central idea that is described in the first sentence.
 - The phrases that explain the juxtaposition of each character's development has parallel elements "_____ paired with the town's _____."
 - This is a compound sentence because it is made up of a compound sentence (two independent clauses joined by proper punctuation).⁶

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.

⁶ In this case, the colon is used rather than the semicolon. In Language Link 30 students will explore that a colon can be used instead of a semicolon between two independent clauses when the second sentence explains, illustrates, paraphrases, or expands on the first sentence.

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.

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

1. Display or project:

The juxtaposition of Hester's honesty paired with the town's scorn to Dimmesdale's secrecy paired with the town's reverence demonstrates one of Hawthorne's central ideas: hypocrisy in Puritan society prohibits true justice.

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?

The juxtaposition of Hester and Dimmesdale's actions and consequences demonstrates one of Hawthorne's central ideas

N/A

N/A

N/A

by showing that hypocrisy in Puritan society prohibits true justice

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

Student Look-Fors:

- The juxtaposition of Hester and Dimmesdale's actions and consequences demonstrates one of Hawthorne's central ideas by showing that hypocrisy in Puritan society prohibits true justice
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 Scarlet Letter

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

1. Display or project:

The juxtaposition of Hester's honesty paired with the town's scorn to Dimmesdale's secrecy paired with the town's reverence demonstrates one of Hawthorne's central ideas: hypocrisy in Puritan society prohibits true justice.

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 the different ways in which each character faced the same sin determined whether or not they were accepted by society and different outcomes for the same crime is unjust.
- Students might say they noticed prepositional phrases or a colon.
- Students should understand that the parts of this sentence are independent clause + colon + independent clause + period.
- They should understand that the second clause that follows the colon explains the first. This relationship allows a colon to be used in the place of a semicolon.⁸

4. Display or project:

The setting of the town where everyone lies and the forest where Hester and Dimmesdale feel safe enough to be honest develops one of Hawthorne's central ideas: conformity leads people to lose their true personalities.

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

⁸ Students should understand that a colon can be used instead of a semicolon between two independent clauses when the second sentence explains, illustrates, paraphrases, or expands on the first sentence.

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an independent clause followed by a colon and then an independent clause that explains the first.
- They should also identify that the first sentence is about craft and structure elements and the second is capturing a central idea.

6. Say: "Now let's build a quality sentence about *The Scarlet Letter*."
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:

- Chillingworth's obsession with revenge and decline from physician to leech drives home the central idea: seeking vengeance can destroy a 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 central ideas below."
 9. Prompt students to identify other central ideas from the novel. Record those ideas. 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:

- _____: good deeds do not atone for sin in the Puritan faith.
 - _____: secret sin can destroy a person.
 - _____: conformity leads people to lose their sense of self.
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 Scarlet Letter

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

The juxtaposition of Hester's honesty paired with the town's scorn to Dimmesdale's secrecy paired with the town's reverence demonstrates one of Hawthorne's central ideas: hypocrisy in Puritan society prohibits true justice.

_____ : good deeds do not atone for sin in the Puritan faith.

_____ : secret sin can destroy a person.

_____ : conformity leads people to lose their sense of self.

Explain how characters and/or setting can develop a central idea.

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 do characters and/or setting develop an author's central ideas?"
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 have a central idea statement that explains the craft of the author used to develop the central idea.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - The way the people of the town accept Hester's kindness and craftsmanship as a seamstress while they refuse to accept her as a member of their society proves Hawthorne's central idea: good deeds do not atone for sin in the Puritan faith.
 - The sense of freeness that Hester feels when she finally reveals Chillingworth's true identity to Dimmesdale develops Hawthorne's central idea: secret sin can destroy a person.
 - Pearl's refusal to conform and her innocence guide readers to understand Hawthorne's central idea: conformity leads people to lose their sense of self.
- The first clause should have a clear relationship with the clause that follows it. For example in the first

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look-for above, the actions of the townspeople leads readers to understand the commentary that Hawthorne is making about Puritan society.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "The way the people of the town _____: good deeds do not atone for sin in the Puritan faith."