

## Grade 08: *Sugar Changed the World* Language Task

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

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

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

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

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

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

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

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

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

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

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

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

### *Sugar Changed the World*

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

1. Display or project:

If the world wished to increase sugar production, enslaved Africans would have to work on sugar plantations.

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 sugar production would increase as a result of African slaves working on sugar plantations.

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.

## *Sugar Changed the World*

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

1. Display or project:

If the world wished to increase sugar production, enslaved Africans would have to work on sugar plantations.

- 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 what would happen if the world wanted to increase sugar production.
  - “If the world wanted to increase sugar production” is a conditional statement.
  - There is a dependent clause at the beginning of the sentence.
  - There is a comma before the subject *enslaved Africans*.
  - After the dependent clause, there is an independent clause (“enslaved Africans would have to work on sugar plantations”).
  - This is a complex sentence because it is made up of a dependent and an independent 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.<sup>3</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>3</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 8, the skills that need to be reinforced in grade 8, and the skills that need to be explicitly taught in grade 8.

## *Sugar Changed the World*

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

1. Display or project:

If the world wished to increase sugar production, enslaved Africans would have to work on sugar plantations.

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?**

Enslaved Africans

Did/will **DO WHAT?**

would have to work

**WHEN** did who do what?

N/A

**WHERE** did who do what?

on sugar plantations

**WHY** did who do what?

to increase sugar production

**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."

## MENTOR SENTENCES

**Student Look-Fors:**

- African slaves would have to work on sugar plantations if the world wanted more sugar.

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.

## *Sugar Changed the World*

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

1. Display or project:

If the world wished to increase sugar production, enslaved Africans would have to work on sugar plantations.

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 sugar production would increase as a result of African slaves working on sugar plantations.
- Students might say they noticed dependent clauses, independent clauses, prepositional phrases, 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 "Why would enslaved Africans have to work on sugar plantations?"

4. Display or project:

If Africans were sold into slavery, they would have to work in awful conditions.

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 African slaves using dependent and 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:**

- If Africans were sold into slavery, they would have to work in awful conditions.

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 participles below."
9. Prompt students to identify other participles which signal how an event occurred. Record those participles. 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:**

- dependent clause + comma + independent clause + punctuation
- \_\_\_\_\_, \_\_\_\_\_.
- If \_\_\_\_\_ wanted to \_\_\_\_\_, \_\_\_\_\_ would have to \_\_\_\_\_.
- If \_\_\_\_\_ wished to \_\_\_\_\_, \_\_\_\_\_ would have to \_\_\_\_\_.
- If \_\_\_\_\_ wanted to \_\_\_\_\_, \_\_\_\_\_ would have to \_\_\_\_\_.

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.

## *Sugar Changed the World*

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

1. Display or project:

If the world wished to increase sugar production, enslaved Africans would have to work on sugar plantations.

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

If \_\_\_\_\_ wanted to \_\_\_\_\_, \_\_\_\_\_ would have to \_\_\_\_\_.

If \_\_\_\_\_ wished to \_\_\_\_\_, \_\_\_\_\_ would have to \_\_\_\_\_.

If \_\_\_\_\_ wanted to \_\_\_\_\_, \_\_\_\_\_ would have to \_\_\_\_\_.

Explain why the authors would use various writing techniques in *Sugar Changed the World*.

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, "Why do the authors use various writing techniques in *Sugar Changed the World*?"
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:
  - If the authors wanted to show the impact of sugar on the world, they would have to write in an engaging and accessible style.
  - If the authors wished to disprove conflicting ideas, they would have to use direct language.
- The dependent phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the dependent clause explains why the authors write in an engaging and accessible style.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "If the authors wanted to show the impact of sugar on the world, \_\_\_\_\_ would have to \_\_\_\_\_."

### *Sugar Changed the World*

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

1. Display or project:

Many believed that slaves should be used to keep up with sugar demand.

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 slave labor was vital to increasing sugar production.

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.

## *Sugar Changed the World*

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

1. Display or project:

Many believed that slaves should be used to keep up with sugar demand.

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

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

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

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

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

## Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
  - This sentence explains the necessity of slaves in sugar production.
  - “*Many*” is the subject of this sentence.
  - The verb “*be*” is used to form the passive voice.
  - There is a conjunction, *that*, but there is no comma before *that*.
  - This is a complex sentence because it is made up of an independent clause and a dependent clause.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.
  - a. To understand this sentence, I had to \_\_\_\_\_.
  - b. Noticing \_\_\_\_\_ helped me understand the sentence because \_\_\_\_\_.
  - c. Knowing \_\_\_\_\_ comes in handy when determining the meaning of this sentence.
8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.<sup>4</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

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

## *Sugar Changed the World*

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

1. Display or project:

Many believed that slaves should be used to keep up with sugar demand.

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?**

Many

Did/will **DO WHAT?**

believed

**WHEN** did who do what?

N/A

**WHERE** did who do what?

N/A

**WHY** did who do what?

to keep up with sugar demand

**HOW** did who do what?

that slaves should be used

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

## MENTOR SENTENCES

**Student Look-Fors:**

- Slaves were needed to increase sugar production.

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.

## *Sugar Changed the World*

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

1. Display or project:

Many believed that slaves should be used to keep up with sugar demand.

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 slave labor was vital to increasing sugar production.
- Students might say they noticed clauses or conjunctions.
- Students should understand that the parts of this sentence are an independent clause + dependent clause + period.
- They should understand that the verb “be” is used in passive voice construction.

4. Display or project:

The world demanded that sugar be produced quickly.

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 an independent clause followed by a dependent clause containing the verb “be.”
- They should also identify that the dependent clause answers the question “How?”

6. Say: “Now let’s build a quality sentence about sugar demand using clauses and the verb ‘be.’”
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:**

- It was necessary that sugar be shipped around the world to satisfy a craving for sweetness.

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 gerunds below.”
9. Prompt students to identify other gerunds which signal what the sentence is about. Record those gerunds. 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 + dependent clause (including a gerund) + punctuation
- It is necessary that \_\_\_\_\_ be \_\_\_\_\_.
- \_\_\_\_\_ insisted that \_\_\_\_\_ be \_\_\_\_\_.
- \_\_\_\_\_ demanded that \_\_\_\_\_ be \_\_\_\_\_.

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.

*Sugar Changed the World*  
**Mentor Sentence 2: Can I write a quality sentence?**

1. Display or project:

Many believed that slaves should be used to keep up with sugar demand.

It is necessary that \_\_\_\_\_ be \_\_\_\_\_.

\_\_\_\_\_ insisted that \_\_\_\_\_ be \_\_\_\_\_.

\_\_\_\_\_ demanded that \_\_\_\_\_ be \_\_\_\_\_.

Explain what is necessary in a book about sugar's impact on the world.

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 necessary in a book about sugar's impact on the world?"
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:
  - It is necessary that the influence of sugar be conveyed by using direct language.
  - The authors insisted that their personal stories be included in the book.
  - The authors demanded that the African slaves' stories be shared.
- The dependent clause should have a clear relationship with the independent clause that precedes it. For example in the first look-for above, the dependent clause explains what is necessary.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "It is necessary that the influence of sugar be \_\_\_\_\_."

### *Sugar Changed the World*

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

1. Display or project:

Our lives are greatly influenced by sugar.

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 sugar has a large impact on our lives.

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.

## *Sugar Changed the World*

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

1. Display or project:

Our lives are greatly influenced by sugar.

- 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 how our lives are influenced.
  - There are no conjunctions.
  - There is a prepositional phrase, “by sugar.”
  - This is a simple sentence because it is made up of one independent clause. It follows a basic sentence pattern with a subject followed by a verb.

7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.
  - a. To understand this sentence, I had to \_\_\_\_\_.
  - b. Noticing \_\_\_\_\_ helped me understand the sentence because \_\_\_\_\_.
  - c. Knowing \_\_\_\_\_ comes in handy when determining the meaning of this sentence.
8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.<sup>5</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>5</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 8, the skills that need to be reinforced in grade 8, and the skills that need to be explicitly taught in grade 8.

## *Sugar Changed the World*

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

1. Display or project:

Our lives are greatly influenced by sugar.

This sentence means...

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

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

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

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

<b>WHO/WHAT?</b>	Our lives
Did/will <b>DO WHAT?</b>	are greatly influenced
<b>WHEN</b> did who do what?	N/A
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	N/A
<b>HOW</b> did who do what?	by sugar

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

## MENTOR SENTENCES

**Student Look-Fors:**

- Sugar has a significant impact on our lives.

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.

## *Sugar Changed the World*

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

1. Display or project:

Our lives are greatly influenced by sugar.

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 sugar has a large impact on our lives.
- Students might say they noticed a prepositional phrase.
- Students should understand that the parts of this sentence are independent clause + period.
- They should understand that the prepositional phrase answers the question "How are our lives greatly influenced?"

4. Display or project:

Our overall health can be negatively impacted by sugar.

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, consists of an independent clause with a prepositional phrase.
- They should also identify that the prepositional phrase answers the question "How?"

6. Say: "Now let's build a quality sentence about sugar's impact in our daily lives."
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:**

- Obesity can be caused by sugar consumption.

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 infinitives below.”
9. Prompt students to identify other prepositional phrases which signal how the subject is doing. Record those prepositional phrases. 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 (including prepositional phrase) + punctuation
- \_\_\_\_\_ by popular food companies.
- \_\_\_\_\_ by sneaky marketing strategies.
- \_\_\_\_\_ by restricting sugar.

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.

**Mentor Sentence 3**  
**Language Link 26: Can I write a quality sentence?**

1. Display or project:

Our lives are greatly influenced by sugar.

\_\_\_\_\_ by popular food companies.  
 \_\_\_\_\_ by sneaky marketing strategies.  
 \_\_\_\_\_ by restricting sugar.

Explain how sugar impacts our lives.

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, “How does sugar impact our lives?”
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 subjects that answer “who/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:
  - People are encouraged to consume sugar by popular food companies.
  - The dangers of sugar are hidden by sneaky marketing strategies.
  - Some people believe the obesity problem can be resolved by restricting sugar.
- The prepositional phrase should have a clear relationship with the verb that precedes it. For example in the first look-for above, the prepositional phrase explains how people are encouraged to consume sugar.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “People \_\_\_\_\_ by popular food companies.”

### *Sugar Changed the World*

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

1. Display or project:

The government should raise awareness about the results of making unhealthy choices.

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 the government should inform the public about the consequences of doing things that are not healthy.

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.

## *Sugar Changed the World*

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

1. Display or project:

The government should raise awareness about the results of making unhealthy choices.

- 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 explains what the government should do.
  - The subject of the sentence, “the government,” is performing the action, “raise.”
  - There are two prepositional phrases.
  - This is a simple sentence because it is made up of an independent 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.<sup>6</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>6</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 8, the skills that need to be reinforced in grade 8, and the skills that need to be explicitly taught in grade 8.

## *Sugar Changed the World*

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

1. Display or project:

The government should raise awareness about the results of making unhealthy choices.

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?**

The government

Did/will **DO WHAT?**

should raise awareness

**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?

about the results of making unhealthy choices

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

**Student Look-Fors:**

- The government should let people know about what may happen if they do not make healthy decisions.
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.

## *Sugar Changed the World*

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

1. Display or project:

The government should raise awareness about the results of making unhealthy choices.

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 the government should inform the public about the consequences of doing things that are not healthy.
- Students might say they noticed prepositional phrases.
- Students should understand that the parts of this sentence are independent clause + prepositional phrase(s) + period.
- They should understand that the prepositional phrase answers the question “How should the government raise awareness?”

4. Display or project:

The government should look more closely at the causes of obesity.

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 subject followed by an action verb.
- They should also identify that the action verb answers the question “Did what?”

6. Say: “Now let’s build a quality sentence about government education on obesity using a prepositional phrase.”

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:**

- The government should offer optional health classes to educate people about obesity.

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 prepositional phrases below.”
9. Prompt students to identify prepositions and prepositional phrases which might be used in their sentences. Record those prepositions and phrases. 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 + prepositional phrase(s) + punctuation
- Some government officials \_\_\_\_\_.
- Some people \_\_\_\_\_.
- The government \_\_\_\_\_.

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.

## *Sugar Changed the World*

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

1. Display or project:

The government should raise awareness about the results of making unhealthy choices.

Some government officials \_\_\_\_\_.

Some people \_\_\_\_\_.

The government \_\_\_\_\_.

Explain what the subject did for public awareness about making unhealthy choices.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the prompt, "Explain what the subject did for public awareness about making unhealthy choices."
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. 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:
  - Some government officials want to ban sugary products.
  - Some people claim that sugar is as dangerous as alcohol and tobacco.
  - The government has attempted to make sugar harder to obtain.
- The action verb should have a clear relationship with the subject that precedes it. For example in the first look-for above, the action verb tells what some government officials did.
- The prepositional phrase should answer one of the following: Which one? How? When? Where?

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Some government officials \_\_\_\_\_."