

### Grade 12: Hero 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.<sup>1</sup>

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.<sup>2</sup>

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.

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<sup>1</sup> 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>

<sup>2</sup> 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](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.

### *Beowulf*

#### **Mentor Sentence 1: What does this sentence mean?**

1. Display or project:

Hrothgar tasked Beowulf with pursuing that vengeful, violent monster who fled back to the swamp with Aeschere and Grendel's arm.

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 Hrothgar, the king of the Danes, asked Beowulf to go after Grendel's mother after she left the castle with his advisor, Aeschere, and Grendel's arm.

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.

## *Hero*

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

1. Display or project:

Hrothgar tasked Beowulf with pursuing that vengeful, violent monster who fled back to the swamp with Aeschere and Grendel's arm.

- 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?"
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 Hrothgar asked Beowulf to go after Grendel's mother.
  - There is an independent and a dependent clause in the sentence.
  - The independent clause is "Hrothgar tasked Beowulf with pursuing".
  - The dependent clause is "that vengeful, violent monster who fled".
  - The dependent clause is a noun clause. A noun clause has a subject (that vengeful, violent monster) and a verb (fled) and acts as the noun in the sentence.
  - It is sometimes noted that within a noun clause, there may be another type of clause. Within the noun clause in this mentor sentence, there is an adjective phrase (who fled)
  - There is a prepositional phrase (with Aeschere and Grendel's arm).
  - There is an adverbial phrase (back to the swamp).

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 demonstrating command of the conventions of capitalization, punctuation, and spelling. Focus on a specific skill your students need.<sup>3</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>3</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 12, the skills that need to be reinforced in grade 12, and the skills that need to be explicitly taught in grade 12.

## *Beowulf*

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

1. Display or project:

Hrothgar tasked Beowulf with pursuing that vengeful, violent monster who fled back to the swamp with Aeschere and Grendel's arm.

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?**

Hrothgar

Did/will **DO WHAT?**

Tasked Beowulf with pursuing Grendel's mother

**WHEN** did who do what?

After Grendel's mother fled

**WHERE** did who do what?

Heorot

**WHY** did who do what?

To get revenge for Aeschere's death

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

**Student Look-Fors:**

- In Heorot, after Grendel's mother fled, Hrothgar asked Beowulf to pursue her in order to get revenge for Aeschere's death.

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.

### *Hero*

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

1. Display or project:

Hrothgar tasked Beowulf with pursuing that vengeful, violent monster who fled back to the swamp with Aeschere and Grendel's arm.

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 Hrothgar asked Beowulf to go after Grendel's mother after she fled the castle with Aeschere, Hrothgar's advisor, and Grendel's arm.
- The sentence is made up of an independent clause (Hrothgar tasked Beowulf with pursuing) and dependent clause (that vengeful, violent monster who fled back to the swamp with Aeschere and Grendel's arm).
- Within the dependent clause, there is a noun clause (that vengeful, violent monster who fled back to the swamp) and a prepositional phrase (with Aeschere and Grendel's arm).
- They should understand that the noun clause has a subject and verb and acts as the noun in the sentence. Noun clauses typically begin with the following words:: that, how, what, who, which, when, where, and why. Noun clauses sometimes have other types of clauses or phrases within them. In the mentor sentence, the noun clause contains an adjective phrase (who fled back to the swamp).

4. Display or project:

That Beowulf has no fear in his pursuit of Grendel's mother is a testament to his heroic nature.

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



### Student Look-Fors:

- While these sentences look very different, they are similar in that they both contain a noun clause.
- The noun clause in the second sentence is “that Beowulf has no fear in his pursuit of Grendel’s mother”. This is a dependent clause that contains a subject (Beowulf) and a verb (has). The entire clause acts as the noun in the sentence. The noun clause begins with “that”.
- This example is different from the first mentor sentence because it is two dependent clauses linked together. The first dependent clause is the noun clause (That Beowulf has no fear in his pursuit of Grendel’s mother) and the second dependent clause is “is a testament to his heroic nature”.

6. Say: “Now let’s build a quality sentence about Grendel’s mother.”
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:

- Grendel’s mother’s violence is prompted by that unseen link between mother and child which cannot be broken .

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 a noun clause.”
9. Prompt students to identify the guiding rules for including a noun clause in a sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

### Student Look-Fors:

- Independent clause + dependent clause (include noun phrase)
  - The noun clause acts as the noun in the sentence
  - The noun clause has a subject and a verb
  - The noun clause often starts with words such as: that, how, what, who, which, when, where, and why.
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.

### *Beowulf*

#### Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

Hrothgar tasked Beowulf with pursuing that vengeful, violent monster who fled back to the swamp with Aeschere and Grendel's arm.

- Reminder: Include a noun clause.

How does the poet build tension in Beowulf's preparation for fighting Grendel?

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 Beowulf prepare for battle with Grendel's mother?"
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 noun clause in their sentence and ensure that the noun clause follows the three bullets above.
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:
  - That Unferth gave Beowulf the famous sword, Hrunting, shows the intensity and importance of the battle to come.
- The noun clause in this sentence is "that Unferth gave Beowulf the famous sword, Hrunting". It acts as the noun in the sentence.
- This noun clause has a subject (Unferth) and a verb (gave).
- This noun clause begins with "that".

### *Beowulf*

#### **Mentor Sentence 2: What does this sentence mean?**

1. Display or project:

Beowulf slays Grendel's mother, whose blood burns the metal of Hrunting.

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 Beowulf kills Grendel's mother and the blood that gets on his sword, Hrunting, burns the metal.

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.

### *Beowulf*

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

1. Display or project:

Beowulf slays Grendel's mother, whose blood burns the metal of Hrunting.

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

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

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

- 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 happened to Beowulf's sword after he killed Grendel and the sword got blood on it.
  - This sentence has an independent clause (Beowulf slays Grendel's mother) and a dependent clause (whose blood burns the metal of Hrunting). The dependent clause has a subject (blood) and a verb (burns), but it is not a complete thought.
  - There is a comma between the independent and dependent clauses.
  - There is a relative pronoun (whose).
  - There is a relative phrase (whose blood burns the metal of Hrunting). This phrase gives us more details and acts like an adjective in the sentence, describing Grendel's mother.

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.<sup>4</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>4</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 12, the skills that need to be reinforced in grade 12, and the skills that need to be explicitly taught in grade 12.

## MENTOR SENTENCES

### *Beowulf*

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

1. Display or project:

Beowulf slays Grendel's mother, whose blood burns the metal of Hrunting.

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?**

Beowulf

Did/will **DO WHAT?**

Slayed Grendel's mother

**WHEN** did who do what?

After he swam to the bottom of the ocean

**WHERE** did who do what?

At the bottom of the ocean

**WHY** did who do what?

In revenge of Aeschere's death

**HOW** did who do what?

With the sword, Hrunting, which was burned by Grendel's mother's blood

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

**Student Look-Fors:**

- After swimming to the bottom of the ocean, Beowulf slayed Grendel's mother with the sword, Hrunting, which was burned by Grendel's mother's blood. Beowulf did this in revenge of Aeschere's death.

After several minutes, ask a few students to share their statements with the class.

7. Prompt students to revise or adjust their written responses based on what their classmates shared.

### *Beowulf*

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

1. Display or project:

Beowulf slays Grendel's mother, whose blood burns the metal of Hrunting.

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 Beowulf killed Grendel's mother and her blood burned the metal of his sword, Hrunting.
- Students might say they noticed it has two clauses - an independent clause and a dependent clause. These clauses are separated by a comma.
- Students should understand that the dependent clause is a relative phrase
- They should understand that the relative phrase begins with relative pronoun (who, whose, whom, that, which) and contains a subject and a verb.
- They should understand that the relative phrase acts like an adjective in the sentence, answering the questions: What kind? How many? Or Which one?

4. Display or project:

Beowulf returned to Heorot and was greeted by Hrothgar, who showered Beowulf with praise for his victory over Grendel's mother.

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 an independent clause (Beowulf returned to Heorot and was greeted by Hrothgar) and a dependent clause



(who showered Beowulf with praise for his victory over Grendel's mother), and the clauses are separated by a comma.

- They should also identify that the dependent clause is a relative phrase that starts with the relative pronoun "who" and contains a subject (the implied subject represented by who - Hrothgar) and a verb (showered). The relative phrase acts like an adjective in the sentence, answering the question "Which one?"

6. Say: "Now let's build a quality sentence about Beowulf's return to his king, Higelac."
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:

- Beowulf returns to his king, Higelac, who listens to Beowulf recount the tale of his heroic adventure.

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 a relative clause.
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 + comma + relative pronoun to begin a dependent clause

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.

### *Beowulf*

#### Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

Beowulf slays Grendel's mother, whose blood burns the metal of Hrunting.

independent clause + comma + relative pronoun to begin a dependent clause

Explain how Beowulf's journey follows the heroic journey outlined in Campbell's *The Hero with a Thousand Faces*.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "Explain how Beowulf's journey follows the heroic journey outline din Campbell's *The Hero with a Thousand Faces*"
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 follow the sentence frame and include a relative clause 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:
  - Beowulf's journey begins with being tasked to fight Grendel, which represents "the call to adventure" explained in Campbell's *The Hero with a Thousand Faces*.
  - Campbell would say that one stage of the hero's journey in *Beowulf* is when Beowulf fights Grendel, who forces Beowulf to "cross the first threshold".
- The relative phrase should begin with a relative pronoun and contain a subject and a verb.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Beowulf's journey begins with being tasked to fight Grendel, \_\_\_\_\_."

### *Beowulf*

#### **Mentor Sentence 3: What does this sentence mean?**

1. Display or project:

Beowulf recounts his heroic adventures when he returns to Higelac; his story includes boasting and highlighting the ferociousness of Grendel and his mother.

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 Beowulf returned to his king, Higelac and told Higelac about his adventures in Hrothgar's land. Beowulf's story including boasting about his victories and emphasizing the difficulty of defeating Grendel and his mother.
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.

### *Beowulf*

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

1. Display or project:

Beowulf recounts his heroic adventures when he returns to Higelac; his story includes boasting and highlighting the ferociousness of Grendel and his mother.

- 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 describes what Beowulf does when he returns to his king, Higelac.
  - There are two parts to this sentence: The independent clause "Beowulf recounts his heroic adventures when he returns to Higelac" and the independent clause "his story includes boasting and highlighting the ferociousness of Grendel and his mother."
  - These independent clauses are complete sentences. They are joined together with a semicolon.

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.<sup>5</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

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<sup>5</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 12, the skills that need to be reinforced in grade 12, and the skills that need to be explicitly taught in grade 12.

## MENTOR SENTENCES

### *Beowulf*

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

1. Display or project:

Beowulf recounts his heroic adventures when he returns to Higelac; his story includes boasting and highlighting the ferociousness of Grendel and his mother.

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? .....
- **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?**

Beowulf

Did/will **DO WHAT?**

returns to Higelac and recounts his adventures

**WHEN** did who do what?

After defeating Grendel's mother

**WHERE** did who do what?

In the mead hall

**HOW** did who do what?

By boasting and highlighting Grendel's and his mother's ferociousness

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

**Student Look-Fors:**

- After defeating Grendel's mother, Beowulf returns to Higelac and tells the story of his adventure while meeting with Higelac in the mead hall. Beowulf tells the story by boasting and emphasizing Grendel's and his mother's ferociousness.
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.

### *Beowulf*

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

1. Display or project:

Beowulf recounts his heroic adventures when he returns to Higelac; his story includes boasting and highlighting the ferociousness of Grendel and his mother.

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 Beowulf returned to his king, Higelac and shared the story of his adventures by boasting about his accomplishments and making sure everyone knows about how difficult it was to defeat Grendel and his mother.
- Students might say they two independent clauses joined by a semicolon.
- Students should understand that a semicolon is used to join two complete sentences that are related.
- When you use a semicolon, you do not capitalize the second complete sentence unless it starts with a proper noun.

4. Display or project:

Higelac is killed while fighting alongside Beowulf; Beowulf at first refuses the throne and acts as Higelac's son's protector, but when Higelac's son dies, Beowulf becomes king.

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 two complete sentences joined by a semicolon.
- The second complete sentence is capitalized because it starts with a proper noun.



6. Say: "Now let's build a quality sentence about the conflict that develops while Beowulf is king."
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:**

- A dragon out for revenge burns down Beowulf's throne hall; Beowulf plots his revenge.

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 using a semicolon."
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 + semicolon + independent clause + punctuation
- \_\_\_\_\_; \_\_\_\_\_.

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

### *Beowulf*

#### Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

Beowulf recounts his heroic adventures when he returns to Higelac; his story includes boasting and highlighting the ferociousness of Grendel and his mother.

\_\_\_\_\_;

Explain why the dragon attacked Beowulf's throne hall.

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 why the dragon attacked Beowulf's throne hall."
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 write two complete sentences that are related and connect the sentences with a semicolon.
6. Encourage students to use the unit texts to ensure they have an accurate response.

#### Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
  - A thief stole treasure from the dragon's hoard; the dragon sought revenge by burning everything in its path.
- There should be two complete sentences that are related. The second complete sentence should begin with a lowercase letter unless it is a proper noun.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "A thief stole treasure from the dragon's hoard; \_\_\_\_\_."

### *Beowulf*

#### **Mentor Sentence 4: What does this sentence mean?**

1. Display or project:

After 50 years as king, Beowulf still feels compelled to prove he is a hero by defeating the dragon; however, he is not as strong as he once was.

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 while Beowulf has been king for 50 years, he still feels he needs to prove himself worthy by defeating the dragon. The problem is that he is not as strong as he was when he defeated Grendel and Grendel's mother.

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.

### *Beowulf*

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

1. Display or project:

After 50 years as king, Beowulf still feels compelled to prove he is a hero by defeating the dragon; however, he is not as strong as he once was.

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

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

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

following conversation stems to guide their rephrasing.

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

## Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
  - This sentence describes how Beowulf has been king for 50 years and still wants to prove he is a hero, but he is not as strong as he was when he defeated enemies in the past.
  - There are two complete sentences joined by a semicolon.
  - There is a transition word after the semicolon (however).
  - This transition word tells the reader that what comes after it is in contrast to what came before it.
  - We could divide this sentence into two sentences since it is two complete sentences joined together with a semicolon. The semicolon is showing that the ideas in the two sentences are closely related. If the sentences were separate, that meaning might get lost.

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.<sup>6</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>6</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 12, the skills that need to be reinforced in grade 12, and the skills that need to be explicitly taught in grade 12.

## MENTOR SENTENCES

### *Beowulf*

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

1. Display or project:

After 50 years as king, Beowulf still feels compelled to prove he is a hero by defeating the dragon; however, he is not as strong as he once was.

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? .....
- **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?**

Beowulf

Did/will **DO WHAT?**

Feels compelled to prove he is a hero

**WHEN** did who do what?

After 50 years as king

**HOW** did who do what?

By defeating the dragon, but he is not as strong as he was

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

**Student Look-Fors:**

- Beowulf is fifty years older than he was when he defeated Grendel and Grendel's mother, but he still feels like he has to prove his worth as a hero by defeating the dragon. The problem is that he is not as strong as he once was.

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.

### *Beowulf*

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

1. Display or project:

After 50 years as king, Beowulf still feels compelled to prove he is a hero by defeating the dragon; however, he is not as strong as he once was.

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 50 years after defeating Grendel and Grendel's mother, Beowulf still feels like he has to prove his worth by defeating the dragon, even though he is not as strong as he was in the past.
- Students might say they notice two complete sentences joined by a semicolon.
- Students should understand that the second complete sentence begins with a transition word (however).
- They should understand that this transition word represents a change in direction in the sentence. What comes after the transition word is in contrast to what came before it. The transition word helps the reader to know that the writer is showing how something has changed or is in contrast.

4. Display or project:

Although Beowulf is joined by 11 men, all of them but Wiglaf abandon him when the dragon nears.

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 this sentence has a dependent and independent clause separated by a comma. This is different than the mentor sentence.
- They should also identify that there is a transition word (although) that acts similarly to the transition word in the mentor sentence. It helps the reader to understand a change in direction because the idea in the first clause with the transition word is in contrast to the idea in the independent clause after the comma.
- Students should understand that a transition word showing a change of direction may come at the beginning of a sentence or in the middle of sentence.

6. Say: "Now let's build a quality sentence about Beowulf's and Wiglaf's battle with the dragon."
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:

- Beowulf and Wiglaf defeat the dragon, but Beowulf is poisoned during the fight.

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 transitions that show a change in direction."
9. Prompt students to identify other transition words or phrases which signal when a change in direction. Record those transition 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:

- transition phrase + comma + independent clause + punctuation
- independent clause + semicolon + transition phrase + comma + independent clause + punctuation
- Even though \_\_\_\_\_, \_\_\_\_\_.
- On the contrary, \_\_\_\_\_.
- \_\_\_\_\_; on the other hand, \_\_\_\_\_.

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.

## *Beowulf*

### Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

After 50 years as king, Beowulf still feels compelled to prove he is a hero by defeating the dragon; however, he is not as strong as he once was.

- Even though \_\_\_\_\_, \_\_\_\_\_.
- On the contrary, \_\_\_\_\_.
- \_\_\_\_\_; on the other hand, \_\_\_\_\_.

Describe Beowulf's death.

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, "Describe Beowulf's death."
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 transition phrase that indicates a change in direction 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:
  - Even though Beowulf was courageous in taking on the dragon, he did show a lack of judgment given that he was so old and weak.
  - (After Beowulf's previous victories there was a huge celebration.) On the contrary, this victory was followed by a funeral procession.
  - Beowulf is considered the victor in the battle with the dragon; on the other hand, he could be loser because he ultimately dies from the poison.
- The transition word may come at the beginning or the middle of the sentence but should always show a change in direction between two ideas in the sentence.

## MENTOR SENTENCES

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Even though Beowulf was courageous in taking on the dragon, \_\_\_\_\_.”

## MENTOR SENTENCES