

## Grade 07: The Giver Language Task

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

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

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

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

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<sup>1</sup> Shanahan, T., Fisher, D., & Frey, N. (2012, March). The Challenge of Challenging Text. *Educational Leadership*, 69(6), 58-62. Retrieved from

<http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/The-Challenge-of-Challenging-Text.aspx>

<sup>2</sup> Fillmore, L. W., & Fillmore, C. J. (n.d.). What Does Text Complexity Mean for English Learners and Language Minority Students? Retrieved November 12, 2016, from

[http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL\\_0.pdf](http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf)

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

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

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

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

### *The Giver*

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

1. Display or project:

“One at a time - there was always fifty in each year’s group, if none had been released - they had been brought to the stage by the Nurterers who had cared for them since birth.”

*From The Giver*

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 fifty infants were brought to the stage by the Nurterers who cared for them.

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 Giver*

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

1. Display or project:

“One at a time - there was always fifty in each year’s group, if none had been released - they had been brought to the stage by the Nurterers who had cared for them since birth.”

*From The Giver*

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

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

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

following conversation stems to guide their rephrasing.

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

## Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
  - This sentence explains what happens to the infants.
  - This sentence tells the reader that even infants can be released from the community.
  - There is one complete sentence that includes independent and dependent clauses.
  - *Who had cared for them since birth* describes the role of the Nurturer.
  - Dashes separate *there was always fifty in each year's group, if none had been released*. This is an interjection in the middle of the sentence that provides clarifying information.
  - The sentence would still exist without the information in the dashes.
  - This is a complex sentence. This sentence includes one independent clause and one dependent clause.
  - Students may call this a compound sentence because of the parenthetical element. Remind students that a compound sentence is made up of two independent clauses joined by a conjunction.

7. Say: "A parenthetical element is a word or group of words that interrupts the flow of the sentence and adds additional information to that sentence. Without the parenthetical element, the sentence still makes sense. In this sentence, the parenthetical element is *there was always fifty in each year's group, if none had been released*. A parenthetical element can be at the beginning, middle, or end of a sentence and is separated by commas, parentheses, or dashes."
8. 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.
9. 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, commas, or parentheses. 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.

# MENTOR SENTENCES

## *The Giver*

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

1. Display or project:

“One at a time - there was always fifty in each year’s group, if none had been released - they had been brought to the stage by the Nurterers who had cared for them since birth.”

From *The Giver*

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.

<b>WHO/WHAT?</b>	they
(Did/will) <b>DO WHAT?</b>	had been brought
<b>WHEN</b> did who do what?	one at a time
<b>WHERE</b> did who do what?	to the stage
<b>WHY</b> did who do what?	N/A
<b>HOW</b> did who do what?	by the Nurterers

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.

**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?

they

had been brought

one at a time

to the stage

so that the infants could be named and assigned

by the Nurterers

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

**Student Look-Fors:**

- One at a time, the infants had been brought to the stage by the Nurterers so that they could be named and assigned a family.

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.

## *The Giver*

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

1. Display or project:

“One at a time - there was always fifty in each year’s group, if none had been released - they had been brought to the stage by the Nurturers who had cared for them since birth.”

*From The Giver*

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 sentences means that the infants were assigned a name and family at the age of one.
  - Students might say they noticed dashes, an apostrophe to show ownership, and a comma.
  - Students should understand that the parts of this sentence are introductory phrase + dash + parenthetical element + dash + independent clause + dependent clause + punctuation
  - Students should understand the the parenthetical element is not necessary to the meaning of the sentence.
4. Say: “Remember, a parenthetical element is a word or group of words that interrupts the flow of the sentence and adds additional information to that sentence. Without the parenthetical element, the sentence still makes sense. As writers, we use parenthetical elements to emphasize a thought or to interrupt the flow of a sentence to place emphasis.”
  5. Ask: “What additional information does the parenthetical element provide in our mentor sentence?”

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

- Students should understand that the parenthetical element tells the reader how many infants were a part of the ceremony, if none had been released. This lets the reader know that a release is possible, even for an infant.



6. Display or project:

“His name - if he makes it to the Naming without being released, of course - is to be Gabriel.”

“Well, it was clear to me - and my parents later confessed that it had been obvious to them, too - what my aptitude was.”

*From The Giver*

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 complex sentences.
- Students should explain that both sentences include an independent and dependent clause.
- Both sentences include a parenthetical element like the mentor sentence.
- Students might notice that the parenthetical element in the mentor sentence could stand alone as an independent clause and in these sentences, it could not.

8. Say: “Now let’s build a quality sentence about the job of the Receiver.”

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:

- The Receiver - the most important Elder - was only bothered to make decisions about important things.

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.”

Student Look-Fors:

- introductory phrase + dash + parenthetical element + dash + independent clause + dependent clause + punctuation
- \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_.

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.

## *The Giver*

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

1. Display or project:

“One at a time - there was always fifty in each year’s group, if none had been released - they had been brought to the stage by the Nurturers who had cared for them since birth.”

*The Giver*

\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_.

How does Jonas feel about his future?

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 Jonas feel about his future?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should include a parenthetical element in their sentence.
6. Encourage students to use the unit texts to ensure they have an accurate response.

#### Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
  - Knowing that change is coming - and unsure of what the change might be - Jonas is concerned about his friendships.
  - As he talks with his parents - gaining understanding of what will happen next - Jonas becomes reassured, but still not certain about his future.
- The parenthetical element should have a clear relationship with the complete thought of the sentence, but if it were removed, the sentence should still make meaning.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Knowing that change is coming - \_\_\_\_\_ - \_\_\_\_\_.” or “\_\_\_\_\_ - and unsure of what the change might be - \_\_\_\_\_.”

### *The Giver*

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

1. Display or project:

“He is to be alone, apart, while he is prepared by our current Receiver for the job which is the most honored in our community.”

*From The Giver*

This sentence means...

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

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

- The sentence means that Galileo could not teach or write about his work.

6. 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.

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

### *The Giver*

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

1. Display or project:

“He is to be alone, apart, while he is prepared by our current Receiver for the job which is the most honored in our community.”

*From The Giver*

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

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

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

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

## Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
  - This sentence explains that Jonas should be alone.
  - There is one independent clause and two dependent clauses.
  - The independent clause is *He is to be alone*.
  - The dependent clauses are *while he is prepared by our current Receiver for the job* and *which is the most honored in our community*.
  - There is a parenthetical element set apart by commas - *alone*.
  - There are two pronouns - *he* and *our*.
  - This is a complex sentence because it contains an independent and at least one dependent clause.

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

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

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

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

# MENTOR SENTENCES

## *The Giver*

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

1. Display or project:

“He is to be alone, apart, while he is prepared by our current Receiver for the job which is the most honored in our community.”

*From The Giver*

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.

<b>WHO/WHAT?</b>	he
(Did/will) <b>DO WHAT?</b>	Is to be
<b>WHEN</b> did who do what?	N/A
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	N/A
<b>HOW</b> did who do what?	alone

## MENTOR SENTENCES

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.

**WHO/WHAT?**

he

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

Is to be

**WHEN** did who do what?

while he prepares

**WHERE** did who do what?

at home, at training

**WHY** did who do what?

to focus on his training

**HOW** did who do what?

alone

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

**Student Look-Fors:**

- In order to focus his energy on training, Jonas is to be alone at home and before and after training.

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.

### *The Giver*

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

1. Display or project:

“He is to be alone, apart, while he is prepared by our current Receiver for the job which is the most honored in our community.”

*From The Giver*

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 Jonas will be alone while he prepares for his job.
- Students might say they noticed pronouns, prepositional phrases, or commas.
- Students should understand that the parts of this sentence are independent clause + comma + parenthetical element + comma + dependent clause + dependent clause + punctuation.
- Students should understand that each independent clause has an independent idea that could stand alone. The dependent clauses provide more information to the reader.

4. Ask: “What word or words in this sentence takes the place of a noun?”

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

- Students should understand that *he* and *our* are pronouns that take the place of nouns in the sentence.
- *He* takes the place of Jonas, the subject of the sentence.
- *Our* take the place of the community and shows possession of the current Receiver.

5. Say: “Remember, pronouns are words that take the place of nouns. A subjective pronoun takes the place of the subject of the sentence. In this sentence, the pronoun *he* takes the place of the subject Jonas. An objective pronoun acts as the object of the sentence and receives the verb. There are no objective pronouns in our mentor sentence. A possessive pronoun tells you who owns something. In this sentence, *our* shows ownership of the Receiver. When we write, we use pronouns to make our writing clearer and less awkward.”



6. Display or project:

“What if *others* - *adults* - had received in *their* instructions the same terrifying sentence?”

“But he would have no way of knowing if the answer he received were true.”

From *The Giver*

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

Student Look-Fors:

- Students should identify that both of these sentences also include pronouns that take the place of a noun.
- The first sentence also has a parenthetical element.
- The first sentence is a simple sentence.
- The second sentence follows the same structure as the mentor sentence - it includes an independent clause and a dependent clause.
- the structures are similar--these examples, like the mentor sentence, are complex sentences.
- Students should explain that the function of the pronouns in the sentences are the same as the mentor sentence. In sentence one, the pronoun *their* shows ownership of the instructions and is a possessive pronoun. In sentence two, the pronoun *he* takes the place of Jonas as the subject of the sentence.
- Students might identify *others*. Explain to students that *others* is an indefinite pronoun because it does not refer to any specific person, thing, or amount. It refers to any member of the community who is an adult.

8. Say: “Now let’s build a quality sentence about Jonas’ first day of training.”

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:

- “He is to be alone, apart, while he is prepared by our current Receiver for the job which is the most honored in our community.”
- He lie on the bed while the Receiver gave him his first memory - snow.

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. Display an anchor chart, or provide students with a list, of pronouns and guide students to identify how they

# MENTOR SENTENCES

might be used. 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:

- \_\_\_\_\_.

What pronouns should I be using?

subjective	objective	possessive	indefinite
She He I It We They You	Her Him Me It Us Them You	Hers His Mine Its Ours Theirs Yours	All Any Both Each Few Others

- 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 Giver*

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

1. Display or project:

“He is to be alone, apart, while he is prepared by our current Receiver for the job which is the most honored in our community.”

From *The Giver*

Explain why the man told Jonas to call him the Giver.

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the prompt, “Explain why the man told Jonas to call him the Giver.”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should include subjective, objective, and/or possessive pronouns in their sentences.
6. Encourage students to use the unit texts to ensure they have an accurate response.

#### Student Look-Fors:

- “He is to be alone, apart, while he is prepared by our current Receiver for the job which is the most honored in our community.”
- An exemplar should follow the sentence frame. For example:
  - He is the Giver because he is giving Jonas the information.
  - The man is giving him the information so he is the Giver.
- Students should be using the appropriate pronoun case as indicated in the chart from the previous lesson.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “He is the Giver because \_\_\_\_\_.”

### *The Giver*

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

1. Display or project:

Waiting on the bed, Jonas was anxious to see what memory he would receive.

This sentence means...

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

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

- The sentence means that Jonas was ready and curious to see what memory he receive next.

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 Giver*

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

1. Display or project:

Waiting on the bed, Jonas was anxious to see what memory he would receive.

- 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 do the phrases modify?"
  - e. "What punctuation do you notice? How does the punctuation help you understand the sentence?"
  - f. "What is the function of the comma in this sentence?"
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
  - a. "We noticed...which means..."
  - b. "We knew...so we..."

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

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

- 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 Jonas' behavior and his feelings while waiting to receive memories.
  - "*Waiting on the bed*" is a phrase modifying Jonas.
  - "*Jonas was anxious to see*" is an independent clause. "*What memory he would receive*" is a dependent clause.
  - There is a comma after the phrase *waiting on the bed* before the main clause.
  - This is a complex sentence because it is made up of an independent clause and one or more dependent clauses.

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 commas with phrases. 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.

## *The Giver*

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

1. Display or project:

Waiting on the bed, Jonas was anxious to see what memory he would receive.

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.

<b>WHO/WHAT?</b>	Jonas
(Did/will) <b>DO WHAT?</b>	was anxious
<b>WHEN</b> did who do what?	N/A
<b>WHERE</b> did who do what?	on the bed
<b>WHY</b> did who do what?	N/A
<b>HOW</b> 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?

Jonas

was anxious

visiting the Giver for the first time

on the bed

He did not know what to expect

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:**

- When visiting the Giver for the first time, Jonas lie on the bed anxiously waiting because he did not know what to expect.
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.



## *The Giver*

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

1. Display or project:

Waiting on the bed, Jonas was anxious to see what memory he would receive.

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 Jonas is anxious about his visit with the Giver.
- Students might say they noticed phrases, commas, or clauses.
- Students should understand that the parts of this sentence are introductory phrase + comma + independent clause + dependent clause + punctuation
- Students should understand that each independent clause has an independent idea that could stand alone.
- The introductory phrase modifies Jonas.

4. Ask: "What does the introductory phrase tell us about Jonas?"

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

- Students should understand that phrase tells the reader where Jonas is waiting.

5. Say: "The phrase *waiting on the bed* is a participial phrase. A participial phrase will begin with a present or past participle. The present participle will end in -ing and a past participle will end in -ed. Participial phrases act as adjectives modifying a noun."
6. Display or project:

Surprised at the colors, Jonas questioned the Giver and the decisions made from those who came before him.

Wanting Jonas to learn more, the Giver showed him the colors of a rainbow.

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 complex sentences.
- Students should identify that these sentences start with a participial phrase that modifies the noun.
- Students should explain that the first example has a participle that ends in -ed because it is a past participle, while the second example includes a participle that ends in -ing because it is a present participle.

8. Say: “Now let’s build a quality sentence about purpose of the Receiver in the community.”

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:**

- Holding all the emotions and pain, the Receiver stores all the memories of the past.

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.”

**Student Look-Fors:**

- participial phrase + comma + independent clause + dependent 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 Giver*

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

1. Display or project:

Waiting on the bed, Jonas was anxious to see what memory he would receive.

\_\_\_\_\_, \_\_\_\_\_.

Explain how Jonas' life is changing as he is learning more about being the Receiver.

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 is Jonas' life changing as he learns more about being the Receiver?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with a participial phrase.
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:
  - Concerned about telling a lie, Jonas does not speak at all about his dreams.
  - Wanting to share the memories with others, Jonas has a hard time being around his family unit.
  - Feeling uncomfortable about what he knows, Jonas struggles with his new life.
- The participial phrase should have a clear relationship with the noun that follows it. For example in the first look-for above, the participial phrase describes Jonas.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Concerned about telling a lie, \_\_\_\_\_."

## *The Giver*

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

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

Jonas

the new Receiver

reluctantly

gave a memory

of a breezy day

on the lake

to Gabriel

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 Jonas do?"
2. 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.
3. After several minutes, ask a few pairs or groups to share the sentence they created.
4. 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..."

## MENTOR SENTENCES

5. 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.

### *The Giver*

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

1. Display or project:

Jonas, the new Receiver, reluctantly gave a memory of a breezy day on the lake to Gabriel.

- 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.

Jonas

the new Receiver

reluctantly

gave a memory

of a breezy day

on the lake

to Gabriel

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. "What is the role of the phrase *the new Receiver* in this sentence?"
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 the subject of the sentence, *Jonas*, followed by an appositive phrase.
    - An appositive phrase restates, expands, or explains, the noun before it. The sentence still makes sense without the appositive.
    - There is a comma before and after the appositive, which helps set it off from the rest of the sentence.
    - There are three prepositional phrases - *of a breezy day*, *on a lake*, *to Gabriel*. These phrases describe the memory.
    - The sentence is long, so it is hard to understand unless I break it into parts.
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>6</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>6</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 7, the skills that need to be reinforced in grade 7, and the skills that need to be explicitly taught in grade 7.

## MENTOR SENTENCES

### *The Giver*

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

1. Display or project:

Jonas, the new Receiver, reluctantly gave a memory of a breezy day on the lake to Gabriel.

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.

<b>WHO/WHAT?</b>	Jonas
(Did/will) <b>DO WHAT?</b>	gave
<b>WHEN</b> did who do what?	N/A
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	N/A
<b>HOW</b> did who do what?	reluctantly

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?

Jonas

gave

at night

in his bedroom

trying to get Gabriel to sleep

reluctantly

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 in his bedroom at night, Jonas reluctantly gave Gabriel a memory trying to get him to sleep.
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.

### *The Giver*

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

1. Display or project:

Jonas, the new Receiver, reluctantly gave a memory of a breezy day on the lake to Gabriel.

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 Jonas gave away a memory.
  - Students might say they noticed prepositional phrases, commas, or an appositive.
  - Students should understand that the parts of this sentence are subject + comma + appositive phrase + adverb + verb phrase + prepositional phrase + punctuation
  - Students should understand that the appositive restates the meaning of the noun that comes before it.
4. Say: "Remember, an appositive phrase restates, expands, or explains, the noun before it. The sentence still makes sense without the appositive. There is a comma before and after the appositive, which helps set it off from the rest of the sentence. When we write, we use appositives to clarify or restate the noun to expand our sentences and make sure our meaning is clear to the reader and give the reader more information."
  5. Display or project:

The Giver, the keeper of memories, cautiously gave Jonas memories of pain.

6. 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, includes an appositive.

- Students should explain that the function of the appositives in the sentences is to provide more information to the reader.

7. Say: “Now let’s build a quality sentence about Jonas’ consideration to leave the community.”
8. 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:**

- Jonas, a scared boy, solemnly considered leaving the community to run from his assigned duty.

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.”

**Student Look-Fors:**

- subject + comma + appositive phrase + adverb + verb phrase + prepositional phrase + punctuation
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

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

## *The Giver*

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

1. Display or project:

Jonas, the new Receiver, reluctantly gave a memory of a breezy day on the lake to Gabriel.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Describe what finally led to Jonas leaving the community.

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 finally led to Jonas leaving the community.”
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 that their sentences should include an appositive.
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:
  - Gabriel, the toddler, stayed at the Nurturing Center and cried all night.
  - Jonas, the new Receiver, angrily pedaled away after hearing Gabriel’s fate.
- The appositive phrase should have a clear relationship with the noun it modifies. For example in the first look-for above, the appositive phrase redefines Gabriel.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Gabriel, \_\_\_\_\_, stayed at the Nurturing Center and cried all night.”