

Grade 12: Gulliver 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.

"A Modest Proposal"

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

"For we can neither employ them in handicraft or agriculture; we neither build houses nor cultivate land: they can very seldom pick up a livelihood by stealing."

Adapted from "A Modest Proposal"

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 there are few opportunities for the subject of this sentence to earn a living other than maybe stealing. If students are in the content, then the subject will be identified as Irish children born into poverty.

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 Modest Proposal"

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

1. Display or project:

"For we can neither employ them in handicraft or agriculture; we neither build houses nor cultivate land: they can very seldom pick up a livelihood by stealing."

Adapted from "A Modest Proposal"

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

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

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains one of Jonathan Swift's satirical points of view.
 - This sentence is an expanded description of the problem with poverty-stricken children.
 - There are three independent clauses that describe the inability to make financial use of children.
 - There are three complete sentences joined by a semicolon and a colon. The punctuation joins these ideas together.
 - These sentences could be made into simple sentences separated by periods.
 - The varied sentence structure makes the commentary more interesting.
 - This is a compound sentence using a semicolon rather than a conjunction.
 - The first two independent clause are separated by a semicolon to emphasize that the ideas are directly related. The colon separates the last independent clause because it offers additional explanation on the same topic.

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

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

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

³ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 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

"A Modest Proposal"

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

1. Display or project:

"For we can neither employ them in handicraft or agriculture; we neither build houses nor cultivate land: they can very seldom pick up a livelihood by stealing."

Adapted from "A Modest Proposal"

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: "We have been analyzing this mentor sentence. Now we are going to look again at its meaning."
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses.

WHO/WHAT?

Did/will **DO WHAT?**

WHEN did who do what?

WHERE did who do what?

WHY did who do what?

HOW did who do what?

The poor

need a plan

18th century

in Ireland

have too many children to feed

maybe they can earn by stealing, but cannot do any real work to contribute to the family.

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

Student Look-Fors:

- In 18th century Ireland, the poor need a plan; they have too many children to feed who can earn a living by stealing, but cannot do any real work to contribute to the family.
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 Modest Proposal"

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

1. Display or project:

"For we can neither employ them in handicraft or agriculture; we neither build houses nor cultivate land: they can very seldom pick up a livelihood by stealing."

Adapted from "A Modest Proposal"

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 infers that children are a financial burden to their parents because they cannot contribute to the family income.
- Students might say they noticed independent clauses, a semicolon, and a colon.
- Students should understand that the parts of this sentence are independent clause + semicolon + independent clause + colon + independent clause + period.
- They should understand that the initial independent clause answers the question "Why are children a financial burden? And the subsequent clauses supply additional information regarding that same topic.

4. Display or project:

People are allowed to make their own decisions when writing; many people swear by their own writing methods: some people write using a computer and some people write by hand.

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an independent clause followed by a semicolon followed by an additional independent clause, and then a colon before listing examples.
- They should also identify that the initial independent clause includes the subject of the sentence and the next sentences offers additional information in an interesting and varied manner.

6. Say: "Now let's build a quality sentence using semicolons and colons."
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:

- Eighteenth century satire was created by great thinkers; Alexander Pope and Jonathan Swift shared their contempt for humanity: politics, government, academics, and scientific study were the subjects of satire.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the subordinating conjunctions below."
9. Prompt students to identify other potential topics which could be structured in sentences using semicolons and colons. Record those topics. 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 (can suggest students create 1 to 3 examples):

- _____; _____: _____.
- _____; _____: _____.
- _____; _____: _____.

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 Modest Proposal"

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

"For we can neither employ them in handicraft or agriculture; we neither build houses nor cultivate land: they can very seldom pick up a livelihood by stealing."

Adapted from "A Modest Proposal"

_____ ; _____ : _____ .
_____ ; _____ : _____ .

Explain how the author describes the financial burden of children using satire.

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 Swift use satire to describe the financial burden of children?"
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 three independent clauses in their examples.
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:
 - Jonathan Swift uses satire in his work "A Modest Proposal"; he identifies the issues surrounding a rise in the population of children through his use of dark humor: in Ireland there are numerous suffering from the burden of feeding young families unable to work.
 - Satire is used in Jonathan Swift's tale "A Modest Proposal"; it identifies the poverty problem facing many in Ireland using dark humor: children are seen as a burden to their parents because they are unable to contribute financially, .
- The first independent clause should have a clear relationship with the clauses that follow it. For example in the first look-for above, the independent clause explains when Swift used satire, and the following clauses explain how he used satire.

MENTOR SENTENCES

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Jonathan Swift uses satire in his work "A Modest Proposal"; _____: _____."

Gulliver's Travels

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

"Their tallest trees are about seven feet high: I mean some of those in the great royal park, the tops whereof I could but just reach with my fist clenched."

From *Gulliver's Travels* Part 1, Chapter 6

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 illustrates that the trees were really tall using a varied sentence structure (colon) and an additional (expanded) description.

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.

Gulliver's Travels

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

1. Display or project:

"Their tallest trees are about seven feet high: I mean some of those in the great royal park, the tops whereof I could but just reach with my fist clenched."

From Gulliver's Travels Part 1, Chapter 6

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

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

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains, in detail, the setting of Lilliput.
 - The sentence shows the author's use of imagery.
 - This sentence is an expanded description, which makes it more interesting to read.
 - "I mean some of those in the great royal park, the tops whereof I could but just reach with my fist clenched" describes the height of the trees in greater detail.
 - There are two complete sentences joined by a colon. The colon joins two ideas together. In this sentence, the colon joins the two descriptions together.
 - This is a compound-complex sentence using a colon rather than a conjunction and includes two independent clause and a dependent clause.

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

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

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

⁴ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 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

Gulliver's Travels

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

1. Display or project:

"Their tallest trees are about seven feet high: I mean some of those in the great royal park, the tops whereof I could but just reach with my fist clenched."

From Gulliver's Travels Part 1, Chapter 6

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: "We have been analyzing this mentor sentence. Now we are going to look again at its meaning."
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses.

WHO/WHAT?

Did/will **DO WHAT?**

WHEN did who do what?

WHERE did who do what?

WHY did who do what?

HOW did who do what?

Lilliputians

Gulliver noticed that they have really tall trees despite their height

N/A

in their great royal park

N/A

reachable only by standing tall with his fists clenched

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

Student Look-Fors:

- Gulliver noticed that the Lilliputians have really tall trees; despite their height, in their great royal park, the trees reached seven feet high: reachable only by standing tall with his fists clenched.
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.

Gulliver's Travels

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

1. Display or project:

"Their tallest trees are about seven feet high: I mean some of those in the great royal park, the tops whereof I could but just reach with my fist clenched."

From Gulliver's Travels Part 1, Chapter 6

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 illustrates the landscape in a varied sentence structure to include additional detail.
- Students might say they noticed independent clauses and a colon.
- Students should understand that the parts of this sentence are independent clause + colon + introductory phrase + comma + independent clause + period.
- They should understand that the compound sentence is an expanded description centered around one topic (subject).

4. Display or project:

The largest of elephants are about 13,000 pounds: to illustrate a comparison, that is three times as heavy as a Rhinoceros.

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an independent clause followed by a colon, then a dependent clause + a comma and then an independent clause.
- They should also identify that the initial independent clause illustrates the topic, and the remainder of the sentence expands the description.

6. Say: “Now let’s build a quality sentence using independent clauses and a colon.”
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:

- Social media is a common form of communication: on any given day, Snapchat reaches 41% of 18-34 year olds in the United States.
- Independent clause + colon + introductory phrase + independent clause + period.

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

Student Look-Fors:

- _____: _____, _____.

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

Gulliver's Travels

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

"Their tallest trees are about seven feet high: I mean some of those in the great royal park, the tops whereof I could but just reach with my fist clenched."

From Gulliver's Travels Part 1, Chapter 6

_____ : _____ , _____ .

Explain how Swift uses imagery in Gulliver's Travels.

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 Swift describe the landscape found on the isle of Lilliput?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with an independent clause followed by a colon.
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:
 - Swift uses imagery to describe the setting of the great royal park on the isle of Lilliput: the trees seven feet high, barely reachable when Gulliver stands tall with his fists clenched.
 - The introductory independent clause should have a clear relationship with the phrases/clauses that follow it.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Jonathan Swift describes the setting found on Lilliput, _____."

Animal Farm

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

“The pigs are the smartest of the animals, and over the next three months two pigs in particular emerge as leaders: the lively Snowball and the powerful Napoleon.”

Adapted from Animal Farm

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 leadership is changing on the farm.

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.

Animal Farm

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

1. Display or project:

“The pigs are the smartest of the animals, and over the next three months two pigs in particular emerge as leaders: the lively Snowball and the powerful Napoleon.”

Adapted from Animal Farm

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

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

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

following conversation stems to guide their rephrasing.

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains the leadership changes on the farm.
 - "the lively Snowball and the powerful Napoleon" lists the new leaders (the subject of the sentence).
 - There is a complete sentence followed by a semicolon and another independent clause, a colon and a list. The punctuation joins the descriptions together.
 - In this sentence, the colon introduces a list.
 - There is a semicolon and a colon.
 - The use of the semicolon and colon make the sentence more interesting to read (varied sentence structure).
 - This is a compound-complex sentence because it is made up of a compound sentence (two independent clauses joined by a semicolon) and a complex sentence (an independent and dependent clause).

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

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

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

⁵ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 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

Animal Farm

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

1. Display or project:

"The pigs are the smartest of the animals, and over the next three months two pigs in particular emerge as leaders: the lively Snowball and the powerful Napoleon."

Adapted from *Animal Farm*

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?

the pigs, lively Snowball and powerful Napoleon

Did/will **DO WHAT?**

emerge as leaders

WHEN did who do what?

over the next three months

WHERE did who do what?

N/A

WHY did who do what?

the smartest of the animals

HOW did who do what?

N/A

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

Student Look-Fors:

- Two of the farm pigs, Snowball and Napoleon, will emerge as leaders because they are the smartest of the animals.
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.

Animal Farm

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

1. Display or project:

"The pigs are the smartest of the animals, and over the next three months two pigs in particular emerge as leaders: the lively Snowball and the powerful Napoleon."

Adapted from *Animal Farm*

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 describes the change in leadership on the farm.
- Students might say they noticed that this sentence could be separated into simple sentences.
- Students may say that they noticed a varied sentence structure using a semicolon and a colon, followed by a list (dependent clause) rather than an expanded description (independent clause).
- Students should understand that the parts of this sentence are independent clause + semicolon + independent clause + colon + dependent clause (list) + period.
- They should understand that the elements of this sentence work together to move from generic to more specific in explanation, leading to a list of proper nouns set off by a colon.

4. Display or project:

The pigs teach *Animalism* to the other animals; the set of Old Major's philosophical principles now carried on by the new leaders of the farm: Napoleon, Snowball, and Squealer.

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an independent clause followed by a semicolon and then a colon followed by a specific list. (dependent clause).
- They should also identify that the sentence flows from generic to more specific in description, ending with a specific list.

6. Say: “Now let’s build a quality sentence using independent clauses, a semicolon, and a colon to introduce a list.”
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:

- Independent clause; independent clause: list.
- Two pigs carried on the revolutionary action of the farm animals; these two overthrew the farmer and drove him off the land: Napoleon and Snowball.

8. Say: “Now let’s construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the punctuation listed below.”
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 (can request 1-3 examples):

- _____; _____: _____.
- _____; _____: _____.
- _____; _____: _____.

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.

MENTOR SENTENCES

Animal Farm

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

“The pigs are the smartest of the animals, and over the next three months two pigs in particular emerge as leaders: the lively Snowball and the powerful Napoleon.”

Adapted from Animal Farm

_____ ; _____ : _____ .
_____ ; _____ : _____ .

Explain how organization on the farm changed under the new leadership.

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 has organization on the farm changed under the new leadership?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with an independent clause followed by a semicolon, another independent clause, a colon and finally a list.
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:
 - Old Major shared his ideals about Animalism; two pigs decided to pick up where he left off and lead the farm animals: Napoleon and Snowball.
 - Animalism would change the farm; the philosophy put these two pigs in charge of the rest: Napoleon and Snowball.
- The elements in the sentence should be clearly related and move from general to more specific in descriptive content. The goal is to create a varied sentence structure to add sophistication to students’ writing and to show their knowledge of the subject.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Animalism would change the farm; _____.”

Culminating Writing Task
Mentor Sentence 4: What does this sentence mean?

1. Display or project:

“Know then thyself, presume not God to scan;
The proper study of Mankind is Man.”

From “Essay on Man, Epistle II”

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 describes Alexander Pope’s philosophy that man can and should seek to understand himself.

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.

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

1. Display or project:

“Know then thyself, presume not God to scan;
The proper study of Mankind is Man.”

From “Essay on Man, Epistle II”

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

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains Pope's philosophical view on the behavior of man.
 - "Know then thyself" describes the central idea of his philosophy.
 - There are two complete sentences joined by a semicolon. The semicolon, instead of a conjunction, joins two ideas together.
 - There is a comma separating phrases.
 - Mankind is capitalized.
 - This is a compound sentence because it is made up of two independent clauses joined by a semicolon in place of a comma + conjunction.

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.

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 12, the skills that need to be reinforced in grade 12, and the skills that need to be explicitly taught in grade 12.

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

1. Display or project:

"Know then thyself, presume not God to scan;
The proper study of Mankind is Man."

From "Essay on Man, Epistle II"

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?	know then thyself
Did/will DO WHAT?	presume not God to scan
WHEN did who do what?	N/A
WHERE did who do what?	N/A
WHY did who do what?	the proper study of Mankind is man
HOW did who do what?	N/A

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

Student Look-Fors:

- Man cannot know what God knows about him, so he should seek to know himself.

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.

Culminating Writing Task

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

1. Display or project:

“Know then thyself, presume not God to scan;
The proper study of Mankind is Man.”

From “Essay on Man, Epistle II”

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 man has the responsibility to get to know himself.
- Students might say they noticed prepositional phrases, a comma, and a semicolon.
- Students should understand that the parts of this sentence are introductory phrase + comma + semicolon independent clause + period.
- They should understand that the introductory phrase tells man how to achieve self-awareness and has a clear relationship with the phrases/clauses that follow.

4. Display or project:

In order to know the meaning of one’s life, don’t wait for it to be revealed; understanding one’s own desires can lead to personal fulfillment.

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an introductory phrase followed by a comma and then an independent clause.
- They should also identify that the introductory phrase has a direct relationship to the phrases/clauses that follow.

6. Say: "Now let's build a quality sentence about Pope's philosophy of man."
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:

- To lead a happy life, turn your focus inward; look to understand yourself to gain peace.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the subordinating conjunctions below."
9. 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 (1-3 examples):

- _____; _____.
- _____; _____.
- _____; _____.

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.

Culminating Writing Task
Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

“Know then thyself, presume not God to scan;
The proper study of Mankind is Man.”

From “Essay on Man, Epistle II”

_____ ; _____ .
_____ ; _____ .
_____ ; _____ .

Following the sentence structure, explain Pope’s philosophy on man in *Epistle II*.

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 Pope express his philosophy in an *Essay on Man, Epistle II*?”
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 introductory phrases that have a clear relationship with the phrases that follow.
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:
 - Understanding who you are, to know what you want in life; the way to peace lies in doing this.
 - Leaving the things of God to God, try to not be god-like; this is the right way to live.
 - When you know yourself, you know what you are made of; this is the path to understanding.
- The introductory prepositional phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory phrase explains the premise of Pope’s central idea.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “When you know who yourself, _____.”

MENTOR SENTENCES