

Grade 07: Christmas Carol Language Task

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

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

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

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

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

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

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

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

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

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

A Christmas Carol

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

“It may be, that in the sight of Heaven, you are more worthless and less fit to live than millions like this poor man’s child.”

From A Christmas Carol

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 the subject of the sentence, you, will be judged poorly in heaven and deserves death before millions of others, suggesting they have lived a wicked life.

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

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

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

A Christmas Carol

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

1. Display or project:

“It may be, that in the sight of Heaven, you are more worthless and less fit to live than millions like this poor man’s child.”

From A Christmas Carol

- 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 effecting 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 suggests the subject of the sentence, you, has lead a wicked life and deserves to die before millions of others.
 - Two commas offset the nonrestrictive relative clauses "that in the sight of Heaven". These words interrupt the forward movement of the independent clause to show when and where the subject, you, will be considered worthless and unfit to live.
 - The sentence is made up of an independent clause with the subject "you," the verb "are," and the predicate "less fit to live tan millions like this poor man's child."
 - The phrase "in the sight of Heaven" modifies the noun "you" by answering the question *where*?

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

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

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

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

A Christmas Carol

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

1. Display or project:

"It may be, that in the sight of Heaven, you are more worthless and less fit to live than millions like this poor man's child."

From A Christmas Carol

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?

you

are worthless and less fit to live than millions of others

N/A

in the sight of Heaven

WHY did who do what? N/A
HOW did who do what? 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? Ebenezer Scrooge
 (Did/will) **DO WHAT?** is worthless and less fit to live than millions of others
WHEN did who do what? N/A
WHERE did who do what? in the sight of Heaven
WHY did who do what? because he values wealth and greed over kindness towards others
HOW did who do what? N/A

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

Student Look-Fors:

- In Heaven, Ebenezer Scrooge will be considered worthless and deserving of death before millions of others because he values wealth and greed over kindness towards others.

- 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.

A Christmas Carol

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

1. Display or project:

"It may be, that in the sight of Heaven, you are more worthless and less fit to live than millions like this poor man's child."

From A Christmas Carol

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 in Heaven, Ebenezer Scrooge will be considered worthless and deserving of death before millions of others because he values wealth and greed over kindness towards others.
- Students might say they noticed nonrestrictive relative clauses offset from the independent clause by commas.
- Students should understand the nonrestrictive relative clauses "that in the sight of Heaven" show where Scrooge will be viewed as worthless and less fit to live than others.
- Students should understand that the parts of this sentence are independent clause + comma + parenthetical element + comma + independent clause + period.

4. Display or project:

Scrooge, when visited by the Ghost of Christmas Present, shows grief and remorse about his previously spoken words about the poor.

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, has an independent clause that is interrupted by a nonrestrictive relative clause that are offset by commas.
- They should also identify that the nonrestrictive relative clause shows when Scrooge showed grief and remorse for his words.

6. Say: "Now let's build a quality sentence about Scrooge's interactions in Stave III."
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:

- Scrooge's perspective of the Cratchits, that they deserve their suffering, has shifted to feelings of compassion and regret for his previous actions towards the family.

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 nonrestrictive relative clauses below."
9. Prompt students to identify other nonrestrictive relative clauses that modify the subject of the sentence. Record those nonrestrictive relative clauses. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- _____, when _____, _____.
- _____, whose _____, _____.

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

A Christmas Carol

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

"It may be, that in the sight of Heaven, you are more worthless and less fit to live than millions like this poor man's child."

From A Christmas Carol

_____, when _____, _____.
_____, whose _____, _____.

Explain how Scrooge's perception on a person's "business" has changed in Stave III.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "How has Scrooge's perception of "business" changed in Stave III?"
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 they should begin their sentences with nonrestrictive relative clauses that modify the word that they are closest to.
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:
 - Scrooge, when leaving Fred's party, is filled with joy because he found pleasure in spending time with others for the first time in his life.
 - Scrooge, who interacts with the Ghost of Christmas Present, realizes how unfair he has treated the Cratchit family because Bob Cratchit has been a dedicated employee.
- The nonrestrictive relative clauses should modify the noun that they follow. For example in the look-fors above, the nonrestrictive relative clauses reveal when Scrooge was filled with joy and who Scrooge

interacts with.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Scrooge, when leaving Fred's party, _____."

A Christmas Carol

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

“Men’s courses will foreshadow certain ends, which if preserved in, they must lead, but if the courses be departed from, the ends will change.”

From A Christmas Carol

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 our lives are determined by fate, but we also have the power to change that fate.

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

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

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

A Christmas Carol

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

1. Display or project:

“Men’s courses will foreshadow certain ends, which if preserved in, they must lead, but if the courses be departed from, the ends will change.”

From A Christmas Carol

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

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

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains that our lives are determined by fate, but we also have the power to change our fate through our actions.
 - There are two complete sentences joined by a coordinating conjunction, *but*. *But* joins two ideas together.
 - There is a comma before *but*.
 - *Which if preserved in* is a phrase.
 - This is a compound-complex sentence because it is made up of a compound sentence (two independent clauses joined by a conjunction) and a dependent clause.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.
 - a. To understand this sentence, I had to _____.
 - b. Noticing _____ helped me understand the sentence because _____.
 - c. Knowing _____ comes in handy when determining the meaning of this sentence.
8. Say: "*Which if preserved in*" is a phrase that interrupts the flow of the sentence." Read the sentence with the phrase. Then, read the sentence without the phrase. Explain that this is called a parenthetical element because it includes additional, but not necessary, information and interrupts the flow of the 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, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.⁴ It is acceptable for students not to understand the full meaning of the sentence on this day.

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

A Christmas Carol

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

1. Display or project:

“Men’s courses will foreshadow certain ends, which if preserved in, they must lead, but if the courses be departed from, the ends will change.”

From A Christmas Carol

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?

Men’s courses or lives

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

foreshadows certain ends, but can also change

WHEN did who do what?

if courses are departed from

WHERE did who do what?

N/A

WHY did who do what?

N/A

HOW did who do what? N/A

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

WHO/WHAT?	Scrooge's life
(Did/will) DO WHAT?	foreshadows certain ends, but can also change
WHEN did who do what?	if courses are departed from
WHERE did who do what?	N/A
WHY did who do what?	he wants to lead a better life
HOW did who do what?	by changing what he values

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

Student Look-Fors:

- Scrooge's life foreshadows a certain end, but if he chooses to depart that course of life and change his values, leading lead a better life, that end can change.

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.

A Christmas Carol

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

1. Display or project:

“Men’s courses will foreshadow certain ends, which if preserved in, they must lead, but if the courses be departed from, the ends will change.”

From A Christmas Carol

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 things that Scrooge’s life has a predictable ending, but he has the power to change that ending by changing what he values in life.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are independent clause + comma + parenthetical element + comma + independent clause + comma + coordinating conjunction + subordinating conjunction + dependent clause + comma + independent clause.
- Students should understand that each independent clause has an independent idea that could stand alone. The coordinating conjunction helps the reader to connect the ideas.

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

Student Look-Fors:

- Students should understand that *but* connects two complete sentences (“Men’s courses will foreshadow certain ends, which if preserved in, they must lead” and “If the courses be departed from, the ends will change.”).

5. Ask: “Where else is there a conjunction that connects words, phrases, or clauses in this sentence? What does it mean?”

Student Look-Fors:

- The other conjunction is *if*. *If* is used to signal to the readers a cause and effect relationship.

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:

Experiences allow us to feel connected and related to others, but since material possessions do not allow us to bond with others, they do not fulfill our need for social bonding.

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, is a compound-complex sentence.
- Students should explain that the function of the conjunction in the sentences is to show how the ideas on each side of the conjunction connect. For example, the second independent clause provides a contrast or shift in idea, so the conjunction “but” is used to signal a contrast.

9. Say: “Now let’s build a quality sentence about valuing experiences over possessions.”

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:

- Experiences allow people to form powerful memories that can last a lifetime, but when we feel happiness as the result of acquiring material possession, it usually fades within 3 months.

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 and subordinating conjunctions and guide students to identify the relationships they signal. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- _____, and as _____.
- but since
- so unless
- or because
- until
- when

What relationships do these conjunctions signal?

Cause and effect	Sequence	Under certain conditions	Comparison (Addition)	Contrast
so as because that since	after until when	unless that or	and as	but

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

A Christmas Carol

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

“Men’s courses will foreshadow certain ends, which if preserved in, they must lead, but if the courses be departed from, the ends will change.”

From A Christmas Carol

_____, and as _____, _____.
but since
so unless
or because
until
when

Explain how Scrooge’s values have changed as a result of his experiences.

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

_____, but because _____, _____.

3. Read the prompt aloud, “Explain how Scrooge’s values have changed as a result of his experiences.”
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 and 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:

- Scrooge has led a lonely, wealthy life, but since he observed the joy the Cratchit family shares, he has learned to value family.
- The Cratchit family has very little money or material possessions, but because they share love and joy with each other, they help change Scrooge's perspective about the importance of family.
- Scrooge observes his own death and its aftermath, and because no one mourned his death, he now realizes the importance of creating lasting memories with friends and family.

A Christmas Carol

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

“Some people laughed to see the alteration in him, but he let them laugh, for he was wise enough to know that nothing ever happened on this globe at which some people did not have their fill of laughter in the outset.”

From *A Christmas Carol*

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 some people found the change in him (Scrooge) to be funny, but he didn’t mind because everything is funny to someone.

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

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

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

A Christmas Carol

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

1. Display or project:

“Some people laughed to see the alteration in him, but he let them laugh, for he was wise enough to know that nothing ever happened on this globe at which some people did not have their fill of laughter in the outset.”

From *A Christmas Carol*

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

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

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence means that some people found the change in Scrooge to be funny, but it didn't bother him.
 - There are three complete sentences or independent clauses joined by the coordinating conjunctions *but* and *for*.
 - The first conjunction, *but*, joins two ideas together. This conjunction shows the contrast between people laughing at Scrooge and him not being bothered by it.
 - The conjunction, *for*, joins two ideas together. In this sentence *for* connects the reason Scrooge was not bothered by people's laughter.
 - There is a comma before each coordinating conjunction.
 - This is a compound sentence because it is made up of three independent clauses joined by commas and two coordinating conjunctions.

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

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

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

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

A Christmas Carol

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

1. Display or project:

“Some people laughed to see the alteration in him, but he let them laugh, for he was wise enough to know that nothing ever happened on this globe at which some people did not have their fill of laughter in the outset.”

From *A Christmas Carol*

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?

him

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

let people laugh at the alteration in him

WHEN did who do what?

N/A

WHERE did who do what?	on this globe
WHY did who do what?	he knew nothing happened
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.

WHO/WHAT?	Scrooge
(Did/will) DO WHAT?	let people laugh at the change in his values and character
WHEN did who do what?	Stave V
WHERE did who do what?	on this globe
WHY did who do what?	he knew nothing happened without some people finding it funny
HOW 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:

- In Stave V, Scrooge lets people laugh at the change in his values and character because he realizes nothing ever happens on this globe without some people finding it humorous.

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.

A Christmas Carol

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

1. Display or project:

“Some people laughed to see the alteration in him, but he let them laugh, for he was wise enough to know that nothing ever happened on this globe at which some people did not have their fill of laughter in the outset.”

From *A Christmas Carol*

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 Scrooge did not care that people laughed at the change in his character and values because everything is funny to someone on the planet.
- Students might say they noticed independent clauses, commas, and two coordinating conjunctions.
- Students should understand that the parts of this sentence are independent clause + comma + coordinating conjunction + independent clause + comma + coordinating conjunction + independent clause + period.
- Students should understand that each independent clause has an independent idea that could stand-alone. The commas and coordinating conjunctions help the reader to connect the ideas.

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

Student Look-Fors:

- Students should understand that *but* connects two complete sentences (“Some people laughed to see the alteration in him” and “He let them laugh.”).

5. Ask: “Where else is there a conjunction that connects words, phrases, or clauses in this sentence? What does it

mean?”

Student Look-Fors:

- The other conjunction is *for* before “he was wise enough to know that nothing ever happened on this globe at which some people did not have their fill of laughter in the outlet.” *For* is used to tell the readers the reason Scrooge let them laugh without caring. *For* means “because,” so it tells the reader a reason or cause.

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:

Scrooge’s actions in Stave V reveal that his values have changed, for he donates money to charity, and he buy’s Bob Cratchit’s family a turkey on Christmas Day.

8. Ask: “How are these sentences 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 conjunctions in the sentence is to show how the ideas in each clause connect. For example, the second independent clause shows a reason you can say Scrooge’s values changed, so the conjunction *for* is used to signal a relationship or connection between the clauses. The third independent clause adds an additional reason you can say Scrooge’s values have changed. The conjunction “and” is used to indicate an addition.

9. Say: “Now let’s build a quality sentence about Scrooge’s actions in Stave V.”
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:

- Scrooge spends more time with the Cratchit family, and he becomes a second father figure to Tiny Tim, so he has learned that building relationships with others can bring joy.

11. Say: “Now let’s build a sentence frame to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences.”

12. Display an anchor chart, or provide students with a list, of coordinating conjunctions and guide students to identify the relationships they signal. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- _____, for _____, or _____.
and yet
nor so
but

What relationships do these conjunctions signal?

Cause and effect	Under certain conditions	Comparison (Addition)	Contrast
so for	or	and	but nor 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.

A Christmas Carol

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

“Some people laughed to see the alteration in him, but he let them laugh, for he was wise enough to know that nothing ever happened on this globe at which some people did not have their fill of laughter in the outset.”

From *A Christmas Carol*

_____, for _____, or _____.
and yet
nor so
but

Explain how Scrooge’s views about his “business” have changed.

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

_____, but _____, and _____.

3. Read the prompt aloud, “Explain how Scrooge’s views about his “business” have changed.”
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 coordinating conjunctions 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:

- Scrooge used to view his “business” as making money, and he never spent or donated it, but Scrooge now views his “business” as sharing his wealth with others in need.
- Scrooge used to view his “business” as being isolated at home or work, for he thought others just wanted his money, but he now realizes his “business” is building relationships with others.

A Christmas Carol

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

“He had no further intercourse with the Spirits, lived upon The Total Abstinence Principle, and knew how to keep Christmas well if any man alive possessed the knowledge.”

From *A Christmas Carol*

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 he never interacted with spirits again, never had a drink, but knew how to celebrate Christmas as well as any man.

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

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

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

A Christmas Carol

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

1. Display or project:

“He had no further intercourse with the Spirits, lived upon The Total Abstinence Principle, and knew how to keep Christmas well if any man alive possessed the knowledge.”

From A Christmas Carol

- 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 parts of the sentence that can be removed without effecting 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 means that even though he did not see spirits or have a drink, Scrooge knew how to celebrate Christmas as well as anyone.
 - This sentence has an independent clause and a dependent clause that starts with the subordinate conjunction "if".
 - There is a conjunction "and" that connects items in a list.
 - The commas in the series separate three items in a list.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.
 - a. To understand this sentence, I had to _____.
 - b. Noticing _____ helped me understand the sentence because _____.
 - c. Knowing _____ comes in handy when determining the meaning of this sentence.
8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.⁶ It is acceptable for students not to understand the full meaning of the sentence on this day.

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

A Christmas Carol

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

1. Display or project:

“He had no further intercourse with the Spirits, lived upon The Total Abstinence Principle, and knew how to keep Christmas well if any man alive possessed the knowledge.”

From *A Christmas Carol*

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?

he

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

had no more intercourse with Spirits, never drank, and knew how to celebrate Christmas

WHEN did who do what?

N/A

WHERE did who do what? N/A
WHY did who do what? N/A
HOW did who do what? as well as any man alive

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? Scrooge
 (Did/will) **DO WHAT?** had no more intercourse with Spirits, never drank, and knew how to celebrate Christmas
WHEN did who do what? after his night among the three Spirits
WHERE did who do what? N/A
WHY did who do what? his values had changed
HOW did who do what? as well as any man alive

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

Student Look-Fors:

- After spending a night among three Spirits, Scrooge no longer interacted with Spirits, nor had a drink, but he still knew how to celebrate Christmas as well as any man because his values had changed.

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.

A Christmas Carol

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

1. Display or project:

“He had no further intercourse with the Spirits, lived upon The Total Abstinence Principle, and knew how to keep Christmas well if any man alive possessed the knowledge.”

From *A Christmas Carol*

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 even though Scrooge no longer interacted with Spirits nor drank, he still knew how to celebrate Christmas as well as any man because of his change in values.
- Students might say they noticed an independent and a dependent clause, commas, and conjunctions.
- Students should understand that the parts of this sentence are independent clause including items in a series separated by commas and joined by the conjunction *and* + dependent clause + period.
- They should understand that the items in the series describe Scrooge when he awakes on Christmas day.

4. Display or project:

Some people may argue that our business in life is to make money, acquire possessions, and take care of our own individual needs while Scrooge would argue these things do not lead to happiness.

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, contains an independent clause with a series of phrases separated by commas and joined by the conjunction *and*.
- This example also ends with a dependent clause beginning with the subordinate conjunction *while*.

6. Say: "Now let's build a quality sentence about Scrooge's idea of business at the beginning of the text."
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:

- Scrooge was always working, never spending money, and criticizing his employee when we met him in Stave I.
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 and what they signal in a sentence. 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:

- _____, _____, and _____ because _____.
- _____, _____, and _____ since _____.
- _____, _____, and _____ after _____.

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

A Christmas Carol

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

“He had no further intercourse with the Spirits, lived upon The Total Abstinence Principle, and knew how to keep Christmas well if any man alive possessed the knowledge.”

From *A Christmas Carol*

_____, _____, and _____ because _____.
 _____, _____, and _____ since _____.
 _____, _____, and _____ after _____.

Explain how the change in Scrooge’s character develops a theme of the text.

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, “How has the change in Scrooge’s character developed a theme of the text?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students to use items in a series to provide three ways Scrooge’s character change developed a theme.”
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:
 - Scrooge donates to charity, buys the Cratchits a turkey, and gives Bob Cratchit a raise because he has learned to have compassion for those less fortunate than him.
 - Scrooge seeks forgiveness from the men who collect for charity, wants to spend time with his nephew, and develops a relationship with Tiny Tim after he learns that a life without meaningful relationships is empty.

MENTOR SENTENCES

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Scrooge _____, _____, and _____ because he learned to have compassion for those less fortunate than him."

MENTOR SENTENCES
