

Grade 11: Connecticut Yankee 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 Pedestrian”

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

“To enter out into that silence that was the city at eight o'clock of a misty evening in November, to put your feet upon that buckling concrete walk, to step over grassy seams and make your way, hands in pockets, through the silences, that was what Mr. Leonard Mead most dearly loved to do.”

From “The Pedestrian”

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 Leonard Mead enjoyed walking outside at night.

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 Pedestrian”

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

1. Display or project:

“To enter out into that silence that was the city at eight o'clock of a misty evening in November, to put your feet upon that buckling concrete walk, to step over grassy seams and make your way, hands in pockets, through the silences, that was what Mr. Leonard Mead most dearly loved to do.”

From “The Pedestrian”

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

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. “I noticed...which means...”
 - b. “I knew...so I...”
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. “What are the parts of this sentence?”
 - b. “What phrases or clauses do you notice? How do those help you understand this sentence?”
 - c. “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 Leonard Mead enjoys walking at night.
 - There are several clauses and phrases in the sentence
 - The first three clauses are infinitive clauses because they have a verb in its infinitive form: "to enter out into that silence that was the city at eight o'clock of a misty evening in November," "to put your feet upon that buckling concrete walk," "step over grassy seams and make your way."
 - Each infinitive clause is separated by a comma.
 - There is a prepositional phrase: "through the silence".
 - The infinitive clauses also act like a list of three items describing what Leonard Mead enjoys doing.
 - Each item in the list starts with the same pattern of words: to + an infinitive verb. This repetition gives rhythm to the sentence and emphasizes each of the items.

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 complex sentences, or how and when to use punctuation. 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.

“The Pedestrian”

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

1. Display or project:

“To enter out into that silence that was the city at eight o'clock of a misty evening in November, to put your feet upon that buckling concrete walk, to step over grassy seams and make your way, hands in pockets, through the silences, that was what Mr. Leonard Mead most dearly loved to do.”

From “The Pedestrian”

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. Leonard Mead
Did/will DO WHAT?	walks
WHEN did who do what?	at night
WHERE did who do what?	in the city

WHY did who do what?

because he loves it

HOW did who do what?

in silence, on the concrete, stepping over the grass coming up through the cracks, hands in pockets

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

Student Look-Fors:

- At night, Mr. Leonard Mead walks on the sidewalks in the city, in silence, with his hands in his pockets, stepping over the grass coming up through the cracks -- all because he loves it.
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 Pedestrian”

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

1. Display or project:

“To enter out into that silence that was the city at eight o'clock of a misty evening in November, to put your feet upon that buckling concrete walk, to step over grassy seams and make your way, hands in pockets, through the silences, that was what Mr. Leonard Mead most dearly loved to do.”

From “The Pedestrian”

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 Mr. Leonard Mead enjoyed walking on the sidewalks in the city at night, in the silence, with his hands in his pockets.
- Students might say they noticed infinitive clauses separated by commas, and a prepositional phrase.
- Students might say they noticed that the infinitive clauses form a list of three items describing what Leonard Mead loves about walking at night.
- Students should understand that each phrase in the list begins with the same pattern of words: to + a verb in the infinitive form.
- They should understand that when each phrase in a list begins with the same pattern of words, it is called parallel structure. Parallel structure is used to show that all items in the list are equal. Usually, it also gives repetition and rhythm to the writing.

4. Display or project:

Ray Bradbury develops his theme of the dangers of technology through his description of the police car, through his description of the deserted streets, and through his description of the viewing screens in the houses.

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, includes a list of at least three items that all begin with the same pattern of words: “*through his description of*”
- This parallel structure makes all the items in the list equal and give repetition and rhythm to the sentence.

6. Say: “Now let’s build a quality sentence about how “The Pedestrian” is similar to *Fahrenheit 451*.”

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 Pedestrian” and *Fahrenheit 451* are similar in their themes, in their imagery, and in their mood and tone.

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 parallel structure.

9. As a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- subject + verb + phrases with parallel structure separated by commas + punctuation
- infinitive clause + comma + infinitive clause + comma + infinitive clause + verb + direct object + punctuation
- _____, _____, and _____.
- _____, _____, and _____.

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 Pedestrian”

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

To enter out into that silence that was the city at eight o'clock of a misty evening in November, to put your feet upon that buckling concrete walk, to step over grassy seams and make your way, hands in pockets, through the silences, that was what Mr. Leonard Mead most dearly loved to do.”

From “The Pedestrian”

_____, _____, and _____.
 _____, _____, and _____.

How does Frost develop the theme of the dangers of technology in the poem “Out, Out”?

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 Frost develop the theme of the dangers of technology in the poem “Out, Out”?”
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 include parallel structure in their response.
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:
 - Frost develops the theme of the dangers of technology through the personification of the saw, through the imagery, and through the mood and tone.
- The sentence should include a list of at least three items that all start with the same pattern of words.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Frost develops the theme of the dangers of technology through the _____, through the _____, and through the _____.”

A Connecticut Yankee in King Arthur's Court
Mentor Sentence 2: What does this sentence mean?

1. Display or project:

“Here I was, a giant among pygmies, a man among children, a master intelligence among intellectual moles; by all rational measurement the one and only actually great man in that whole British world; and yet there and then, just as in the remote England of my birth-time, the sheep-witted earl who could claim long descent from a king’s leman, acquired at second hand from the slums of London, was a better man than I was.”

From A Connecticut Yankee in King Arthur's Court

This sentence means...

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

Student Look-Fors:

- The sentence means that the Yankee believes he is stronger and more intelligent than all other men, but in this society, having a title or a connection to royalty is a more important indicator of a person’s quality.
4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. “Another way to say this sentence is...”
 - b. “I made meaning of this sentence by...”
 - c. “I looked at...”
 - d. “I noticed that...”

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

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

A Connecticut Yankee in King Arthur's Court
Mentor Sentence 2: What do I notice about this sentence?

1. Display or project:

“Here I was, a giant among pygmies, a man among children, a master intelligence among intellectual moles; by all rational measurement the one and only actually great man in that whole British world; and yet there and then, just as in the remote England of my birth-time, the sheep-witted earl who could claim long descent from a king’s leman, acquired at second hand from the slums of London, was a better man than I was.”

From A Connecticut Yankee in King Arthur’s Court

- 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 compound words in this sentence? What do those compound words 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 the Yankee believes he is stronger and smarter than everyone else, but that doesn't matter in a society that values title and connection to royalty.
 - There are three complete sentences connected by semicolons
 - There is an appositive in the third complete sentence (*acquired at second hand from the slums of London*). The appositive is set off from the sentence with commas. This appositive helps to understand the Yankee's (and Twain's) opinion of class structure in society.
 - There is a descriptive list in the first complete sentence (*a giant among pygmies, a man among children, a master intelligence among intellectual moles*). Each item in the list is separated by a comma. This list helps to understand what the Yankee thinks of himself.
 - There are two hyphens in the sentence (*birth-time and sheep-witted*). These hyphens show that the two words they connect are related. The meaning of the sentence may be different or more difficult to understand if they were not connected.

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 complex sentences, or when to include a descriptive list. 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.

A Connecticut Yankee in King Arthur's Court
Mentor Sentence 2: What do I know this sentence means?

1. Display or project:

“Here I was, a giant among pygmies, a man among children, a master intelligence among intellectual moles; by all rational measurement the one and only actually great man in that whole British world; and yet there and then, just as in the remote England of my birth-time, the sheep-witted earl who could claim long descent from a king’s leman, acquired at second hand from the slums of London, was a better man than I was.”

From A Connecticut Yankee in King Arthur’s Court

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?

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?**

the Yankee

believes he is stronger and smarter than all other men and is irritated by how class structure, specifically having a title or connection to royalty, outweighs this

WHEN did who do what?

at the time of King Arthur's court

WHERE did who do what?

in Britain

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

Student Look-Fors:

- In the Britain of King Arthur's court, the Yankee believes he is stronger and smarter than all other men, and he is irritated by how class structure, specifically having a title or connection to royalty, seems to outweigh this.
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.

A Connecticut Yankee in King Arthur's Court

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

1. Display or project:

“Here I was, a giant among pygmies, a man among children, a master intelligence among intellectual moles; by all rational measurement the one and only actually great man in that whole British world; and yet there and then, just as in the remote England of my birth-time, the sheep-witted earl who could claim long descent from a king’s leman, acquired at second hand from the slums of London, was a better man than I was.”

From A Connecticut Yankee in King Arthur’s Court

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 in the Britain of King Arthur’s court, the Yankee believes he is stronger and smarter than all other men, and he is irritated by how class structure, specifically having a title or connection to royalty, seems to outweigh this.
- Students might say they noticed semicolons, commas, an appositive, and a descriptive list.
- Students should understand that the sentence is made of three complete sentences connected by semi colons.
- They should understand that there are two sets of words connected by hyphens (birth-time and sheep-witted). The hyphen shows that the words in each set are connected. In the first set, birth-time, each word is a noun. The hyphen makes the two words together a compound noun. In the second set, sheep-witted, the first word is a noun and the second is an adjective. The hyphen makes the two words together a compound adjective. Without the hyphen, the sentence may be more difficult to read and the meaning may not be the same or as clear as it is with the hyphen.

4. Display or project:

I had to go out a dozen times a day and show myself to these reverent and awe-stricken multitudes.

From A Connecticut Yankee in King Arthur's Court

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence has a compound adjective - *awe-stricken*. This adjective describes the multitudes.

6. Say: "Now let's build a quality sentence about the Yankee's plot to undermine Merlin."

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:

- Since the moon eclipse is two years away, the Yankee comes up with a plan to perform a different miracle, blowing up Merlin's tower to disprove the image-damaging rumors Merlin has been spreading.

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 including a compound noun or compound adjective"

9. As a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- independent clause including a compound noun + punctuation
- independent clause including a compound adjective + punctuation
- Compound Noun: (noun) + (noun)
- Compound Adjective: (noun) + (adjective) OR (noun) + (participle) OR (adjective) + (participle)

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.

A Connecticut Yankee in King Arthur's Court
Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

“Here I was, a giant among pygmies, a man among children, a master intelligence among intellectual moles; by all rational measurement the one and only actually great man in that whole British world; and yet there and then, just as in the remote England of my birth-time, the sheep-witted earl who could claim long descent from a king’s leman, acquired at second hand from the slums of London, was a better man than I was.”

From A Connecticut Yankee in King Arthur’s Court

Explain how the Yankee performs his second “miracle.”

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 how the Yankee performs his second “miracle.”
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 include a compound noun or compound adjective in their 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:
 - Compound Noun: The Yankee had to boost his self-esteem by proving Merlin’s claims that the Yankee could not perform another miracle; the Yankee got revenge on Merlin by using his knowledge of storms to set up a lightning rod with explosives to blow up Merlin’s tower.
 - Compound Adjective: Merlin’s ill-fated tower, which was already starting to crumble, was blown to a thousand pieces after the Yankee set up a lightning rod and explosives and waited for a storm to come in.

MENTOR SENTENCES

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Merlin’s _____ tower, which was already starting to crumble, was blown to a thousand pieces after the Yankee set up a lightning rod and explosives and waited for a storm to come in.

A Connecticut Yankee in King Arthur's Court
Mentor Sentence 3: What does this sentence mean?

1. Display or project:

“They had pack-mules along, and had brought everything I needed -- tools, pumps, lead pipe, Greek fire, sheaves of big rockets, roman candles, colored fire sprays, electric apparatus, and a lot of sundries -- everything necessary for the stateliest kind of a miracle.”

From A Connecticut Yankee in King Arthur's Court

This sentence means...

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

Student Look-Fors:

- This sentence means that Hank's workers brought him supplies to make another miracle.

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

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

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

A Connecticut Yankee in King Arthur's Court
Mentor Sentence 3: What do I notice about this sentence?

1. Display or project:

“They had pack-mules along, and had brought everything I needed -- tools, pumps, lead pipe, Greek fire, sheaves of big rockets, roman candles, colored fire sprays, electric apparatus, and a lot of sundries -- everything necessary for the stateliest kind of a miracle.”

From A Connecticut Yankee in King Arthur's Court

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

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. “I noticed...which means...”
 - b. “I knew...so I...”
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. “What are the parts of this sentence?”
 - b. “What phrases or clauses do you notice? How do those help you understand this sentence?”
 - c. “Are there any conjunctions in this sentence? What do those conjunctions mean?”
 - d. “What punctuation do you notice? How does the punctuation help you understand the sentence?”
 - e. “What do you notice about the commas in this 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 what Hank's workers brought for him to make the next miracle.
 - There is a compound noun (*pack-mule*) which connects two nouns with a hyphen to create a new meaning. This helps me understand the animal the workers used to transport all of the supplies.
 - There are two dashes. The dashes are used to set off the list of supplies in the sentence. This helps me to focus on the specific items the workers brought.
 - The list of supplies contains several commas. The commas separate each item in the list.
 - The final item in the list is preceded by a comma and the conjunction "and". This tells me it is the last item in the list.

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.

A Connecticut Yankee in King Arthur's Court
Mentor Sentence 3: What do I know this sentence means?

1. Display or project:

“They had pack-mules along, and had brought everything I needed -- tools, pumps, lead pipe, Greek fire, sheaves of big rockets, roman candles, colored fire sprays, electric apparatus, and a lot of sundries -- everything necessary for the stateliest kind of a miracle.”

From A Connecticut Yankee in King Arthur's Court

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?

Hank's men

Did/will **DO WHAT?**

brought a variety of supplies, including tools, parts for plumbing, and explosives

WHEN did who do what?

after Merlin failed to bring water to the well

WHERE did who do what?

the Valley of Holiness

WHY did who do what?

so that Hank could perform the miracle of bringing water to the holy fountain, which was really a well

HOW did who do what?

the men packed everything on mules to transport it

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

Student Look-Fors:

- After Merlin failed to bring water to the well, Hank's men packed supplies on mules, including tools, parts for plumbing, and explosives, and transported them to the Valley of Holiness so that Hank could perform the miracle of bringing water to the holy fountain, which was really a well.
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.

A Connecticut Yankee in King Arthur's Court

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

1. Display or project:

“They had pack-mules along, and had brought everything I needed -- tools, pumps, lead pipe, Greek fire, sheaves of big rockets, roman candles, colored fire sprays, electric apparatus, and a lot of sundries -- everything necessary for the stateliest kind of a miracle.”

From A Connecticut Yankee in King Arthur's Court

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 after Merlin failed to bring water to the well, Hank’s men packed supplies on mules, including tools, parts for plumbing, and explosives, and transported them to the Valley of Holiness so that Hank could perform the miracle of bringing water to the holy fountain, which was really a well.
- Students might say they a compound noun, a phrase set off from the sentence by dashes, and within that phrase, a list of at least three items separated by a comma. The last item in the list is preceded by a conjunction, “and”.
- Students should understand that when you have a list of at least three items, there is an argument over whether or not to separate the last item from the second to last item with a comma. When you do use a comma to separate the last item and second to last item, it is called a serial comma, or an Oxford comma.
- They should understand that using a serial or Oxford comma is the writer’s choice and you should make the choice based on meaning and clarity in the sentence. You should use a serial comma if the sentence would be confusing without the separation between the last and second to last item.

4. Display or project:

Hank continues to shame and put down Merlin by blowing up his tower, relegating him to the weather bureau, and taunting him at the well.

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, contains a list of at least three items that are separated by commas. The last item is preceded by the conjunction, “and”.
- They should also identify that the sentence uses a serial comma. If the sentence did not use a serial comma, it would seem like the second item and the third were more connected than those items are to the first item, Having a serial comma makes all of the items in the sentence equal.

6. Say: “Now let’s build a quality sentence about how Hank creates the miracle at the well.”

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:

- Hank creates the miracle at the well by fixing the fissure, building a section of pipe, and setting up explosives.

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 choose whether or not to include a serial comma in a list”

9. As a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- _____, _____, and _____.
- _____, _____ and _____.

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.

A Connecticut Yankee in King Arthur's Court
Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

“They had pack-mules along, and had brought everything I needed -- tools, pumps, lead pipe, Greek fire, sheaves of big rockets, roman candles, colored fire sprays, electric apparatus, and a lot of sundries -- everything necessary for the stateliest kind of a miracle.”

From A Connecticut Yankee in King Arthur's Court

- _____, _____, and _____.
- _____, _____ and _____.

What themes does Twain develop using the characters of Merlin and Hank?

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, “What themes does Twain develop using the characters of Merlin and Hank?”
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 include a list of at least three items in their response, and they should determine whether or not to use a serial comma depending on clarity in 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:
 - Twain uses Merlin and Hank to develop the themes of mistrust of religious institutions, the power of technology, and superiority of education over human nature.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Twain uses Merlin and Hank to develop the themes of _____, _____ and _____.” (Students decide whether or not to use the serial comma.)

“A Rose for Emily”

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

“When Miss Emily Grierson died, our whole town went to her funeral: the men through a sort of respectful affection for a fallen monument, the women mostly out of curiosity to see the inside of her house, which no one save an old man-servant--a combined gardener and cook--had seen in at least ten years.”

From “A Rose for Emily”

This sentence means...

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

Student Look-Fors:

- The sentence means that the townspeople has mixed motivations for attending Emily Grierson’s funeral; most men went because she was a long-time member of the town, most women went because they wanted to see her house, since no one except her servant had been inside in a long time.
4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. “Another way to say this sentence is...”
 - b. “I made meaning of this sentence by...”
 - c. “I looked at...”
 - d. “I noticed that...”

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

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

“A Rose for Emily”

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

1. Display or project:

“When Miss Emily Grierson died, our whole town went to her funeral: the men through a sort of respectful affection for a fallen monument, the women mostly out of curiosity to see the inside of her house, which no one save an old man-servant--a combined gardener and cook--had seen in at least ten years.”

From “A Rose for Emily”

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

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

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains how the townspeople reacted when Emily Grierson died.
 - There is an independent clause (everything before the colon) and a dependent clause (everything after the colon).
 - The colon separates the independent clause from the dependent clause. It shows that whatever comes after is going to be additional details or examples of what came before.
 - There are two dashes in the dependent clause. The dashes set off the appositive phrase "a combined gardener and cook", which describes the old man-servant.
 - After the first conjunction there is an independent clause ("things which are standing still tend to The independent clause has an introductory phrase, "when miss Emily Grierson died".
 - This phrase starts with the signal word "when", and is separated from the rest of the clause by a comma.

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

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

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.⁶ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁶ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 11, the skills that need to be reinforced in grade 11, and the skills that need to be explicitly taught in grade 11.

“A Rose for Emily”

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

1. Display or project:

“When Miss Emily Grierson died, our whole town went to her funeral: the men through a sort of respectful affection for a fallen monument, the women mostly out of curiosity to see the inside of her house, which no one save an old man-servant--a combined gardener and cook--had seen in at least ten years.”

From “A Rose for Emily”

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?

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?

the townspeople

went to Emily Grierson’s funeral

when Emily Grierson died

at Emily Grierson’s house

the men went because they respected Emily Grierson as a long-time member of the community; the women went because they were curious to

know what the inside of the house looked like

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

Student Look-Fors:

- When Emily Grierson died, the men of the town went to her funeral because they respected her as a long-time member of the community, while the women of the town went because they were curious to know what the inside of Emily's house looked like.
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.

“A Rose for Emily”

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

1. Display or project:

“When Miss Emily Grierson died, our whole town went to her funeral: the men through a sort of respectful affection for a fallen monument, the women mostly out of curiosity to see the inside of her house, which no one save an old man-servant--a combined gardener and cook--had seen in at least ten years.”

From “A Rose for Emily”

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 when Emily Grierson died, the men of the town went to her funeral because they respected her as a long-time member of the community, while the women of the town went because they were curious to know what the inside of Emily’s house looked like.
- Students might say they noticed an independent clause and a dependent clause separated by a colon. Students may also notice the two dashes setting off the appositive phrase.
- Students should understand that the independent clause is actually “our whole town went to her funeral” and the first phrase is an introductory phrase (When Miss Emily Grierson died”).
- They should understand that the introductory phrase answers most often start with adverbs, like “when” and they answer the question “when?” or “why?”

4. Display or project:

Before Colonel Sartoris died, Emily Grierson was not expected to pay her taxes.

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. It starts with an adverb “before”.
- They should also identify that the introductory phrase answers the question “When?”

6. Say: “Now let’s build a quality sentence about the twist at the end of ‘A Rose for Emily.’”

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:

- Until the very end of the story, the townspeople and the reader may not have suspected that they would find Homer Barron inside Emily Grierson’s house.

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 including an introductory phrase.

9. Prompt students to identify other adverbs that can start an introductory phrase. 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:

- Though, _____.
- If _____, _____.
- 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.

“A Rose for Emily”

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

“When Miss Emily Grierson died, our whole town went to her funeral: the men through a sort of respectful affection for a fallen monument, the women mostly out of curiosity to see the inside of her house, which no one save an old man-servant--a combined gardener and cook--had seen in at least ten years.”

From “A Rose for Emily”

- Though _____, _____.
- If _____, _____.
- Since _____, _____.

How do authors use syntactical structure to affect meaning?

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 authors use syntactical structure to affect meaning?”
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 introductory phrase.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Though authors have many options available to them, strategically using syntactical structure may be the most effective way to emphasize a specific word in a sentence.
 - If authors use a distinctive syntax, it puts emphasis on certain words or phrases in a sentence.
 - Since syntax refers to word order, authors can use it to emphasize certain words.
- The introductory phrase should have a clear relationship with the clause that follows it. It should begin with an adverb and answer the question “when?” or “why?”

MENTOR SENTENCES

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Though authors have many options available to them, _____.”