

Grade 08: Flowers for Algernon 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.

Flowers for Algernon

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

Because Charlie wants to be smart, he willingly participates in an experimental surgery.

This sentence means...

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

Student Look-Fors:

- The sentence means that Charlie agrees to an operation because he hopes to become smarter.

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.

Flowers for Algernon

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

1. Display or project:

Because Charlie wants to be smart, he willingly participates in an experimental surgery.

- 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?"
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 why Charlie participates in a surgery.
 - There is a dependent clause at the beginning of the sentence.
 - There is a comma before the subject *he*.
 - Both verbs are being performed by the subjects of each clause.
 - Both verbs are in the present tense.
 - After the dependent clause, there is an independent clause (“he willingly participates in an experimental surgery”).
 - This is a complex sentence because it is made up of an independent clause joined by 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. 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 verb tense. 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 8, the skills that need to be reinforced in grade 8, and the skills that need to be explicitly taught in grade 8.

MENTOR SENTENCES

Flowers for Algernon

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

1. Display or project:

Because Charlie wants to be smart, he willingly participates in an experimental surgery.

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?**

participates in an experimental surgery

WHEN did who do what?

N/A

WHERE did who do what?

N/A

WHY did who do what?

because Charlie wants to be smart

HOW did who do what?

willingly

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

MENTOR SENTENCES

Student Look-Fors:

- Charlie volunteers to take part in a risky surgery in order to become smarter.

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.

Flowers for Algernon

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

1. Display or project:

Because Charlie wants to be smart, he willingly participates in an experimental surgery.

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 Charlie agrees to an operation because he hopes to become smarter.
- Students might say they noticed dependent clauses, action verbs, or commas.
- Students might notice the subordinating conjunction that begins the introductory clause.
- The subordinate conjunction *because* connects two unequal parts: the dependent clause to the independent clause.
- Students should understand that the parts of this sentence are dependent clause + comma + independent clause + punctuation.
- They should understand that the dependent clause answers the question "Why did Charlie participate?"

4. Display or project:

Although the scientists succeed with the surgery, the results do not last.

5. Ask: "How is this sentence similar to the mentor sentence in the way that it is constructed?"

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with a dependent clause followed by a comma and then an independent clause.
- They should also identify that the dependent clause answers the question "Why?"

6. Say: “Now let’s build a quality sentence about Charlie using phrases and clauses.”
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:

- Before he has surgery, Charlie has no idea that his coworkers are making fun of him.

8. Say: “Now let’s construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include an introductory phrase with a subordinate conjunction.”
9. Prompt students to identify other conjunctions. 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:

- As _____, _____.
- After _____, _____.
- Even though _____, _____.

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.

Flowers for Algernon

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

Because Charlie wants to be smart, he willingly participates in an experimental surgery.

As _____, _____.

After _____, _____.

Even though _____, _____.

Explain how Charlie's life has improved as a result of the surgery.

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 Charlie's life improved as a result of the surgery?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with participial phrases that answer "how."
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:
 - As Charlie gets smarter, he realizes that his co-workers are not his friends.
 - After Charlie learns this about his coworkers, he feels upset and ashamed.
 - Even though Charlie realizes something painful, his life improves because he has more knowledge about the people in his life.
- The dependent clause should have a clear relationship with the independent clause that follows it. For example in the first look-for above, the dependent clause explains how Charlie realizes that his co-workers are not his friends.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "As Charlie gets smarter, _____."

Flowers for Algernon

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

Charlie Gordon tries hard to learn, but he has a mind like a small child.

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 Charlie thinks like a child even though he works hard to learn.

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.

Flowers for Algernon

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

1. Display or project:

Charlie Gordon tries hard to learn, but he has a mind like a small child.

- 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 is a compound sentence because it is made up of two independent clauses.
 - There are two subjects and two verbs.
 - Both subjects are performing the actions in the two independent clauses.
 - Both verbs are in the present tense.
 - There are independent clauses joined by a conjunction, *but*. *But* joins two ideas together. In this sentence, *but* joins the two independent clauses “Charlie Gordon is a grown man” and “he has a mind like a small child” together.
 - There is a comma before *but*.

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

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

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

⁴ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 8, the skills that need to be reinforced in grade 8, and the skills that need to be explicitly taught in grade 8.

Flowers for Algernon

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

1. Display or project:

Charlie Gordon tries hard to learn, but he has a mind like a small child.

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?	Charlie Gordon/he
Did/will DO WHAT?	tries to learn/has a mind
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?	hard/like a small child

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

Student Look-Fors:

- Even though Charlie Gordon is trying to learn, he has a childlike mind.

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.

Flowers for Algernon

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

1. Display or project:

Charlie Gordon tries hard to learn, but he has a mind like a small child.

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 Charlie thinks like a child even though he works hard to learn.
- Students might say they noticed independent clauses, commas, or conjunctions.
- Students should understand that the parts of this sentence are an independent clause + comma + conjunction + independent clause + period.
- They should understand that each independent clause has its own subject and verb.

4. Display or project:

Charlie dreams of being smart, so he agrees to a risky surgery to increase his intelligence.

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 two independent clauses joined by a comma and a conjunction.
- They should also identify that the action verbs answer the question "What did the subjects do?"

6. Say: "Now let's build a quality sentence about the treatment of animals using a conjunction to connect two independent clauses."
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:

- Charlie's coworkers sign a petition for him to leave the bakery, so he decides to quit.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the conjunctions below."
9. Prompt students to identify other coordinating conjunctions which signal a connection or contrast between two ideas. 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:

- Miss Kinnian _____, and _____.
- Charlie _____, but _____.
- Charlie _____, so _____.

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.

Flowers for Algernon

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

Charlie Gordon tries hard to learn, but he has a mind like a small child.

Miss Kinnian _____, and _____.

Charlie _____, but _____.

Charlie _____, so _____.

Explain what the main characters of the story do.

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 do the main characters of the story do?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with gerunds that answer “what.”
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:
 - Miss Kinnian teaches Charlie to be proud of himself, and he learns that he has lots to offer others regardless of his intelligence.
 - Charlie loses his intelligence, but he decides to continue working hard to be smart.
 - Charlie exhibits pride in his contribution to science, and he benefits because of the surgery.
- The subjects of each independent clause should perform the action in each clause. For example in the first look-for above, Miss Kinnian teaches while Charlie learns.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Miss Kinnian teaches _____, and he learns _____.”

Extension Task

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

While intelligence can be measured by an intelligence quotient, it can also be measured by looking at multiple intelligences.

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 intelligence can be measured by IQ tests and by looking at multiple intelligences.

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.

Extension Task

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

1. Display or project:

While intelligence can be measured by an intelligence quotient, it can also be measured by looking at multiple intelligences.

- 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?"
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 differing methods for measuring intelligence.
 - There is a dependent clause at the beginning of the sentence.
 - There is a comma before the subject *it*.
 - Both verbs are in the passive voice.
 - Both verbs are in the past tense.
 - After the dependent clause, there is an independent clause (“it can also be measured by looking at multiple intelligences”).
 - This is a complex sentence because it is made up of an independent clause joined by 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. 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 8, the skills that need to be reinforced in grade 8, and the skills that need to be explicitly taught in grade 8.

Extension Task

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

1. Display or project:

While intelligence can be measured by an intelligence quotient, it can also be measured by looking at multiple intelligences.

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?

it

Did/will **DO WHAT?**

can be measured

WHEN did who do what?

While intelligence can be measured by an intelligence quotient

WHERE did who do what?

N/A

WHY did who do what?

N/A

HOW did who do what?

also/by looking at multiple intelligences

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

Student Look-Fors:

- Intelligence can be measured in more than way.
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.

Extension Task

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

1. Display or project:

While intelligence can be measured by an intelligence quotient, it can also be measured by looking at multiple intelligences.

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 intelligence can be measured by IQ tests and by looking at multiple intelligences.
- Students might say they noticed dependent clauses, passive verbs, or commas.
- Students should understand that the parts of this sentence are dependent clause + comma + independent clause + period.
- They should understand that the dependent clause answers the question “When can intelligence be measured?”

4. Display or project:

Since it is widely accepted by scientists, the Theory of Multiple Intelligences is still being researched by many people.

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with a dependent clause followed by a comma and then an independent clause.
- They should also identify that the dependent clause answers the question “Why?”

6. Say: "Now let's build a quality sentence about animal cognition."
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:

- When the Triarchic Theory of Human Intelligence was founded by Robert J. Sternberg, it was not widely accepted by others.

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

- Whenever _____, _____.
- Because _____, _____.
- While _____, _____.

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.

Extension Task

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

While intelligence can be measured by an intelligence quotient, it can also be measured by looking at multiple intelligences.

Whenever _____, _____.

Because _____, _____.

While _____, _____.

Describe the different theories of intelligence.

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 do animals learn?"
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 this sentence frame requires them to begin with an introductory phrase.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - Whenever students' IQ scores were increased by listening to Mozart, the results were presented by the researchers.
 - Because differing opinions of IQ testing are expressed by the characters in "Flowers for Algernon," the opinions of real-life researchers are depicted in the story.
 - While the topic of intelligence has been debated by scientists, countless hours of research have been conducted to understand what makes people smart.
- The dependent clause should have a clear relationship with the independent clause that follows it. For example in the first look-for above, the dependent clause explains when the results were presented by the researchers.

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Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Whenever students’ IQ scores were increased by listening to Mozart, _____.”

Extension Task

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

Some researchers believe that there are multiple intelligences, and these work together to make humans smart in different ways.

This sentence means...

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

Student Look-Fors:

- The sentence means that some people support the theory of multiple intelligences which states that people are smart in different ways.

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.

Extension Task

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

1. Display or project:

Some researchers believe that there are multiple intelligences, and these work together to make humans smart in different ways.

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

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

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

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

- a. "They noticed...which meant..."

- b. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence is a compound sentence because it is made up of two independent clauses.
 - There are two subjects and two verbs.
 - Both subjects are performing the actions in the two independent clauses.
 - Both verbs are in the present tense.
 - There are independent clauses joined by a conjunction, *and*. *And* joins two ideas together. In this sentence, *and* joins the two independent clauses "Some people believe that there are multiple intelligences" and "these work together to make humans smart in different ways" together.
 - There is a comma before *and*.

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 8, the skills that need to be reinforced in grade 8, and the skills that need to be explicitly taught in grade 8.

Extension Task

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

1. Display or project:

Some researchers believe that there are multiple intelligences, and these work together to make humans smart in different ways.

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?	Some researchers/these
Did/will DO WHAT?	believe that there are multiple intelligences/work together
WHEN did who do what?	N/A
WHERE did who do what?	N/A
WHY did who do what?	to make humans smart in different ways
HOW did who do what?	N/A

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

Student Look-Fors:

- Some researchers think that there is more than one type of intelligence that makes up a person's level of intelligence.

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.

Extension Task

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

1. Display or project:

Some researchers believe that there are multiple intelligences, and these work together to make humans smart in different ways.

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 some people support the theory of multiple intelligences which states that people are smart in different ways.
- Students might say they noticed independent clauses, commas, or conjunctions.
- Students should understand that the parts of this sentence are an independent clause + comma + conjunction + independent clause + period.
- They should understand that each independent clause has its own subject and verb.

4. Display or project:

An IQ test determines a person’s intelligence by administering multiple standardized tests, and some scientists believe this is the most reliable measurement of intelligence.

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 two independent clauses joined by a comma and a conjunction.
- They should also identify that the action verbs answer the question “What did the subjects do?”

6. Say: “Now let’s build a quality sentence about Jack London using phrases and clauses.”
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:

- Researchers repeat experiments and testing, and they confirm their theories.

8. Say: “Now let’s construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include conjunctions.”
9. 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:

- An IQ score _____, so _____.
- Howard Gardner _____, and _____.
- Gardner’s theory _____, and _____.

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.

Extension Task

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

Some researchers believe that there are multiple intelligences, and these work together to make humans smart in different ways.

An IQ score _____, so _____.

Howard Gardner _____, and _____.

Gardner's theory _____, and _____.

Describe different theories of intelligence.

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 do the different theories of intelligence do?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should include action verbs that answer "do what."
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:
 - An IQ score does not represent all aspects of intelligence, so researchers now look at multiple intelligence types.
 - Howard Gardner claims that there are many different types of intelligence, and these intelligences relate to a person's unique capabilities.
 - Gardner's theory suggests that IQ tests are too limited, and his theory covers a broader range.
- The subjects of each independent clause should perform the action in each clause. For example in the first look-for above, an IQ score represents while researchers look.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "An IQ score does not represent _____, so researchers now look

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_____.”