

## Grade 07: Behind the Scenes Language Task

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

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

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

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

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

<sup>2</sup> Fillmore, L. W., & Fillmore, C. J. (n.d.). What Does Text Complexity Mean for English Learners and Language Minority Students? Retrieved November 12, 2016, from [http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL\\_0.pdf](http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf)

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

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

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

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

## *Behind the Scenes*

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

1. Display or project:

“No queen could have comported herself with more calmness and dignity than did the wife of the President; she was confident and self-possessed, and confidence always gives grace.”

*From Behind the Scenes*

This sentence means...

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

#### **Student Look-Fors:**

- The sentence means that no one was more respected for her confidence and grace than Mary Todd Lincoln, the wife of the President.

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.

## *Behind the Scenes*

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

1. Display or project:

“No queen could have comported herself with more calmness and dignity than did the wife of the President; she was confident and self-possessed, and confidence always gives grace.”

*From Behind the Scenes*

- 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 demonstrates the respect that Keckley, the author, had for Mrs. Lincoln.
  - There are three independent clauses joined by a semicolon and the conjunction, *and*.
  - The semicolon joins two ideas together. The semicolon connects the reason Mrs. Lincoln is viewed with higher respect than a queen.
  - *And* joins two ideas together. In this sentence, *and* connects the reason Mrs. Lincoln is viewed as graceful.
  - There is a comma before *and*.
  - This is a compound sentence because it is made up of three independent clauses joined by a semicolon and a comma followed 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.<sup>3</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>3</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 7, the skills that need to be reinforced in grade 7, and the skills that need to be explicitly taught in grade 7.

## Behind the Scenes

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

1. Display or project:

"No queen could have comported herself with more calmness and dignity than did the wife of the President; she was confident and self-possessed, and confidence always gives grace."

From *Behind the Scenes*

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?**

wife of the President, Mary Todd Lincoln

(Did/will) **DO WHAT?**

exhibited self-respect and honor

**WHEN** did who do what?

N/A

**WHERE** did who do what?

N/A

**WHY** did who do what?

she felt confident

**HOW** did who do what?

gracefully

- 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.

**WHO/WHAT?**

wife of the President, Mary Todd Lincoln

(Did/will) **DO WHAT?**

exhibited self-respect and honor

**WHEN** did who do what?

following the inauguration

**WHERE** did who do what?

reception

**WHY** did who do what?

she felt confident in Keckley's dress

**HOW** did who do what?

gracefully

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

Student Look-Fors:

- Following her husband's inauguration, Mary Todd Lincoln gracefully exhibited self-respect and honor because she felt confident in the dress Keckley made for her to wear to the reception.

- After several minutes, ask a few students to share their statements with the class.
- Prompt students to revise or adjust their written responses based on what their classmates shared.

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

1. Display or project:

"No queen could have comported herself with more calmness and dignity than did the wife of the President; she was confident and self-possessed, and confidence always gives grace."

From *Behind the Scenes*

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 demonstrates the respect that Keckley, the author, had for Mrs. Lincoln.
- Students might say they noticed independent clauses, a semicolon, a comma, and a conjunction.
- Students should understand that the parts of this sentence are independent clause + semicolon + independent clause + comma + coordinating conjunction + independent clause + period.
- Students should understand that each independent clause has an independent idea that could stand-alone. The semicolon and the coordinating conjunction help the reader to connect the ideas.

4. Ask: "What word in this sentence connects two independent clauses?"

#### Student Look-Fors:

- Students should understand that *and* connects two independent clauses (*She was confident and self-possessed* and *Confidence always gives grace*).

5. Ask: "What punctuation in this sentence connects two independent clauses?"

#### Student Look-Fors:

- Students should understand that the semicolon also connects two independent clauses (*No queen could have comported herself with more calmness and dignity than did the wife of the President* and *She was*



*confident and self-possessed.).*

6. 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 and give the reader more information. Semicolons also connect clauses in a sentence and signal a relationship or connection between ideas.”
7. Display or project:

You are not in time, Mrs. Keckley; you have bitterly disappointed me, and I have no time now to dress.

8. Ask: “How is this sentence similar to the mentor sentence?”

**Student Look-Fors:**

- Students should identify that the structures are similar--this example, like the mentor sentence, is a compound sentence containing three independent clauses.
- Students should explain that the function of the semicolon and the conjunction in the sentences is to show how the ideas in each clause connect. For example, the second independent clause gives the result of Keckley showing up late, so the semicolon is used to signal a relationship or connection between the clauses. The third independent clause adds a reason Mrs. Lincoln is disappointed. The conjunction *and* is used to indicate a comparison and an addition.

9. Say: “Now let’s build a quality sentence about Keckley’s purpose in chapter 5.”
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:**

- Keckley’s purpose is to show Mrs. Lincoln is a real person; she sometimes acts strangely, but she is also capable of being calm and graceful.

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

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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:

\_\_\_\_\_ ; \_\_\_\_\_ and \_\_\_\_\_.

but

for

nor

or

yet

so

What relationships do these conjunctions signal?

| Cause and effect | Sequence | Under certain conditions | Comparison (Addition) | Contrast          |
|------------------|----------|--------------------------|-----------------------|-------------------|
| so<br>for        |          | or                       | and                   | but<br>nor<br>yet |

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.

## *Behind the Scenes*

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

1. Display or project:

“No queen could have comported herself with more calmness and dignity than did the wife of the President; she was confident and self-possessed, and confidence always gives grace.”

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\_\_\_\_\_ ; \_\_\_\_\_ and \_\_\_\_\_ .  
but  
for  
nor  
or  
yet  
so

How does Elizabeth Keckley view Mrs. Lincoln in chapters 5-7 of “Behind the Scenes”?

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 a coordinating conjunction to students and/or provide them with a sentence frame, such as

\_\_\_\_\_ ; \_\_\_\_\_ and \_\_\_\_\_ .

3. Read the prompt aloud, “How does Elizabeth Keckley view Mrs. Lincoln in chapters 5-7 of “Behind the Scenes”?”
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 select a coordinating conjunction to signal the appropriate connection of ideas in their sentences.
6. Encourage students to refer to unit texts to ensure their responses are correct.

**Student Look-Fors:**

- Keckley highly respects Mrs. Lincoln; she defends Mrs. Lincoln from those who do not view her positively, and she wants to expose the truth about her.
- Keckley's attitude towards Mrs. Lincoln is admiring; Keckley looks up to her, and considers her a close friend.
- Keckley sees that Mrs. Lincoln can be unreasonable; Mrs. Lincoln almost didn't attend the reception, for Keckley was late with her dress.

## *Behind the Scenes*

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

1. Provide student pairs or groups with the following sentence chunks on individual strips of paper.

if evil charges are laid

at her door

they must also be laid

at mine

since I have been a party

to all her movements

2. Direct pairs or groups to determine the meaning of each chunk and arrange the chunks into a complete sentence. As students work together, ask guiding questions and prompts to support students:
  - a. "What does each phrase mean?"
  - b. "What phrase sets the scene for the sentence?"
  - c. "What did the narrator in the sentence do?"
3. Prompt the pairs or groups to write the sentence they created. This can be done in individual reading logs, on chart paper, or using technology.
4. After several minutes, ask a few pairs or groups to share the sentence they created.
5. Ask: "What does the sentence mean?" 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..."

6. Ask students to share the similarities and differences they notice among the sentences and interpretations provided by their peers and reflect on how they would revise their original sentence or interpretation.

## *Behind the Scenes*

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

1. Display or project:

“If evil charges are laid at her door, they must also be laid at mine since I have been a party to all her movements.”

From *Behind the Scenes*

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

2. Provide student pairs or groups with the following sentence chunks on individual strips of paper.

if evil charges are laid

at her door

they must also be laid

at mine

since I have been a party

to all her movements

3. Direct pairs or groups to use the sentence chunks to explore the answers to the projected questions. As students work together, ask guiding questions and prompts to support students:
  - a. “How many ways can you rearrange this sentence and it still make sense?”
  - b. “How did you choose where to begin the sentence?”

- c. "How would you punctuate this sentence? Why?"
  - d. "What phrases or clauses do you notice? How do those help you understand this sentence?"
  - e. "Are there any conjunctions in this sentence? What do those conjunctions mean?"
4. Call on 2-3 pairs or groups to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
  5. Prompt students 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:
    - It starts with a dependent clause "If evil charges are laid."
    - 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 are two subordinating conjunctions—*if* and *since*. *If* signals a condition. The second phrase will follow the condition created by the conjunction *if*. *Since* indicates a reason signifying a cause and effect relationship within the sentence.
6. 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.
  7. 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 using apostrophes or writing different sentence types. Focus on a specific skill your students need.<sup>4</sup> It is acceptable for

<sup>4</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 7, the skills that need to be reinforced in grade 7, and the skills that need to be explicitly taught in grade 7.

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students not to understand the full meaning of the sentence on this day.



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

1. Display or project:

"If evil charges are laid at her door, they must also be laid at mine since I have been a party to all her movements."

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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?**

evil charges

(Did/will) **DO WHAT?**

laid at Mrs. Lincoln's and Keckley's doors

**WHEN** did who do what?

N/A

**WHERE** did who do what?

N/A

**WHY** did who do what?

Keckley has been a party to Lincoln

**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.

|                               |  |
|-------------------------------|--|
| <b>WHO/WHAT?</b>              | evil charges                               |
| (Did/will) <b>DO WHAT?</b>    | laid at Mrs. Lincoln's and Keckley's doors |
| <b>WHEN</b> did who do what?  | during Mr. Lincoln's presidency            |
| <b>WHERE</b> did who do what? | Washington                                 |
| <b>WHY</b> did who do what?   | Keckley has been a party to Mrs. Lincoln   |
| <b>HOW</b> did who do what?   | through circles of gossip                  |

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

**Student Look-Fors:**

- During Lincoln's presidency, evil charges which circulated circles of gossip within Washington were laid at Mrs. Lincoln's door, and Keckley feels deserving of the same evil charges because she has been a party to Mrs. Lincoln.

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.

## *Behind the Scenes*

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

1. Display or project:

"If evil charges are laid at her door, they must also be laid at mine since I have been a party to all her movements."

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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 Keckley feels deserving of the same evil charges laid upon Mrs. Lincoln because she is so closely involved with the first lady.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are dependent clause + comma + independent clause + dependent clause + period.
- The last dependent clause is not separated by a comma and answers the question "Why?"

4. Display or project:

Although the public does not know the true Mrs. Lincoln, they judge her negatively because they only have the facts upon the surface.

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 dependent clause followed by a comma and then an independent clause and a dependent clause.

- They should also identify that the last dependent clause answers the question “why?”
- The subordinating conjunction “although” signals that a contrasting idea is coming.

6. Say: “Now let’s build a quality sentence about Keckley’s tone in the preface.”
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:**

- Although Mrs. Lincoln’s life is public, Keckley uses an angry tone because she feels people are judging the first lady unfairly.

8. Say: “Now let’s construct sentences 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 subordinating conjunctions which signal when an event occurred. Record those conjunctions. 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:**

- While \_\_\_\_\_, \_\_\_\_\_.
- Even though \_\_\_\_\_, \_\_\_\_\_.
- Although \_\_\_\_\_, \_\_\_\_\_.

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.

## *Behind the Scenes*

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

1. Display or project:

"If evil charges are laid at her door, they must also be laid at mine since I have been a party to all her movements."

From *Behind the Scenes*

While \_\_\_\_\_,

Even though \_\_\_\_\_,

Although \_\_\_\_\_,

Explain Keckley's purpose for writing her memoir.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "What is Keckley's purpose for writing her memoir?"
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 dependent clauses that signal a contrast.
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:
  - While the public holds negative opinions of Mrs. Lincoln, Keckley wishes to introduce a more positive side of the first lady because Keckley has a high amount of respect for her.
  - Even though Mrs. Lincoln has been misjudged, Keckley hopes to change negative opinions because she shared a close relationship with Mrs. Lincoln behind the scenes.
  - Although the public has been critical of Mrs. Lincoln, Keckley believes she can counteract their negative views because her memoir will explain the motives behind Mrs. Lincoln's actions.
- The first dependent clause should have a clear contrasting relationship with the independent clause that

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follows it. For example in the first look-for above, the dependent clause explains that the public has negative opinions of Mrs. Lincoln and the independent clause explains that Keckley's memoir sheds a positive light.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "While the public holds negative opinions of her, \_\_\_\_\_."

## *Behind the Scenes*

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

1. Provide student pairs or groups with the following sentence chunks on individual strips of paper.

in chapter 10

Keckley uses imagery

of lightness and darkness

to represent multiple contrasting relationships

good and evil, freedom and slavery, and knowledge and ignorance

2. Direct pairs or groups to determine the meaning of each chunk and arrange the chunks into a complete sentence. As students work together, ask guiding questions and prompts to support students:
  - a. "What does each phrase mean?"
  - b. "What phrase sets the scene for the sentence?"
  - c. "What did Keckley do?"
3. Prompt the pairs or groups to write the sentence they created. This can be done in individual reading logs, on chart paper, or using technology.
4. After several minutes, ask a few pairs or groups to share the sentence they created.
5. Ask: "What does the sentence mean?" 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..."

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6. Ask students to share the similarities and differences they notice among the sentences and interpretations provided by their peers and reflect on how they would revise their original sentence or interpretation.



## Behind the Scenes

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

1. Display or project:

In chapter 10, Keckley uses imagery of lightness and darkness to represent multiple contrasting relationships: good and evil, freedom and slavery, and knowledge and ignorance.

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

2. Provide student pairs or groups with the following sentence chunks on individual strips of paper.

in chapter 10

Keckley uses imagery

of lightness and darkness

to represent multiple contrasting relationships

good and evil, freedom and slavery, and knowledge and ignorance

3. Direct pairs or groups to use the sentence chunks to explore the answers to the projected questions. As students work together, ask guiding questions and prompts to support students:
  - a. "How many ways can you rearrange this sentence and it still make sense?"
  - b. "How did you choose where to begin the sentence?"
  - c. "How would you punctuate this sentence? Why?"
  - d. "What phrases or clauses do you notice? How do those help you understand this sentence?"
  - e. "Are there any conjunctions in this sentence? What do those conjunctions mean?"

4. Call on 2-3 pairs or groups to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
5. Prompt students 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:
  - It starts with a prepositional phrase that answers the question "Where did Keckley use imagery?"
  - 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 are no conjunctions in this sentence.
  - There is a colon before a list of three things separated by commas.
  - The phrase and the clause before the colon make a complete sentence.
  - The colon introduces a list.

6. 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.
7. 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 using apostrophes or writing different sentence types. Focus on a specific skill your students need.<sup>5</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>5</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 7, the skills that need to be reinforced in grade 7, and the skills that need to be explicitly taught in grade 7.

## Behind the Scenes

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

1. Display or project:

In chapter 10, Keckley uses imagery of lightness and darkness to represent multiple contrasting relationships: good and evil, freedom and slavery, and knowledge and ignorance.

This sentence means...

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

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

Summary Sentence: \_\_\_\_\_

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

**WHO/WHAT?**

(Did/will) **DO WHAT?**

**WHEN** did who do what?

**WHERE** did who do what?

**WHY** did who do what?

**HOW** did who do what?

Elizabeth Keckley

uses imagery of lightness and darkness

N/A

in chapter 10 of her memoir

to represent contrasting relationships

N/A

- 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.

**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?

Elizabeth Keckley

uses imagery of lightness and darkness

while describing President Lincoln's second inauguration ceremony

in chapter 10 of her memoir

to represent contrasting relationships

by describing the sunshine and the clouds

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

**Student Look-Fors:**

- While describing President Lincoln's second inauguration ceremony in chapter 10 of her memoir, Elizabeth Keckley uses imagery of lightness and darkness by describing the sunshine and the clouds to represent contrasting relationships such as good and evil, freedom and slavery, and knowledge and ignorance.

- After several minutes, ask a few students to share their statements with the class.
- Prompt students to revise or adjust their written responses based on what their classmates shared.

## *Behind the Scenes*

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

1. Display or project:

In chapter 10, Keckley uses imagery of lightness and darkness to represent multiple contrasting relationships: good and evil, freedom and slavery, and knowledge and ignorance.

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 Keckley uses imagery of lightness and darkness to represent contrasting relationships such as good and evil, freedom and slavery, and knowledge and ignorance.
- Students might say they noticed prepositional phrases, commas, or colons.
- Students should understand that the parts of this sentence are introductory phrase + comma + independent clause + colon + parallel list + period.
- They should understand that the introductory phrase answers the question "Where does Keckley use imagery?"

4. Display or project:

In "Notable Visitors", Fredrick Douglass uses many words and phrases to convey an antagonistic tone: seized, forbidden to enter, and order my admission.

In "Notable Visitirs", Fredrick Douglass uses many words and phrases to convey a pleasant tone: gentleman, sea of beauty and elegance, and cordial shake.

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

**Student Look-Fors:**

- Students should identify that the structures are similar--these examples, like the mentor sentence, begin with an introductory phrase followed by a comma and then an independent clause.
- They should also identify that the parts of the sentences before the colons create stand alone sentences.

6. Say: “Now let’s build a quality sentence about Keckley’s purpose for writing about Douglass attending the inauguration ball in chapter 10.”
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:**

- In chapter 10, Keckley speaks of Frederick Douglass attending the inauguration ball to develop her feelings towards President Lincoln: admiring, proud, and hopeful.

8. Say: “Now let’s construct sentences to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include colons and parallel lists below.”
2. Prompt students to brainstorm a ideas for things that can be listed this way. Record those brainstorms. 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.
- 9.

**Student Look-Fors:**

- \_\_\_\_\_, \_\_\_\_\_: what she wears, what she says, and how she reacts.
- \_\_\_\_\_, \_\_\_\_\_: materialistic, emotionally unstable, and dishonest.

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.

## *Behind the Scenes*

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

1. Display or project:

In chapter 10, Keckley uses imagery of lightness and darkness to represent multiple contrasting relationships: good and evil, freedom and slavery, and knowledge and ignorance.

\_\_\_\_\_, \_\_\_\_\_: what she wears, what she says, and how she reacts.

\_\_\_\_\_, \_\_\_\_\_: materialistic, emotionally unstable, and dishonest.

Explain how Keckley's develops her point of view of Mrs. Lincoln.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "How does Keckley develop her point of view of Mrs. Lincoln?"
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 must have a independent clause before the colon.
6. Encourage students to use the unit texts to ensure they have an accurate response.

#### Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
  - In *Behind the Scenes*, Keckley develops her firsthand perspective of Mrs. Lincoln using small details: what she wears, what she says, and how she reacts.
  - In Keckley's memoir, she includes contrasting points of view to defend the First Lady against traits she considered unfair: materialistic, emotionally unstable, and dishonest.
- The introductory prepositional phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory prepositional phrase explains which text is

being referenced.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “In Keckley’s memoir, \_\_\_\_\_: materialistic, emotionally unstable, and dishonest.”



## *Behind the Scenes*

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

1. Display or project:

“When there was scarcely a friend to tell Mrs. Lincoln, the wife of the late President, goodbye, the silence was almost painful.”

*From Behind the Scenes*

This sentence means...

2. Prompt students to copy the sentence.<sup>6</sup>
3. Say: “Write and complete the sentence stem underneath the sentence.”

#### **Student Look-Fors:**

- The sentence means that as Mrs. Lincoln left the White House after her husband’s death she was shown little sympathy.

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.

## MENTOR SENTENCES

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## *Behind the Scenes*

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

1. Display or project:

“When there was scarcely a friend to tell Mrs. Lincoln, the wife of the late President, goodbye, the silence was almost painful.”

*From Behind the Scenes*

- 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. “Are there any parts of the sentence that can be removed without affecting the meaning?”
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 says Mrs. Lincoln was not shown sympathy after her husband's death.
  - There is a dependent clause (When there was scarcely a friend) followed by an independent clause (The silence was almost painful).
  - There is an appositive offset by two commas that renames and adds information about the proper noun "Mrs. Lincoln."
  - The appositive can be removed from the sentence without changing the meaning.
  - A comma is used to join the independent clause to the dependent clause.
  - This is a complex sentence because it is made up of a dependent clause interrupted by an appositive and an independent clause joined by a comma.

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

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

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.<sup>7</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>7</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 7, the skills that need to be reinforced in grade 7, and the skills that need to be explicitly taught in grade 7.

## Behind the Scenes

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

1. Display or project:

“When there was scarcely a friend to tell Mrs. Lincoln, the wife of the late President, goodbye, the silence was almost painful.”

From *Behind the Scenes*

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?**

silence

(Did/will) **DO WHAT?**

was painful

**WHEN** did who do what?

N/A

**WHERE** did who do what?

N/A

**WHY** did who do what?

no friends to say goodbye to Mrs. Lincoln

**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.

|                               |  |
|-------------------------------|--|
| <b>WHO/WHAT?</b>              | silence                                  |
| (Did/will) <b>DO WHAT?</b>    | was painful                              |
| <b>WHEN</b> did who do what?  | while leaving/after husband's death      |
| <b>WHERE</b> did who do what? | the White House                          |
| <b>WHY</b> did who do what?   | no friends to say goodbye to Ms. Lincoln |
| <b>HOW</b> did who do what?   | N/A                                      |

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

**Student Look-Fors:**

- While leaving the White House after President Lincoln's death, the silence was painful because there were no friends to say goodbye to Mrs. Lincoln.

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.

## *Behind the Scenes*

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

1. Display or project:

“When there was scarcely a friend to tell Mrs. Lincoln, the wife of the late President, goodbye, the silence was almost painful.”

*From Behind the Scenes*

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 says that Mrs. Lincoln was not shown sympathy after her husband’s death.
- Students might say they noticed an appositive set off by commas.
- Students should understand that the parts of this sentence are beginning of dependent clause + comma + appositive + comma + end of dependent clause + comma + independent clause + period.
- Students should understand that the appositive renames the proper noun “Mrs. Lincoln” and adds information that her husband is now dead.

4. Ask: “What punctuation in this sentence connects two independent clauses?”

#### Student Look-Fors:

- Students should understand that the comma after *goodbye* connects two independent clauses (“When there was scarcely a friend to tell Mrs. Lincoln goodbye” and “The silence was painful.”).

5. Ask: “Where is there a conjunction in this sentence? What does it mean?”

#### Student Look-Fors:

- The sentence begins with the subordinating conjunction *when* which is used to tell the readers at what point there was a painful silence. In this sentence the *when* provides a reason the silence was painful. It

signals a cause and effect relationship between the clauses in the sentence.

6. 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."
7. Display or project:

Because the President, Mr. Lincoln, was fond of pets, he cared for two goats.

After her son, Willie, passed away, Mrs. Lincoln never enjoyed her time with the goats.

8. 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 complex sentences that are interrupted by an appositive offset by commas.
- Students should explain that the function of the subordinating conjunction in the sentences is to show how the independent clause relates to the dependent clause. In the first example, the *because* signals a reason the President cared for goats in the White House. In the second example, the *after* signals when Mrs. Lincoln stopped enjoying her pet goats.

9. Say: "Now let's build a quality sentence about Lincoln's assassination using an appositive and a subordinating 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:

- Because the new messenger was distracted by the play, Lincoln's killer, John Wilkes Booth, gained easy access to the President's box.

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 subordinating conjunctions and guide students to



## MENTOR SENTENCES

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:

- Because \_\_\_\_\_, the \_\_\_\_\_.
- When \_\_\_\_\_, a \_\_\_\_\_.

What relationships do these conjunctions signal?

| Cause and effect                     | Sequence               | Under certain conditions | Comparison (Addition) |
|--------------------------------------|------------------------|--------------------------|-----------------------|
| so<br>as<br>because<br>that<br>since | after<br>until<br>when | unless<br>that           | as                    |

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.

## *Behind the Scenes*

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

1. Display or project:

“When there was scarcely a friend to tell Mrs. Lincoln, the wife of the late President, goodbye, the silence was almost painful.”

*From Behind the Scenes*

Because \_\_\_\_\_, the \_\_\_\_\_.

When \_\_\_\_\_, a \_\_\_\_\_.

Explain how Mrs. Lincoln was treated poorly after her husband’s death.

2. Say, “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read the prompt aloud, “How was Mrs. Lincoln treated poorly after her husband’s death?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students to select a subordinating conjunction to signal the appropriate connection of ideas in their sentences.
6. Encourage students to refer to unit texts to ensure their responses are correct.

#### Student Look-Fors:

- Because Andrew Johnson, the successor to President Lincoln, showed no sympathy towards Mrs. Lincoln, Keckley wrote about him with callousness.
- When Mrs. Lincoln took her husband’s favorite piece of furniture, a nightstand, from the White House, some people thought of her as desperate and selfish.