

Grade 05: Wonderstruck 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.

Wonderstruck

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

“Taking in all the colors and smells and movements, he felt like he’d fallen over the edge of a waterfall.”

From *Wonderstruck: Part 2*

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 Ben’s senses of sight and feeling were overwhelming. It was a rush.

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.

Wonderstruck

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

1. Display or project:

“Taking in all the colors and smells and movements, he felt like he’d fallen over the edge of a waterfall.”

From Wonderstruck: Part 2

- 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 more more sentences?”
 - c. “What phrases or clauses do you notice? How do those help you understand this sentence?”
 - d. “What punctuation do you notice? How does the punctuation help you understand the sentence?”
 5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
 6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. “We noticed...which means...”
 - b. “We knew...so we...”

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links. After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- a. “They noticed...which meant...”
- b. “They knew...so they...”

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - Students may notice that this sentence starts with a phrase that describes Ben. They might identify it as a participial phrase.
 - There is a comma after the introductory phrase/element, which helps set off the first phrase from the rest of the sentence. It makes it stand out, so the information in that phrase must be important to the meaning of the sentence.
 - There is a long independent clause with lots of parts to it.
 - The independent clause is *he felt like he'd fallen over the edge of a waterfall*.
 - *Like he'd fallen* is an adverbial phrase that describes how Ben felt.
 - Students might notice the prepositional phrases - *over the edge* and *of a waterfall*.

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 prepositional phrases or using 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 5, the skills that need to be reinforced in grade 5, and the skills that need to be explicitly taught in grade 5.

MENTOR SENTENCES

Wonderstruck

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

1. Display or project:

“Taking in all the colors and smells and movements, he felt like he’d fallen over the edge of a waterfall.”

From *Wonderstruck: Part 2*

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. Prompt students to use information from the sentence, as well as the text *Wonderstruck* to answer the questions.

WHO/WHAT?

he

Did/will **DO WHAT?**

felt

WHEN did who do what?

while looking for his dad

WHERE did who do what?

on the city street

WHY did who do what?

like he had fallen over the edge of a waterfall

HOW did who do what?

because he couldn’t hear

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

Student Look-Fors:

- While looking for his dad on the city street, Ben felt like he had fallen over the edge of a waterfall because he couldn’t hear and his senses were heightened.

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.

Wonderstruck

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

1. Display or project:

“Taking in all the colors and smells and movements, he felt like he’d fallen over the edge of a waterfall.”

From *Wonderstruck: Part 2*

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:

- Students may notice that this sentence starts with a phrase that describes Ben. They might identify it as a participial phrase.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- There is a comma after the introductory phrase/element, which helps set off the first phrase from the rest of the sentence. It makes it stand out, so the information in that phrase must be important to the meaning of the sentence.
- There is a long independent clause with lots of parts to it.
- The independent clause is *he felt like he’d fallen over the edge of a waterfall*.
- *Like he’d fallen* is an adverbial phrase that describes how Ben felt.
- Students might notice the prepositional phrases - *over the edge* and *of a waterfall*.
- Students should understand that the parts of this sentence are participial phrase + comma + independent clause + punctuation
- They should understand that the participial phrase answers the question “What was Ben doing?”

4. Display or project:

Knocked to the ground again, Ben realized that his money was stolen.

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 participial phrase followed by a comma and then an independent clause.
- They should also identify that the introductory phrase answers the question "What happened to Ben?"

- Say: "Both of these sentences begin with a participial phrase. A participial phrase begins with a verb ending in -ing, -ed, or another irregular form. A participial phrase serves as an adjective and modifies a noun. In both of our sentences, the participial phrase describes Ben."
- Say: "Now let's build a quality sentence about what happens when Ben goes to find his father using a participial phrase."
- 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:

- Staring at the photo, the woman looked displeased.
- Watching the woman talk, Ben realized it would be difficult to communicate.

- Say: "Now let's construct frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include a participial phrase."
- Prompt students to identify other participial phrase which might be used in their writing. Record those phrases. 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:

- Realizing he had no money, _____.
- Making sure no one was looking, _____.
- Following the map, _____.

- 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.

Wonderstruck

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

“Taking in all the colors and smells and movements, he felt like he’d fallen over the edge of a waterfall.”

From *Wonderstruck: Part 2*

Realizing he had no money, _____.

Making sure no one was looking, _____.

Following the map, _____.

Describe what happened when Ben reached the museum.

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the prompt, “Describe what happened when Ben reached the museum.”
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 participial phrases that modify the subject of the sentence.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Realizing he had no money, Ben snuck by the guard when he was distracted.
 - Making sure no one was looking, he ate the leftover food from the tray.
 - Following the map, Ben took the elevator to the top floor.
- The participial phrase should modify the noun that follows it. For example in the first look-for above, the participial phrase explains Ben’s actions.

Note: Less complete sentence stems may be provided, as needed, as a method of differentiated support. For example, “Realizing _____, _____.”

Wonderstruck

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

Jamie tried to teach sign language, but Ben became frustrated.

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 Ben was frustrated that he did not know how to communicate.

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.

Wonderstruck

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

1. Display or project:

Jamie tried to teach sign language, but Ben became frustrated.

- 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. "How many verbs are in this sentence? What are their functions?"
 - f. "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 that Ben became frustrated when he couldn't learn sign language.
 - This sentence includes two independent clauses connected by the conjunction *but*. *But* signals a shift in idea. In this sentence, the reader should understand that Jamie tried, but failed because Ben became frustrated.
 - There is a comma before *but*.
 - Students might identify *to teach* as a verb. This is an infinitive phrase.
 - The first independent clause is *Jamie tried to teach sign language*. The second independent clause is *Ben became frustrated*.
 - This is a compound sentence because it is made up of two independent clauses joined by a 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.

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 5, the skills that need to be reinforced in grade 5, and the skills that need to be explicitly taught in grade 5.

Wonderstruck

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

1. Display or project:

Jamie tried to teach sign language, but Ben became frustrated.

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?	Jamie
(Did/will) DO WHAT?	tried to teach
WHEN did who do what?	N/A
WHERE did who do what?	N/A
WHY did who do what?	N/A
HOW did who do what?	N/A

6. Encourage students to expand their summary sentence. Prompt them to use information from the unit texts to answer questions not provided in the original sentence.

MENTOR SENTENCES

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?

Jamie

ried to teach

when they first met

at the museum

To communicate

sign language

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

Student Look-Fors:

- When they first met at the museum, Jamie tried to teach Ben sign language so they could communicate.
8. After several minutes, ask a few students to share their statements with the class.
 9. Prompt students to revise or adjust their written responses based on what their classmates shared.

Wonderstruck

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

1. Display or project:

Jamie tried to teach sign language, but Ben became frustrated.

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 explains that Ben became frustrated when he couldn't learn sign language.
- Students might say they noticed phrases, commas, or conjunctions.
- This sentence includes two independent clauses connected by the conjunction *but*. *But* signals a shift in idea. In this sentence, the reader should understand that Jamie tried, but failed because Ben became frustrated.
- There is a comma before *but*.
- Students might identify *to teach* as a verb. This is an infinitive phrase.
- The first independent clause is *Jamie tried to teach sign language*. The second independent clause is *Ben became frustrated*.
- This is a compound sentence because it is made up of two independent clauses joined by a conjunction.
- Students should understand that the parts of this sentence are independent clause (including infinitive phrase) + comma + coordinating conjunction + independent clause + punctuation
- Students should understand that each independent clause has an independent idea that could stand alone. The subordinating conjunction helps the reader to connect the ideas.

4. Ask: "What word in this sentence connects two complete sentences?"

Student Look-Fors:

- Students should understand that *but* connects two complete sentences (*Jamie tried to teach sign language* and *Ben became frustrated*).

5. Say: "Remember, conjunctions connect words, phrases, or clauses in a sentence and signal different relationships between ideas. Sometimes conjunctions add on ideas and sometimes conjunctions signal a change or contrast in ideas. They show how ideas relate in a sentence, so as we read, we better understand what a

writer means. When we write, we use conjunctions to expand our sentences and make sure our meaning is clear to the reader.”

6. Display or project:

Jamie turned on the record player to listen, but Ben could not hear the sound.

Ben wanted to call his family, and Jamie ignored his request.

7. Ask: “How are these sentences similar to the mentor sentence?”

Student Look-Fors:

- Students should identify that the structures are similar--these examples, like the mentor sentence, are compound sentences.
- Students should explain that the function of the conjunction in the sentences is to show how the ideas on each side of the conjunction connect. For example, in the first example, the second independent clause explains that Ben could not hear, so the conjunction *but* is used to signal a change in direction.
- Students might notice the infinitive phrases *to listen* and *to call*.

8. Say: “Like the mentor sentence, both of these examples include infinitive phrases. An infinitive phrase includes the word *to* and a verb. An infinitive phrase can act as a noun, adjective, or object. For example, in the second sentence above, the infinitive phrase *to call* is working as a direct object.
9. Say: “Now let’s build a quality compound sentence about what Ben found while looking through the files using an infinitive phrase and a conjunction.”
10. 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:

- Ben looked through the files to find clues, and he discovered pictures and letters from M.

11. Say: “Now let’s build a sentence frame to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences.”
12. Display an anchor chart, or provide students with a list, of coordinating conjunctions and guide students to identify the relationships they signal. 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 (including infinitive phrase) + comma + coordinating conjunction + independent clause + punctuation
- _____, and _____
 but
 so
 or

What relationships do these conjunctions signal?

Cause and effect	Under certain conditions	Comparison (Addition)	Contrast
so	or	and	but

13. 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.

Wonderstruck

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

Jamie tried to teach sign language, but Ben became frustrated.

_____, and _____
 but
 so
 or

Explain why Jamie didn't want Ben to find his father.

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.

Note: As needed, provide additional support to students by assigning an infinitive phrase and/or a coordinating conjunction to students and/or provide them with a sentence frame, such as

_____ to find _____, but _____.

3. Read the prompt aloud, "Explain why Jamie didn't want Ben to find his father."
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 to include an infinitive phrase in their compound sentence.
6. Remind students to select a coordinating conjunction to signal the appropriate connection of ideas in their sentences.
7. Encourage students to refer to unit texts to ensure their responses are correct.

Student Look-Fors:

- Jamie wanted Ben to stay, and he did not tell his father about Ben.
- Ben wanted to find his father, but Jamie did not want to lose his friend.
- Jamie enjoyed having Ben at the museum, so he lied to avoid losing him.

"The Story of My Life"

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

"I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps."

From "The Story of My Life"

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 although Helen Keller did not know what was going to happen, she could tell from her mother that something was about to occur.

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 Story of My Life"

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

1. Display or project:

"I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps."

From "The Story of My Life"

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

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

- e. "They noticed...which meant..."
- f. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - Students should notice that this is a compound sentence. The sentence contains two independent clauses *I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen* and *I went to the door and waited on the steps.*
 - The conjunction *so* is used to show a cause and effect relationship between the ideas in the two clauses.
 - There is a comma before *so* to set a part the conjunction and the second independent clause.
 - Prepositional phrases include *from my mother's signs, from the hurrying, in the house, to the door, on the steps.* These phrases answer "which one?," "how?," "when?," "where?"

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. 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 5, the skills that need to be reinforced in grade 5, and the skills that need to be explicitly taught in grade 5.

MENTOR SENTENCES

"The Story of My Life"

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

1. Display or project:

"I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps."

From "The Story of My Life"

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?

I

guessed

N/A

in the house

from my mother's signs

HOW did who do what?

vaguely

6. Say: "Write and complete the sentence stem underneath the sentence. Make sure to put the sentence into your own words."

Student Look-Fors:

- Helen Keller guessed from her mother's signs that something was about to happen.
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 Story of My Life"

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

1. Display or project:

"I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps."

From "The Story of My Life"

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:

- "I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps."
 - Students should notice that this is a compound sentence. The sentence contains two independent clauses *I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen* and *I went to the door and waited on the steps*.
 - The conjunction *so* is used to show a cause and effect relationship between the ideas in the two clauses.
 - There is a comma before *so* to set a part the conjunction and the second independent clause.
 - Prepositional phrases include *from my mother's signs, from the hurrying, in the house, to the door, on the steps*. These phrases answer "which one?," "how?," "when?," "where?"
 - Students should understand the parts of this sentence are independent clause + comma + conjunction + independent clause + punctuation
4. Say: "Prepositional phrases are phrases that act as adjectives or adverbs. These phrases can modify a noun or verb in the sentence."

5. Display or project:

Annie and Helen walked down the path to the well-house, and Annie stopped at the well.
 Annie placed Helen's hand under the water, but Helen was unsure of the meaning.

6. Ask: "How are these sentences similar to the mentor sentence?"

Student Look-Fors:

- Students should identify that similar to the mentor sentence, the example sentences are compound sentences.
- The examples include correlative conjunctions - *and* and *but*.
- Students should identify that both sentences include prepositional phrases. For example, in example one, *down the path* answers the question "where?" In example two, *under the water* modifies the verb placed.

7. Say: "Now let's build a quality compound sentence about Helen's first experience with water using prepositions and prepositional phrases."

8. Guide the whole class to write a shared quality sentence imitating 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. Provide a sentence frame for students to refer to during the whole class discussion, if needed.

Student Look-Fors:

- Helen felt the cool water under her hand, and she made a connection to the motions from her teacher.

9. Say: "Now let's build a sentence frame to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences."

10. Provide students with a list of the conjunctions (*and, but, so, or*) from Mentor Sentence 2, if needed. 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 + punctuation
- _____, _____.

11. 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 Story of My Life”

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

“I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps.”

From “The Story of My Life”

How did Helen feel after learning the word “water”?

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 did Helen feel after learning the word ‘water’?”
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 to use an appropriate prepositional phrase and correlative conjunction to connect the ideas in their sentences.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- Helen felt the cool water under her hand, and her world opened.
- Helen lay in her crib, but she was too excited to sleep.
- Helen was excited for the knowledge, so she wanted to continue to other places to learn more.

“The Story of My Life”

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

“I do not remember what they all were; but I do know that mother, father, sister, teacher were among them--words that were to make the world blossom for me.”

From “The Story of My Life”

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 although the Helen did not remember all the words she learned on that day, she remembers learning names of the people she loved.

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 Story of My Life"

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

1. Display or project:

"I do not remember what they all were; but I do know that mother, father, sister, teacher were among them--words that were to make the world blossom for me."

From "The Story of My Life"

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

2. Direct students to write their answers to the two questions, recording what they notice about the sentence and how that contributes to their understanding.
3. Ask students to share their thoughts with a partner. Prompt them to use the following conversation stems to guide their initial conversations.
 - a. "I noticed...which means..."
 - b. "I knew...so I..."
4. Ask pairs to work together to describe how the sentence is put together. As needed, ask guiding questions to support students:
 - a. "What are the parts of this sentence?"
 - b. "Can we divide this sentence into two or more sentences? What do we have to remove or change?"
 - c. "What phrases or clauses do you notice? How do those help you understand this sentence?"
 - d. "What punctuation do you notice? How does the punctuation help you understand the sentence?"
 - e. "How do the commas help you to make sense of the language in 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:
 - Students may notice that there are two independent clauses connected by the conjunction *but*.
 - A semi-colon is used instead of a comma before the conjunction.
 - There are commas in this sentence to make a list.
 - The sentence includes a parenthetical element - a part of the sentence that can be removed without changing the sentence's meaning - *words that were to make the world blossom for me*.
 - A dash is used before the parenthetical element to set it apart.

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 6, the skills that need to be reinforced in grade 6, and the skills that need to be explicitly taught in grade 6.

MENTOR SENTENCES

"The Story of My Life"

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

1. Display or project:

"I do not remember what they all were; but I do know that mother, father, sister, teacher were among them--words that were to make the world blossom for me."

From "The Story of My Life"

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?	I
(Did/will) DO WHAT?	do not remember
WHEN did who do what?	N/A
WHERE did who do what?	N/A
WHY did who do what?	N/A
HOW did who do what?	N/A

6. Say: "Write and complete the sentence stem underneath the quotation. Make sure to put the sentence into your own words." Encourage students to use additional information from the unit to add to their summary sentence.

Student Look-Fors:

- Helen was so overwhelmed by learning new words that she does not remember much from that day, except learning the names of people she loved.
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 Story of My Life"

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

1. Display or project:

"I do not remember what they all were; but I do know that mother, father, sister, teacher were among them--words that were to make the world blossom for me."

From "The Story of My Life"

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:

- Students may notice that there are two independent clauses connected by the conjunction *but*.
- A semi-colon is used instead of a comma before the conjunction.
- There are commas in this sentence to make a list.
- The sentence includes a parenthetical element - a part of the sentence that can be removed without changing the sentence's meaning - *words that were to make the world blossom for me*.
- A dash is used before the parenthetical element to set it apart.
- Students should understand that the parts of this sentence are independent clause + semicolon + conjunction + independent clause including items in a series + parenthetical element + punctuation

4. Ask "What do the commas do in this sentence?"

Student Look-Fors:

- Students should identify two roles: (1) like the semicolon, a comma could be used to set apart the two independent clauses before the conjunction and (2) to separate the list of words Helen learned.

5. Say: "In this sentence, commas are used to separate items in a series. In this sentence, the comma is separating the words Helen remembers. We can use commas to show a series of nouns, verbs, phrases, and clauses."
6. Say: "Let's look at the parenthetical element *words that were to make the world blossom for me*. A parenthetical element is an additional phrase that is set apart by commas or dashes. The purposes of a parenthetical element is to add details or effect to the sentence. It is important to remember that if a parenthetical element is removed from a sentence, the sentence will still make sense and have meaning."

7. Display or project:

Annie and Helen spent a lot of time together; and Annie taught Helen many more words like doll, house, bath - words that Helen could use as she grew older.

7. Ask: "How is this sentence similar to the mentor sentence?"

Student Look-Fors:

- Students should identify that similar to the mentor sentence, these examples contain two independent clauses connected with a conjunction.
- Both sentence include commas in a series.
- Both sentences include a parenthetical element.

8. Say: "Now let's build a quality sentence about Ben's ability to communicate using commas to separate items in a series."
9. 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:

- Jamie taught Ben sign language; and Ben learned to communicate through signs, letters, and expression - always evolving in his language.

10. Say: "Now let's build a sentence frame to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences."
11. Prompt students to identify possible sentence structures for items in a series. As a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- independent clause + semicolon + conjunction + independent clause including items in a series + parenthetical element + punctuation
- _____; _____ - _____.

12. 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 Story of My Life"

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

"I do not remember what they all were; but I do know that mother, father, sister, teacher were among them--words that were to make the world blossom for me."

From "The Story of My Life"

How are Ben and Helen alike?

2. Say, "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question: "How are Ben and Helen alike?"
4. Ask students to work independently to write a quality sentence that answers the question and imitates the structure of the mentor sentence.
5. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- Ben and Helen were both unable to communicate; but they learned to love, express, and connect with others - freeing them from loneliness.