

Grade 03: Louisiana Purchase Language Task

All students must read, understand, and express their understanding of complex, grade-level texts. At the heart of being able to read and understand complex texts is the ability to automatically and fluently decode words and determine how they work together in sentences to produce meaning. Having “language sense” combined with other factors, such as having robust background knowledge and a wide vocabulary, are key determining factors in what makes a student able to read and understand complex texts.¹

The language tasks have been developed to support teachers in developing students’ language sense through repeated exploration of how key sentences from the texts of the ELA Guidebooks 2.0 units are put together to produce meaning. This approach reinforces students’ knowledge of language structures and how those structures produce meaning.²

Each language task is made of at least 20 language links. Each language link is designed to take around 10-15 minutes to conduct. The links can be used with the ELA Guidebooks 2.0 units as a beginning activity with a whole class of students or during targeted, small-group instruction or individual instruction with students who need additional support. Each language link contains text to display or project as a stimulus for student work, teacher directions, and student look-fors. The student look-fors include examples of accurate student responses; however they are not inclusive or exclusive of all possible responses.

The language links focus students on the study of mentor sentences from the unit texts. Mentor sentences were selected for their meaning and their structure. The mentor sentences focus on the main ideas or concepts of the unit texts and present opportunities for students to practice with the complex structures of their grade level. Students study each mentor sentence using the same five lesson protocol. The same five language links are then repeated with a new mentor sentence.

¹ Shanahan, T., Fisher, D., & Frey, N. (2012, March). The Challenge of Challenging Text. *Educational Leadership*, 69(6), 58-62. Retrieved from <http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/The-Challenge-of-Challenging-Text.aspx>

² Fillmore, L. W., & Fillmore, C. J. (n.d.). What Does Text Complexity Mean for English Learners and Language Minority Students? Retrieved November 12, 2016, from http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf

These language links focus on the study of 4 mentor sentences from the unit texts. Each language link should take around 10-15 minutes to conduct.

Each mentor sentence is used across five language links that each have a different purpose. The same five language links are then repeated with a new mentor sentence.

1. **What does this sentence mean?**
 - a. Purpose: Students make an initial interpretation of the mentor sentence's meaning.
2. **What do I notice about this sentence?**
 - a. Purpose: Students examine the meaning and structure of the mentor sentence.
3. **What do I know this sentence means?**
 - a. Purpose: Students demonstrate their understanding of the sentence's meaning.
4. **What is the structure of this sentence?**
 - a. Purpose: Students create a sentence frame based on the mentor sentence.
5. **Can I write a quality sentence?**
 - a. Purpose: Students emulate the structure of the mentor sentence in their own sentence.

Throughout this section, notes are provided to identify places of additional skills support for students based on previous grade-level standards. Be sure to keep track during these language links of places where students need additional skills support, and use time during small-group or individual instruction to target those skills.

The Louisiana Purchase: Would You Close the Deal?
Mentor Sentence 1: What does this sentence mean?

1. Display or project:

On Lewis and Clark’s trip, they met and began to trade with Indian tribes, discovered new plants and animals, and made new maps of the Louisiana Territory.

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 Lewis and Clark did many things on their trip, like meet Indians, find plants and animals, and make maps.
4. After several minutes, ask a few students to share how they paraphrased or interpreted the sentence. Prompt students to use the following stems to guide the conversation.
 - a. “Another way to say this sentence is...”
 - b. “I made meaning of this sentence by...”
 - c. “I looked at...”
 - d. “I noticed that...”

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

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

The Louisiana Purchase: Would You Close the Deal?

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

2. Display or project:

On Lewis and Clark’s trip, they met and began to trade with Indian tribes, discovered new plants and animals, and made new maps of the Louisiana Territory.

- 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.
- “I noticed...which means...”
 - “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:
- “What are the parts of this sentence?”
 - “Can we divide this sentence into two or more sentences? What do we have to remove or change?”
 - “What phrases or clauses do you notice? How do those help you understand this sentence?”
 - “Are there any conjunctions in this sentence? What do those conjunctions mean?”
 - “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.
- “We noticed...which means...”
 - “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 provides three results of Lewis and Clark's exploration.
 - The word *and* is used four times.
 - A comma is used only after the last *and*
 - The sentence begins with a capital letter.
 - The sentence ends with a period.
 - Lewis and Clark are capitalized because they are proper nouns.
 - Louisiana Territory is capitalized because it is a proper noun.

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 3, the skills that need to be reinforced in grade 3, and the skills that need to be explicitly taught in grade 3.

The Louisiana Purchase: Would You Close the Deal?

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

1. Display or project:

On Lewis and Clark’s trip, they met and began to trade with Indian tribes, discovered new plants and animals, and made new maps of the Louisiana Territory.

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?	They (Lewis and Clark)
Did/will DO WHAT?	Met, discovered, made
WHEN did who do what?	On Lewis and Clark’s trip
WHERE did who do what?	N/A
WHY did who do what?	N/A
HOW did who do what?	N/A

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

Student Look-Fors:

- Lewis and Clark met new people, traded items, discovered new lands, and made maps of the land they explored.

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

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

The Louisiana Purchase: Would You Close the Deal?

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

1. Display or project:

On Lewis and Clark’s trip, they met and began to trade with Indian tribes, discovered new plants and animals, and made new maps of the Louisiana Territory.

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 on the trip, Lewis and Clark met with American Indians, saw new plants and animals, and made maps of the Louisiana Territory.
- Students might say they noticed the conjunction *and*.
- Students should understand that this sentence begins with a phrase (“*On Lewis and Clark’s trip*”) that answers the question “when.”
- Students should understand that the parts of this sentence are introductory phrase + independent clause + comma + dependent clause + comma + conjunction + dependent clause + period.
- The sentence gives the reader a list of the things that Lewis and Clark did.
- They should understand that the sentence answers the question “What were the results of Lewis and Clark’s trip to the Pacific Ocean?”

4. Display or project:

In 1803, the Louisiana Territory expanded the United States, made the U.S. independent from France, and shaped the American way of life.

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with a phrase that answers “when,” contains an independent clause and is followed by two dependent clauses separated by a comma and the conjunction *and*.

6. Say: “Now let’s build a quality sentence that describes the Louisiana Territory more specifically using phrases and clauses.”

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

Student Look-Fors:

- In 1803, the Louisiana Territory belonged to Spain then France, included the Port of New Orleans, and was bigger than the United States in 1800.

7. 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 independent clauses below.”

Prompt students to identify other independent clauses which tell us who or what the sentence is about. Record those independent clauses. 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:

- In 1803, the Louisiana Territory _____, _____, and _____.
- In 1803, Napoleon _____, _____, and _____.
- In 1803, settlers _____, _____, and _____.

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

The Louisiana Purchase: Would You Close the Deal?

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

On Lewis and Clark’s trip, they met and begin to trade with Indian tribes, discovered new plants and animals, and made new maps of the Louisiana Territory.

In 1803, the Louisiana Territory _____, _____, and _____

In 1803, Napoleon _____, _____, and _____.

In 1803, settlers _____, _____ and _____.

How did the Louisiana Territory impact the United States, Napoleon, and settlers?

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 the importance of the Louisiana Territory.”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with prepositional phrases that answer “when.”
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - In 1803, the Louisiana Territory doubled the size of the new country, helped spread the American way of life, and gave the United States control of the Mississippi River.
 - In 1803, Napoleon wanted money for an upcoming war, decided the land was too expensive to keep, and sold the Louisiana Territory to the United States.
 - In 1803, some settlers wanted the United States to grow, desired more land, and saw an opportunity for westward expansion.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “In 1803, the Louisiana Territory doubled _____, helped _____, and gave _____.”

The Louisiana Purchase: From Independence to Lewis and Clark

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

“In the late 1700s, the Northwest Territory was home to Native American tribes such as the Miami, Shawnee, Kickapoo, Lenni, Lenape, and Chippewa.”

From The Louisiana Purchase: From Independence to Lewis and Clark

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 people lived in the land called the Northwest Territory.

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

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

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

The Louisiana Purchase: From Independence to Lewis and Clark

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

1. Display or project:

“In the late 1700s, the Northwest Territory was home to Native American tribes such as the Miami, Shawnee, Kickapoo, Lenni, Lenape, and Chippewa.”

From The Louisiana Purchase: From Independence to Lewis and Clark

- 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?”
 - f. “What is the purpose of the commas in this sentence?”
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. “We noticed...which means...”
 - b. “We knew...so we...”

As pairs share, mark the grammatical elements students notice on the sentence and record any additional

comments or thoughts on the board or chart paper. These will be needed for the next language links.

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

- 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 people called Native Americans lived in the Northwest Territory.
 - "In the late 1800s," is an introductory clause that answers the question "when."
 - "The Northwest Territory was home to Native American tribes" is an independent clause.
 - There is list of Native American tribes that lived in the Northwest Territory.
 - The commas separate the list of Native American tribes.
 - The conjunction comes before the last Native American tribe is listed.
 - This is a complex sentence because it has an independent and dependent clause.

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

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

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

⁴ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 3, the skills that need to be reinforced in grade 3, and the skills that need to be explicitly taught in grade 3.

The Louisiana Purchase: From Independence to Lewis and Clark
Mentor Sentence 2: What is the structure of this sentence?

1. Display or project:

“In the late 1700s, the Northwest Territory was home to Native American tribes such as the Miami, Shawnee, Kickapoo, Lenni, Lenape, and Chippewa.”

From The Louisiana Purchase: From Independence to Lewis and Clark

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:

- a. This sentence means that Native Tribes lived in the Northwest Territory.
- b. Students might say they noticed commas and conjunctions.
- c. Students should understand that the parts of this sentence are introductory phrase + comma + independent clause + period.
- d. They should understand that the introductory phrase answers the question “When did the Miami Shawnee, Kickapoo, Lenni, Lenape, and Chippewa live in the Northwest Territory?”

4. Display or project:

In the 1780s, settlers forced Native American tribes to sign contracts to give up their land.

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

Student Look-Fors:

- a. 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.

b. They should also identify that the introductory phrase answers the question “When?”

6. Say: “Now let’s build a quality sentence about Thomas Jefferson’s interest in buying the Louisiana Territory.”

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. In the 1800s, President Thomas Jefferson wanted to buy the Louisiana Territory to make the nation larger.

7. 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 introductory clauses below.”

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:

a. Introductory clause (when) + comma + (subject)independent clause

b. _____, _____.

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

The Louisiana Purchase: From Independence to Lewis and Clark
Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

“In the late 1700s, the Northwest Territory was home to Native American tribes such as the Miami, Shawnee, Kickapoo, Lenni, Lenape, and Chippewa.”

From The Louisiana Purchase: From Independence to Lewis and Clark

_____, Monroe and Livingston _____.

_____, President Jefferson _____.

_____, Lewis and Clark _____.

Explain how early Americans helped the United States grow into a larger nation.

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 early Americans helped the United States grow into a large nation.”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with an introductory clause that answer “when.”
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - In 1803, Monroe and Livingston purchased the Louisiana Territory.
 - In 1803, President Jefferson commissioned Lewis and Clark to make maps of the Louisiana Territory.
 - In 1806, Lewis and Clark returned to their home with maps of the Louisiana Territory.

- The introductory phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory phrase explains when the dependent clause occurred.

The Louisiana Purchase: Would You Close the Deal?

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

President Jefferson did not want Napoleon to control the port of New Orleans, and he was afraid that Napoleon would build an empire in North America.

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 President Jefferson did not want Napoleon to have the Louisiana Territory..
 - President Jefferson did not want Napoleon to control the port of New Orleans.
 - President Jefferson did not want Napoleon to own land in North America.
4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. "Another way to say this sentence is..."
 - b. "I made meaning of this sentence by..."
 - c. "I looked at..."
 - d. "I noticed that..."

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

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

The Louisiana Purchase: Would You Close the Deal?

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

1. Display or project:

President Jefferson did not want Napoleon to control the port of New Orleans, and he was afraid that Napoleon would build an empire in North America.

- 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 provides two reasons President Jefferson did not want Napoleon to have the Louisiana Territory.
 - Changing the comma into a period would make the first clause in the sentence a complete sentence.
 - The second clause in the sentence could be a complete sentence if *and* was removed.
 - There are two complete sentences joined by a conjunction *and*. *And* joins two ideas together - the two reasons Jefferson wanted to buy the Louisiana Territory.
 - There is a comma before *and*.
 - This is a compound sentence because there are two complete sentences joined by a conjunction and a comma.

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

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

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.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 3, the skills that need to be reinforced in grade 3, and the skills that need to be explicitly taught in grade 3.

The Louisiana Purchase: Would You Close the Deal?

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

1. Display or project:

President Jefferson did not want Napoleon to control the port of New Orleans, and he was afraid that Napoleon would build an empire in North America.

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?	President Jefferson
Did/will DO WHAT?	Did not want Napoleon to own the Louisiana Territory
WHEN did who do what?	N/A
WHERE did who do what?	N/A
WHY did who do what?	Jefferson did not want Napoleon to control the port or own land
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:

- President Jefferson did not want Napoleon to control the port of New Orleans or own land in North America.
 - Students should conclude that this is the reason that President Jefferson wanted to buy the Louisiana Territory.
7. After several minutes, ask a few students to share their statements with the class.
 8. Prompt students to revise or adjust their written responses based on what their classmates shared.

The Louisiana Purchase: Would You Close the Deal?

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

1. Display or project:

President Jefferson did not want Napoleon to control the port of New Orleans, and he was afraid that Napoleon would build an empire in North America.

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 states that President Jefferson did not want Napoleon to control the port of New Orleans or own land in North America.
- Students might say they noticed a who, or subject.
- Students might say they noticed an independent clause comma + conjunction + independent clause + period.
- Students should understand that the parts of this sentence are independent clause + comma + conjunction + independent clause + period.
- They should understand that the clauses answer the question "What two reasons did President Jefferson have for wanting to buy the Louisiana Territory?"

4. Display or project:

The port of New Orleans provides many natural resources, and it allows people to ship goods to other places in the world.

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, comma, conjunction (and), and a second independent clause.

6. Say: "Now let's build a quality sentence about why settlers moved west."
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:

- Settlers wanted a better chance at life, and they wanted access to the port so they could trade goods.

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 independent clauses that can be joined with a conjunction. Record these independent clauses. 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:

- Independent clause + comma + conjunction + independent clause
- _____, and _____.

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.

10.

The Louisiana Purchase: Would You Close the Deal?

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

President Jefferson did not want Napoleon to control the port of New Orleans, and he was afraid that Napoleon would build an empire in North America.

_____, and _____.

Explain why the Louisiana Territory was desirable to so many people.

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 why the Louisiana Territory was desirable to so many people.”
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 that answers who and why.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - The Louisiana Territory made the nation larger, and it gave control over the port of New Orleans.
 - American settlers wanted to expand their way of life, and they wanted to use the port of New Orleans to sell their goods.
- The independent clause should have a clear relationship with the second independent clause that follows it. For example in the first look-for above, both the first and second independent clause tell why the Louisiana Territory was desirable to Napoleon.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “The Louisiana Territory made _____, and it gave _____.”

Louisiana Purchase: Would You Close the Deal?

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

Napoleon sold the Louisiana Territory because North America was too far for him to control, and he needed money for war in Europe.

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 Napoleon sold the Louisiana Territory for two reasons. The first is that America was too far for him to control. The second reason he sold the Louisiana Territory was because he needed money to fight wars.
4. After several minutes, ask a few students to share how they paraphrased or interpreted the quotation. Prompt students to use the following stems to guide the conversation.
 - a. "Another way to say this sentence is..."
 - b. "I made meaning of this sentence by..."
 - c. "I looked at..."
 - d. "I noticed that..."

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

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

The Louisiana Purchase: Would You Close the Deal?

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

1. Display or project:

Napoleon sold the Louisiana Territory because North America was too far for him to control, and he needed money for war in Europe.

- 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 two reasons Napoleon wanted to sell the Louisiana Territory.
 - There are two complete sentences joined by a conjunction *and*. *And* joins two ideas together. In this sentence, *and* joins the two reasons Napoleon wanted to sell the Louisiana Territory.
 - There is a comma before *and*.
 - There is another conjunction in this sentence - *because*. In this sentence, there is a simple sentence followed by *because*.
 - This is a compound sentence because there are two complete sentences joined by a conjunction and a comma.

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

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

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

⁶ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 3, the skills that need to be reinforced in grade 3, and the skills that need to be explicitly taught in grade 3.

The Louisiana Purchase: Would You Close the Deal?
Mentor Sentence 4: What do I know this sentence means?

1. Display or project:

Napoleon sold the Louisiana Territory because North America was too far for him to control, and he needed money for war in Europe.

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?	Napoleon
Did/will DO WHAT?	wanted to sell the Louisiana Territory
WHEN did who do what?	N/A
WHERE did who do what?	N/A
WHY did who do what?	he needed money to fight wars and North America was too far
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:

- Napoleon wanted to sell the Louisiana Territory because North America was too far and he needed money for wars in a different place.

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

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

The Louisiana Purchase: Would You Close the Deal?

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

1. Display or project:

Napoleon sold the Louisiana Territory because North America was too far for him to control, and he needed money for war in Europe.

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 Napoleon sold the Louisiana Territory because America was too far for him to control and he needed money to fight wars in Europe.
- Students might say they noticed "who," or a subject.
- Students might say they noticed an independent clause comma + conjunction + independent clause + period.
- Students should understand that the parts of this sentence are independent clause comma + conjunction + independent clause + period.
- They should understand that the conjunction *because* signals the reader that we are about to find out *why* Napoleon sold the territory.

4. Display or project:

Americans signed a three year treaty with Spain so that they could use the Mississippi River, and they could deposit goods in the Port of New Orleans.

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, are two independent clauses joined by a comma and conjunction.
- Students should identify that instead of *because* this sentence includes the conjunction *so*.
- “*so that Americans could use the Mississippi River*” tells the reader the result of America signing the treaty.

6. Say: “Now let’s build a quality sentence about one event that led to the United States acquiring the Louisiana Territory.”
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- The United States acquired the Louisiana Territory because Thomas Jefferson became president, and he wanted to grow the nation.
- The United States acquired the Louisiana Territory so settlers could use the port of New Orleans, and they could send lumber and fur to Europe.

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 subject below.”
9. Prompt students to identify other subjects that signal why the port of New Orleans was important. Record those subjects. 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:

- Independent clause + conjunction + dependent clause + comma + conjunction + independent clause
- _____ because _____, and _____.

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

The Louisiana Purchase: Would You Close the Deal?

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

Napoleon sold the Louisiana Territory because North America was too far for him to control, and he needed money for war in Europe.

_____ because _____, and _____.

_____ so _____, and _____.

Explain a challenge that an explorer might face coming to the new land.

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. Ask, "What challenges might an explorer face when coming to this new land?"
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 a subject that answers "who."
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:
 - An explorer might be scared because he is in an unfamiliar place, and he does not know the sounds of the new land.
 - An explorer might feel lonely because he does not know the language of the Native Americans, and he can not ask for anything that he needs.