

Grade 07: Written in Bone 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.

Blood on the River

Mentor Sentence 1: What does this sentence mean?

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

In 1607

Captain Smith suggests building a palisade

to safeguard the settlement

in light of recent Native American actions

counting their men

seeing where their tents are located, and

planning an attack

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 Captain Smith do?"
 - d. "What are the reasons for building the palisade?"
3. Prompt the pairs or groups to write the sentence they created. This can be done in individual reading logs, on chart paper, or using technology.
4. After several minutes, ask a few pairs or groups to share the sentence they created.

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5. Ask: “What does the sentence mean?” Prompt students to use the following stems to guide the conversation.
 - a. “Another way to say this sentence is...”
 - b. “I made meaning of this sentence by...”
 - c. “I looked at...”
 - d. “I noticed that...”

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

Blood on the River

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

1. Display or project:

In 1607, Captain Smith suggests building a palisade to safeguard the settlement in light of recent Native American actions: counting their men, seeing where their tents are located, and planning an attack.

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

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

In 1607

Captain Smith suggests building a palisade

to safeguard the settlement

in light of recent Native American actions

counting their men

seeing where their tents are located, and

planning an attack

MENTOR SENTENCES

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 is the role of the colon in this sentence?"
 - e. "What phrases or clauses do you notice? How do those help you understand this sentence?"
 - f. "Are there any conjunctions in this sentence? What do those conjunctions mean?"
4. Call on 2-3 pairs or groups to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
5. Prompt students to use the following conversation stems to guide their sharing with the class.
 - a. "We noticed...which means..."
 - b. "We knew...so we..."

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - It starts with an introductory phrase that answers the question "When did Captain Smith suggest building a palisade?"
 - There is a comma after the introductory phrase/element, which helps set off the first phrase from the rest of the sentence. It makes it stand out, so the information in that phrase must be important to the meaning of the sentence.
 - There is a colon before a list of three things separated by commas.
 - The phrase and the clause before the colon make a complete sentence.
 - The colon introduces a list.

6. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.
 - a. To understand this sentence, I had to _____.
 - b. Noticing _____ helped me understand the sentence because _____.
 - c. Knowing _____ comes in handy when determining the meaning of this sentence.

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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 introductory phrases or a comma to note a list/series. 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.

Additionally, students will likely need a mini-lesson on how to form the items after the colon. For example, items should expand or clarify what came before the colon, be the same part of speech, and be in the same verb tense.

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.

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Blood on the River

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

1. Display or project:

In 1607, Captain Smith suggests building a palisade to safeguard the settlement in light of recent Native American actions: counting their men, seeing where their tents are located, and planning an attack.

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?

Captain Smith

suggests building a palisade

in 1607

N/A

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WHY did who do what? to safeguard the colony
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? Captain Smith
 (Did/will) **DO WHAT?** suggests building a palisade
WHEN did who do what? May 1607
WHERE did who do what? Jamestown Colony, Virginia
WHY did who do what? to safeguard the colony
HOW did who do what? listing three concerns about the Native Americans' behavior

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 May 1607, while settling the Jamestown Colony in Virginia, Captain Smith tries to persuade President Wingfield to build a palisade by listing concerns about the Native Americans' behavior. The Native Americans are counting the men in the colony, seeing where their tents are located, and planning an attack.
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.

Blood on the River

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

1. Display or project:

In 1607, Captain Smith suggests building a palisade to safeguard the settlement in light of recent Native American actions: counting their men, seeing where their tents are located, and planning an attack.

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 Captain Smith encouraged the colony to build a palisade because he believed the Native Americans visited in order to count their men, and note where their tents were located so they could plan an attack.
- Students might say they noticed prepositional phrases, commas, and colons.
- Students should understand that the parts of this sentence are introductory phrase + comma + independent clause + colon + list + period.
- They should understand that the introductory phrase answers the question "When does Captain Smith provide an explanation?"
- Each item in the list begins with a verb ending in -ing.

4. Display or project:

Once the settlement is established, Samuel learns from Henry that President Wingfield has been hiding provisions from his starving colonists: eggs, meat, and wine.

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--these examples, like the mentor sentence, begin with an introductory phrase followed by a comma and then an independent clause.
- The introductory phrase answers "when."
- They should also identify that the part of the sentence before the colon create a stand alone sentence.
- After the colon, there is a list.
- Each item in the list is a noun.

6. Say: "Now let's build a quality sentence about how the setting effected Samuel in chapters 9-11."

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:

- During a food shortage, Samuel drinks salty water resulting in dangerous health consequences: exhaustion, sickness, and even death.

8. Say: "Now let's construct a sentence frame to illustrate the structure of the mentor sentence. We will use this frames to write our own sentences and include the colons and parallel lists below."

9. Prompt students to brainstorm ideas for things that can be listed this way. Record those brainstorms. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- introductory phrase (when) + independent clause + colon + list + 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.

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Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

In 1607, Captain Smith suggests building a palisade to safeguard the settlement in light of recent Native American actions: counting their men, seeing where their tents are located, and planning an attack.

_____, _____: _____, _____, and _____.
_____, _____: _____, _____, and _____.

Identify and explain a central idea of *Written in Bone*, chapters 1-3.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "What is a central idea of *Written in Bone*, chapters 1 - 3?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence. Remind students they must have an independent clause before the colon.
5. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - While studying the past, forensic anthropologists constructed stories using data: anecdotes, artifacts, and historical facts about Jamestown.
 - In chapters 2 and 3, several ways to discover information about remains are described: studying bone structure and size, analyzing how remains were buried, and running diagnostic tests.
- The introductory prepositional phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory prepositional phrase explains when forensic anthropologists used bones to construct stories.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For

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example, "In chapters 2 and 3, _____: studying bone structure and size, analyzing how remains were buried, and running diagnostic tests."

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Mentor Sentence 2: What does this sentence mean?

1. Display or project:

When Captain Smith, a founding colonist of Jamestown, tries to explain the delicate relationship with the Native Americans, the new colonists scoff at him.

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 Captain Smith tries to explain to new colonists how to interact with the Native Americans and they scoff at him.
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.

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

1. Display or project:

When Captain Smith, a founding colonist of Jamestown, tries to explain the delicate relationship with the Native Americans, the new colonists scoff at him.

- 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. "Are there any parts of the sentence that can be removed without affecting the meaning?"
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. "We noticed...which means..."
 - b. "We knew...so we..."

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence says the new colonists did not agree with Captain Smith's opinion that the relationship with the Native Americans should be respected.
 - There is a dependent clause (*When Captain Smith tries*) followed by an independent clause (*the new colonists scoff at him*). This makes the sentence complex.
 - *A founding colonist of Jamestown* is an appositive that renames and adds information about the proper noun "Captain Smith."
 - The appositive can be removed from the sentence without changing the meaning.
 - There are three prepositional phrases in this sentence that can be removed without changing the basic meaning.

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 appositives. 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.

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

1. Display or project:

When Captain Smith, a founding colonist of Jamestown, tries to explain the delicate relationship with the Native Americans, the new colonists scoff⁵ at him.

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?

new colonists

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

scoff

WHEN did who do what?

when Captain Smith tries to explain the relationship

WHERE did who do what?

N/A

⁵ If students still have not determined the meaning of *scoff*, provide context clues from the text to help them determine the meaning, or ask students to find the meaning of the word in a dictionary or thesaurus.

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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? new colonists
 (Did/will) **DO WHAT?** scoff
WHEN did who do what? when Captain Smith tries to explain the relationship
WHERE did who do what? at Jamestown
WHY did who do what? they did not agree with his opinion
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:

- When Captain Smith tries to explain the relationship with the Native Americans, the new colonists do not agree with his opinion, so they make fun and laugh at him.

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.

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

1. Display or project:

When Captain Smith, a founding colonist of Jamestown, tries to explain the delicate relationship with the Native Americans, the new colonists scoff at him.

2. Say: "We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure."
3. Ask: "What have we learned so far about this mentor sentence?" Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
 - a. "What does this sentence mean?"
 - b. "What have you noticed about this sentence?"
 - c. "How is it put together?"

Student Look-Fors:

- This sentence says that the new colonists laughed at Captain Smith when he said the relationship with the Native Americans should be respected.
- Students might say they noticed an appositive set off by commas.
- Students should understand that the parts of this sentence are dependent clause + comma + appositive + comma + independent clause + period.
- Students should understand that the appositive renames the proper noun "Captain Smith" and adds information about him.

4. Ask: "Where is there a conjunction in the sentence? What does it mean?"

Student Look-Fors:

- The sentence begins with the subordinating conjunction *when* which is used to tell the readers at what point the new colonists scoffed. It signals a cause and effect relationship between the clauses in the sentence.

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

Student Look-Fors:

- Students should understand that the comma after *Jamestown* not only off-sets the appositive, but also

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connects the independent clause (the new colonists scoffed at him) to the dependent clause in the sentence (When Captain Smith tries to explain the 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:

Because the colonists, inhabitants of Jamestown, do not respect the Native Americans, they take their land and resources.

After the colonists take their land and resources, the Native Americans, the first settlers, respond with force to protect themselves.

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

Student Look-Fors:

- Students should identify that the structures are similar--these examples, like the mentor sentence, are complex sentences that include appositives.
- Students should explain that the function of the subordinating conjunction in the sentences is to show how the independent clause relates to the dependent clause. In the first example, the *because* signals a reason new colonists took land and resources. In the second example, the *after* signals when Native Americans were forced to protect themselves.

9. Say: “Now let’s build a quality sentence about Samuel’s opinion of the Native Americans.”
10. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- Because Samuel, the page of Captain Smith, values the culture and community of the Native Americans, he gets angry when other colonists disrespect them.

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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 conjunctions and guide students to identify the relationships they signal (see example below). 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.

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

Student Look-Fors:

- conjunction + dependent clause (including appositive) + comma + independent clause + punctuation
- Because _____, appositive, _____.
conjunction + dependent clause + comma + independent clause (including appositive) + punctuation
- When _____, _____, appositive, _____.

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.

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Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

When Captain Smith, a founding colonist of Jamestown, tries to explain the delicate relationship with the Native Americans, the new colonists scoff at him.

_____, _____, _____, _____.

_____, _____, _____, _____.

Describe the conditions of the Jamestown Colony in 1609.

2. Say, "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read the prompt aloud, "Describe the conditions of the Jamestown Colony in 1609."
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students to select a subordinating conjunction to signal the appropriate connection of ideas in their sentences.
6. Encourage students to refer to unit texts to ensure their responses are correct.

Student Look-Fors:

- Because explorers, European travelers, stole land and resources from the Native Americans, Jamestown was filled with conflict.
- When Native Americans fought back against the explorers, blood was shed across Jamestown, a troubled colony.

Written in Bone

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

Owsley discovered that the boy's body was buried in haste and secrecy; consequently, the burial triggered suspicion about the boy's cause of death.

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 Owsley suspects the remains he was studying belonged to a boy who was suspiciously killed and then buried secretly and quickly.

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.

Written in Bone

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

1. Display or project:

Owsley discovered that the boy's body was buried in haste and secrecy; consequently, the burial triggered suspicion about the boy's cause of death.

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

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

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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 Owsley had concerns about the death of the body found in the basement.
 - There are two complete sentences joined by a semicolon.
 - The semicolon joins two ideas together. The semicolon connects the idea that the boy's body was buried in haste to the suspicion that this caused.
 - *Consequently* is a conjunctive adverb. Conjunctive adverbs usually show cause and effect, sequence, contrast, or comparison.
 - This is a compound sentence because it is made up of two independent clauses joined by a semicolon.

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 to use a semicolon to show the relationship between two ideas. 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.

MENTOR SENTENCES

Written in Bone

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

1. Display or project:

Owsley discovered that the boy's body was buried in haste and secrecy; consequently, the burial triggered suspicion about the boy's cause of death.

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

	Independent Clause 1	Independent Clause 2
WHO/WHAT?	Owsley	burial
(Did/will) DO WHAT?	discovered the body	triggered suspicion
WHEN did who do what?	N/A	N/A
WHERE did who do what?	N/A	N/A

MENTOR SENTENCES

WHY did who do what?

N/A

was buried in haste and secrecy

HOW did who do what?

N/A

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.

Owsley discovered that the boy's body was buried in haste and secrecy; consequently, the burial triggered suspicion about the boy's cause of death.

WHO/WHAT?

Dr. Douglas Owsley

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

discovered that the boy's body was buried in haste and secrecy

WHEN did who do what?

2005

WHERE did who do what?

Jamestown, Virginia

WHY did who do what?

was excavating bodies

HOW did who do what?

using forensic clues

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 2005 in Jamestown, Virginia, Dr. Douglas Owsley was excavating bodies and discovered that a boy's body was buried in haste and secrecy. This caused suspicion.

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.

Written in Bone

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

1. Display or project:

Owsley discovered that the boy's body was buried in haste and secrecy; consequently, the burial triggered suspicion about the boy's cause of death.

2. Say: "We have been working with the same mentor sentence to understand what it means. Now we will work together to take it apart so we can write our own quality sentences with a similar structure."
3. Ask: "What have we learned so far about this mentor sentence?" Conduct a brief discussion to review what was learned in the previous language links. Use the following questions to guide the discussion:
 - a. "What does this sentence mean?"
 - b. "What have you noticed about this sentence?"
 - c. "How is it put together?"

Student Look-Fors:

- This sentence explains the suspicion Owsley had concerning the death of the body of the boy found in the basement.
- Students might say they noticed independent clauses, a semicolon, and a conjunction.
- Students should understand that the parts of this sentence are independent clause + semicolon + conjunctive adverb + comma + independent clause + punctuation.
- Students should understand that each independent clause has an independent idea that could stand-alone. The semicolon and the conjunctive adverb help the reader to connect the ideas.

4. Ask: "What word in this sentence shows the transition between ideas?"

Student Look-Fors:

- Students should understand that *consequently* is the transition word between the two ideas.

5. Ask: "What punctuation in this sentence connects two complete sentences?"

Student Look-Fors:

- Students should understand that the semicolon connects two complete sentences - *Owsley discovered that the boy's body was buried in haste and secrecy and consequently, the burial triggered suspicion about the boy's cause of death.*

MENTOR SENTENCES

6. Say: "Remember, conjunctions and conjunctive adverbs connect words, phrases, or clauses in a sentence and signal different relationships between ideas. Sometimes conjunctions add on ideas and sometimes conjunctions signal a change or contrast in ideas. They show how ideas relate in a sentence, so as we read, we better understand what a writer means. When we write, we use conjunctions to expand our sentences and make sure our meaning is clear to the reader and give the reader more information. Semicolons also connect clauses in a sentence and signal a relationship or connection between ideas."
7. Display or project:

Only royalty were buried in lead coffins, and in seventeenth century America they were extremely rare; as a result, Miller and Riordan knew the coffin had to be made of a soft metal called lead.

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, is a compound sentence containing independent clauses.
- Students should explain that the function of the semicolon and the conjunctive adverb in the sentence is to show how the ideas in each clause connect. The first sentence provides the reader with facts about coffins. The sentence after the semicolon tells the reader what the archaeologists concluded as a result of that information .
- The conjunction "and" is used to indicate an addition.

9. Say: "Now let's build a quality sentence about what was found in the lead coffins."
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:

- The coffins contained the remains of a man, woman, and baby; furthermore, using the historical record, experts could conclude that the man was likely Philip Calvert, and the woman was his first wife, Anne.

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 conjunctive adverbs and guide students to identify the

MENTOR SENTENCES

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

Student Look-Fors:

- independent clause + semicolon + conjunctive adverb + comma + independent clause + punctuation
- _____; _____, _____.
- List of conjunctive adverbs: accordingly, also, besides, consequently, finally, furthermore, however, indeed, instead, likewise, nevertheless, nonetheless, similarly, subsequently, therefore.

Note: This is not an exhaustive list of conjunctive adverbs.

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.

Written in Bone

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

Owsley discovered that the boy's body was buried in haste and secrecy; consequently, the burial triggered suspicion about the boy's cause of death.

_____ ; _____ , _____ .
consequently
finally
similarly
therefore

Explain a new central idea developed in chapters 5-8 of "Written in Bone."

2. Say, "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read the prompt aloud, "Identify a central idea developed in chapters 5-8 of *Written in Bone*."
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 conjunctive adverb 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:

- The quality of life was different between the wealthy and enslaved; nevertheless, the lives of all colonial people were difficult.
- A meticulous plan is needed to maximize the amount of information taken from an excavation; furthermore, this plan requires experts in many fields, so the integrity of uncovered bones and artifacts is not compromised.
- Forensic anthropology is one way we can learn the stories of the past; still, the process solves some

mysteries, but creates new questions to answer.

Written in Bone

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

Miller describes his work as a tribute to the people whose remains he studies, and he believes in recognizing their existence and honoring their lives because the information his team gathers is, in essence, their legacy.

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 Miller's work recognizes and honors the legacy of the people who lived in colonial Jamestown.

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.

Written in Bone

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

1. Display or project:

Miller describes his work as a tribute to the people whose remains he studies, and he believes in recognizing their existence and honoring their lives because the information his team gathers is, in essence, their legacy.

- 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:
 - f. "What are the parts of this sentence?"
 - g. "Can we divide this sentence into two or more sentences? What do we have to remove or change?"
 - h. "What phrases or clauses do you notice? How do those help you understand this sentence?"
 - i. "Are there any conjunctions in this sentence? What do those conjunctions mean?"
 - j. "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 how Miller views the excavation work he does as honoring the legacies of the people of colonial Jamestown.
 - There are two complete sentences joined by a conjunction, *and*. *And* joins two ideas together. In this sentence, *and* joins the two principles together.
 - There is a comma before *and*.
 - There is another conjunction, *because*, but there is no comma before *because*.
 - After the first conjunction there is an independent clause ("he believes in recognizing their existence and honoring their lives" and a dependent clause ("because the information his team gathers is their legacy").
 - This is a compound-complex sentence because it is made up of a compound sentence (two independent clauses joined by a conjunction) and a complex sentence (an independent and dependent clause).

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

⁷ 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.

Written in Bone

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

1. Display or project:

Miller describes his work as a tribute to the people whose remains he studies, and he believes in recognizing their existence and honoring their lives because the information his team gathers is, in essence, their legacy.

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?

Miller

describes his work and believes in honoring the lives of the colonists

N/A

N/A

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WHY did who do what?

the information his team gathers is their legacy

HOW did who do what?

N/A

6. Say: “Write a summary of the sentence underneath the quotation. Make sure to put the sentence into your own words.” Encourage students to add details from the texts in this unit to expand their summary.

Student Look-Fors:

- In chapter 9 of *Written in Bone*, archaeologist Henry Miller describes his excavation work as a tribute to the colonists he studies, and he believes in honoring their lives by gathering information that becomes their legacy.
7. After several minutes, ask a few students to share their statements with the class.
8. Prompt students to revise or adjust their written responses based on what their classmates shared.

Written in Bone

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

1. Display or project:

Miller describes his work as a tribute to the people whose remains he studies, and he believes in recognizing their existence and honoring their lives because the information his team gathers is, in essence, their legacy.

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 Miller views his work as a tribute to colonists he studies, and he believes he honors their lives by creating their legacy.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are independent clause + comma + coordinating conjunction + independent clause + subordinating conjunction + dependent clause + period.
- Students should understand that each independent clause has an independent idea that could stand alone. The subordinating conjunction helps the reader to connect the ideas.

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

Student Look-Fors:

- Students should understand that *and* connects two complete sentences (*Miller views his work as a tribute to the people whose remains he studies and He believes in recognizing their existence and honoring their lives*).

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 *because* before *the information his team gathers is, in essence, their legacy*. *Because* is used to tell the readers the reason he believes his work honors their lives. *Because* tells the reader a reason.

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:

Walker develops multiple central ideas in *Written in Bone*, so the reader understands the purpose and the process of excavating remains since some people may associate digging up bodies with disrespect for the dead.

8. Ask: “How is this 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-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 result of developing multiple central ideas, so the conjunction *so* is used to signal a result.

9. Say: “Now let’s build a quality sentence the coffin found in the chapel on page 70 of *Written in Bone*.”
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:

- Bandy and Quast were excavating the chapel floor when they hit something hard, and they called to Riordan before they learned that it was a coffin.

MENTOR SENTENCES

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 that
 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.

Written in Bone

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

Miller describes his work as a tribute to the people whose remains he studies, and he believes in recognizing their existence and honoring their lives because the information his team gathers is, in essence, their legacy.

_____, and _____ as _____.

but since

so unless

or that

because

until

when

Describe the team required in the process of excavating remains.

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, "Describe the team required in the process of excavating remains."
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:

- Excavations require a team of up to 100 members, and they include historians, scientists, medical personnel and photographers because each member is responsible for a different role in the process.
- Photographers play an important role in excavations, for they document every step in the process because it would be hard to teach the reader about excavations without showing detailed photos of remains and artifacts that are found.