

Grade 08: *Conservation* 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.

“Conservation as a National Duty”

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

“To avoid a slight shortage at the moment, there are certain people so foolish they will incur absolute shortage in the future, and they are willing to stop all attempts to conserve forests.”

From “Conservation as a National Duty”

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 irresponsible people are willing to overuse timber now, knowing it won’t be available in the future.

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.

"Conservation as a National Duty"

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

1. Display or project:

"To avoid a slight shortage at the moment, there are certain people so foolish they will incur absolute shortage in the future, and they are willing to stop all attempts to conserve forests."

From "Conservation as a National Duty"

- 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 why there will be a certain timber shortage in the future.
 - There are two complete sentences joined by a conjunction, *and*. *And* joins two ideas together. In this sentence, *and* joins the two principles together.
 - There is a comma before *and*.
 - There is subordinate conjunction, *to*, that begins a dependent clause in the sentence.
 - After the first conjunction there is a dependent clause ("*avoid a slight shortage at the moment*") and an independent clause ("*there are certain people so foolish that they will incur absolute shortage in the future*").
 - This is a compound-complex sentence because it is made up of a compound sentence (two independent clauses joined by a conjunction) and a dependent clause.

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

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

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

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

"Conservation as a National Duty"

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

1. Display or project:

"To avoid a slight shortage at the moment, there are certain people so foolish they will incur absolute shortage in the future, and they are willing to stop all attempts to conserve forests."

From "Conservation as a National Duty"

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?

people

Did/will **DO WHAT?**

incur a future timber shortage and stop attempts to conserve at this moment

WHEN did who do what?

N/A

WHERE did who do what?

WHY did who do what?

to avoid a shortage now

HOW did who do what?

foolishly

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

Student Look-Fors:

- At this moment, there are people foolishly incurring a future timber shortage and stopping all attempts to conserve because they want to avoid a shortage right now.

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.

"Conservation as a National Duty"

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

1. Display or project:

"To avoid a slight shortage at the moment, there are certain people so foolish they will incur absolute shortage in the future, and they are willing to stop all attempts to conserve forests."

From "Conservation as a National Duty"

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 Americans are incurring a future timber shortage because they want to overuse timber at the present moment.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are dependent clause + comma + independent clause + comma + coordinating conjunction + independent clause + punctuation
- Students should understand that each independent clause has an independent idea that could stand alone. The subordinating conjunction helps the reader to connect the ideas.

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

Student Look-Fors:

- Students should understand that *and* connects two complete sentences ("*There are certain people so foolish they will incur absolute shortage in the future*" and "*they are willing to stop all attempts to conserve forests.*").

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

Student Look-Fors:

- The other conjunction is *to* before "*avoid a slight shortage at the moment.*" *To* is used to tell the readers a desired result. *To* means "*in order to,*" so it tells the reader how to achieve a something desired.

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

When the forebears of America were designing our nation, commerce and use of natural resources had not changed significantly for thousands of years, but they understood the importance of conserving those resources to ensure their continued availability.

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, is a compound-complex sentence.
- Students should explain that the function of the conjunction in the sentences is to show how the ideas on each side of the conjunction connect. For example, the second independent clause provides a contradiction, so the conjunction “*but*” is used to signal a different idea.

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

Student Look-Fors:

- Even though the use of natural resources had not changed for thousands of years, the forebears had foresight to establish a union based on the development of natural resources, and their foresight was realized during the industrial revolution.

11. Say: “Now let’s build a sentence frame to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences.”
12. Display an anchor chart, or provide students with a list, of coordinating and subordinating conjunctions and guide students to identify the relationships they signal. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need

to produce a quality sentence.

Student Look-Fors:

- dependent clause + comma + independent clause + comma + coordinating conjunction + independent clause + punctuation
- When _____, _____, and _____.
 Although _____ but _____
 While _____ so _____
 Since _____ or _____

What relationships do these conjunctions signal?

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

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

“Conservation as a National Duty”
Mentor Sentence 1 Can I write a quality sentence?

1. Display or project:

“To avoid a slight shortage at the moment, there are certain people so foolish they will incur absolute shortage in the future, and they are willing to stop all attempts to conserve forests.”

From “Conservation as a National Duty”

When _____, _____, and _____.
Although _____ but _____
While _____ so _____
Since _____ or _____

Explain how Roosevelt makes a connection between conservation and morality.

2. Say, “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.

Note: As needed, provide additional support to students by assigning a coordinating and subordinating conjunction to students and/or provide them with a sentence frame, such as

When _____, _____, and _____.

3. Read the prompt aloud, “Explain how Roosevelt makes a connection between conservation and morality.”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students to select a coordinating and subordinating conjunction to signal the appropriate connection of ideas in their sentences.
6. Encourage students to refer to unit texts to ensure their responses are correct.

Student Look-Fors:

- When Roosevelt spoke, he warned the nation about their lack of foresight for generations to come, and he believed resources should be used wisely and left better for future generations.

MENTOR SENTENCES

- Since Roosevelt felt the country lacked foresight, he warned of a dark future, but he urged people to consider conservation of resources for future generations.

“Conservation as a National Duty”

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

“Let us remember that the conservation of our natural resources, the gravest problem of today, is but part of another and greater problem: the patriotic duty of insuring the safety and continuance of the nation.”

From “Conservation as a National Duty”

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 conserving resources is part of a solution to the most important problem in the nation, ensuring that it continues.

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.

"Conservation as a National Duty"

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

1. Display or project:

"Let us remember that the conservation of our natural resources, the gravest problem of today, is but part of another and greater problem: the patriotic duty of insuring the safety and continuance of the nation."

From "Conservation as a National Duty"

- 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 most important problem facing the United States.
 - There is a colon used to introduce the greater problem.
 - There is an independent clause before the colon interrupted by an appositive.
 - There are two commas offsetting the appositive.
 - The appositive "*the gravest problem of today*" renames "*the conservation of our natural resources*".

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.

"Conservation as a National Duty"

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

1. Display or project:

"Let us remember that the conservation of our natural resources, the gravest problem of today, is but part of another and greater problem: the patriotic duty of insuring the safety and continuance of the nation."

From "Conservation as a National Duty"

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 continuance of the nation
(Did/will) DO WHAT?	is the greatest problem we face
WHEN did who do what?	today
WHERE did who do what?	N/A
WHY did who do what?	conservation of natural resources is a part of the problem
HOW did who do what?	N/A

6. Encourage students to expand their summary sentence. Prompt them to use information from the unit texts to

answer questions not provided in the original sentence.

WHO/WHAT?

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

WHEN did who do what?

WHERE did who do what?

WHY did who do what?

HOW did who do what?

the continuance of the nation

is the greatest problem we face

today

United States

conservation of natural resources is part of the problem

N/A

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

Student Look-Fors:

- Today, in the United States, the continuance of the nation is the greatest problem we face because the conservation of our natural resources is a part of continuing successfully.
8. After several minutes, ask a few students to share their statements with the class.
 9. Prompt students to revise or adjust their written responses based on what their classmates shared.

“Conservation as a National Duty”

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

1. Display or project:

“Let us remember that the conservation of our natural resources, the gravest problem of today, is but part of another and greater problem: the patriotic duty of insuring the safety and continuance of the nation.”

From “Conservation as a National Duty”

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 in order to continue successfully as a nation, the United States must conserve their natural resources.
- Students might say they noticed an independent clause, an appositive, or commas.
- Students should understand that the parts of this sentence are subject + comma + appositive + comma + verb + predicate + colon + noun phrase.
- They should understand that appositive renames the subject “the conservation of our natural resources”.

4. Display or project:

The country’s future success is dependent upon something that must improve: the wise and moral use of natural resources.

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, includes an independent clause followed by a colon and then a noun phrase to add information.

6. Say: "Now let's build a quality sentence about the connections Roosevelt makes between conservation and patriotism."
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:

- Conservation is our duty as patriotic citizens: people responsible for insuring the continuance of our nation.

8. Say: "Now let's construct sentences to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the colon to introduce a noun phrase below."
9. Prompt students to brainstorm ideas for phrases that can be introduced this way. Record those 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:

- subject + comma + appositive + comma + verb + predicate + colon + noun phrase
- _____: the rapid progress in the past 125 years.
- _____: a dependence and connection to nature.

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.

"Conservation as a National Duty"

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

"Let us remember that the conservation of our natural resources, the gravest problem of today, is but part of another and greater problem: the patriotic duty of insuring the safety and continuance of the nation."

From "Conservation as a National Duty"

_____ : _____.
 _____ : _____.

Explain how Roosevelt makes a connection between conservation and progress.

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 Roosevelt make a connection between conservation and progress?"
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 include an appositive, if their sentence allows for one. Remind students they must have a complete sentence before the colon.
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 time for the nation to address the problem of conservation of resources for obvious reasons: the rapid progress in the past 125 years.
 - As our nation developed rapidly, citizens lost something imperative to conservation efforts: a dependence and connection to nature.

“John James Audubon and the Natural World”

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

Audubon slept in woods, waded through marshes and swamps, tramped hundreds of miles, and suffered many hardships before he could learn the colors and habits of so many birds.

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 Audubon went to extreme measures to learn as much about birds as possible.

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.

"John James Audubon and the Natural World"

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

1. Display or project:

Audubon slept in woods, waded through marshes and swamps, tramped hundreds of miles, and suffered many hardships before he could learn the colors and habits of so many birds.

- 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 means Audubon did many challenging things to learn as much as possible about birds.
 - This sentence has an independent clause and a dependent clause that starts with the subordinate conjunction "before".
 - There is a conjunction "and" that connects items in a list.
 - The commas in the series separate four items in a list.

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

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

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

"John James Audubon and the Natural World"

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

1. Display or project:

Audubon slept in woods, waded through marshes and swamps, tramped hundreds of miles, and suffered many hardships before he could learn the colors and habits of so many birds.

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?

Audubon

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

slept, waded, tramped, suffered

WHEN did who do what?

before he learned colors and habits of birds

WHERE did who do what?

N/A

WHY did who do what?

N/A

HOW did who do what?

N/A

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

WHO/WHAT?

John James Audubon

(Did/will) DO WHAT?

slept, waded, tramped, suffered

WHEN did who do what?

before he learned the colors and habits of over a thousand birds

WHERE did who do what?

United States

WHY did who do what?

he wanted to learn about birds in their natural habitats

HOW did who do what?

ambitiously

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

Student Look-Fors:

- Before he learned the colors and habits of over a thousand birds across the United States, John James Audubon ambitiously slept in woods, waded through swamps, tramped hundreds of miles, and suffered hardships because he wanted to learn as much as possible about birds in their natural habitats.

8. After several minutes, ask a few students to share their statements with the class.
9. Prompt students to revise or adjust their written responses based on what their classmates shared.

“John James Audubon and the Natural World”

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

1. Display or project:

Audubon slept in woods, waded through marshes and swamps, tramped hundreds of miles, and suffered many hardships before he could learn the colors and habits of so many birds.

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 Audubon did many challenging things in order to learn as much as possible about birds across the United States.
- Students might say they noticed an independent and a dependent clause, commas, and conjunctions.
- Students should understand that the parts of this sentence are independent clause including items in a series separated by commas and joined by the conjunction *and* + dependent clause + punctuation.
- They should understand that the items in the series describe the challenging actions Audubon did in order to learn about birds.

4. Display or project:

Audubon loved birds, learned a great deal about them, drew pictures of all the kinds of birds found in our country, and bound these drawing together to create “The Birds of North America” because he wanted to do something that had never been done before.

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

Student Look-Fors:

MENTOR SENTENCES

- Students should identify that the structures are similar--this example, like the mentor sentence, contains an independent clause with a series of phrases separated by commas and joined by the conjunction *and*.
- They should also identify that this example also ends with a dependent clause beginning with the subordinate conjunction *because*.

- Say: "Now let's build a quality sentence about why Audubon was devoted to creating his book."
- 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:

- Audubon's childhood experiences, his love of birds and nature, and his desire for adventure motivated him to create "The Birds of North America" because he wanted others to share his passion.
- 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 subordinating conjunctions below."
 - Prompt students to identify other subordinating conjunctions and what they signal in a sentence. Record those conjunctions. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- _____, _____, and _____ because _____.
- _____, _____, and _____ since _____.
- _____, _____, and _____ although _____.

- 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.

“John James Audubon and the Natural World”
Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

Audubon slept in woods, waded through marshes and swamps, tramped hundreds of miles, and suffered many hardships before he could learn the colors and habits of so many birds.

_____, _____, and _____ because _____.
 _____, _____, and _____ since _____.
 _____, _____, and _____ although _____.

Explain conflicting ideas about Audubon’s work.

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 conflicting ideas existed surrounding Audubon’s work?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students to use items in a series to explain what Audubon cared most about.”
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:
 - Audubon wished to express the beauty of the flamingo, show its natural environment, and protect its welfare, although he killed the flamingo in order to paint it precisely.
 - Audubon shot and killed a flamingo, took it from its natural environment, and painted it in great detail since he wanted to create a life-size, realistic painting of the bird.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Audubon _____, _____, and _____ since he wanted to create a life size realistic painting of the bird.”

“John James Audubon and the Natural World”

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

In his memoirs, Audubon reflected on his appreciation of nature and birds: “They soon became my playmates, and I felt that an intimacy with them bordering on phrenzy must accompany my steps through life.

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 Audubon wrote about his fascination with birds, saying they must be a part of his life.

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

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

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

"John James Audubon and the Natural World"

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

1. Display or project:

In his memoirs, Audubon reflected on his appreciation of nature and birds: "They soon became my playmates, and I felt that an intimacy with them bordering on phrenzy must accompany my steps through life."

- 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 that Audubon wrote about his passion for birds saying they must be a part of his life's work.
 - The quote is introduced by a complete sentence.
 - There is a colon joining the sentence to the quote from the text.
 - The part of the sentence before the colon is made up of a prepositional phrase and an independent clause.
 - The quote that follows the colon elaborates on the idea presented in the sentence.
 - This is a compound sentence because it is made up of a compound sentence (two independent clauses joined by a conjunction) and a third independent clause joined by a colon.

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.

"John James Audubon and the Natural World"

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

1. Display or project:

In his memoirs, Audubon reflected on his appreciation of nature and birds: "They soon became my playmates, and I felt that an intimacy with them bordering on phrenzy must accompany my steps through life.

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?	Audubon
Did/will DO WHAT?	reflected on his appreciation of nature and birds
WHEN did who do what?	N/A
WHERE did who do what?	in his memoirs
WHY did who do what?	wanted birds to be an intimate part of his life
HOW did who do what?	through writing

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

Student Look-Fors:

- Through writing in his memoirs, Audubon reflected on his appreciation of nature and birds saying he wanted them to be an intimate part of his life.

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.

"John James Audubon and the Natural World"

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

1. Display or project:

In his memoirs, Audubon reflected on his appreciation of nature and birds: "They soon became my playmates, and I felt that an intimacy with them bordering on phrenzy must accompany my steps through life."

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 Audubon wrote about his passion for birds and nature and how he wanted them to be intimately involved in his life's work.
- Students might say they noticed prepositional phrases, commas, conjunctions, or colons.
- Students should understand that the parts of this sentence are introductory phrase + comma + independent clause + colon + opening quotation mark + direct quote from memoir + period + closing quotation mark.
- They should understand that the quote needs to elaborate and reinforce the idea presented before the colon.

4. Display or project:

In his speech, Roosevelt makes our patriotic duty very clear: "As a people we have the right and the duty, second to none other but the right and duty of obeying the moral law, of requiring and doing justice, to protect ourselves and our children against the wasteful development of our natural resources."

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 colon, followed by a quote that elaborates the preceding sentence.
- They should also identify that the part of the sentence before the colon is a complete sentence.

6. Say: "Now let's build a quality sentence about what motivated conservationists in this unit."
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:

- In "Bookstand: Audubon's Birds and Words", Uskali explains the passion Audubon felt for getting his paintings exactly the way he wanted them: "He was known as a master marksman, and much has been made of the "basketfuls" of birds he shot for a single painting."

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 that include colons and quotations."
9. Prompt students to brainstorm quotes that can be introduced in this way. Record those brainstorms. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- _____: "_____."
- _____: "The diversity of America's unspoiled natural lands fascinated the 18-year-old, and birds became the focus of his affections."
- _____: "The uncertainty of the turbulent world of his youth required an outlet for release, and the comfort of the natural world became his refuge."

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.

“John James Audubon and the Natural World”
Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

In his memoirs, Audubon reflected on his appreciation of nature and birds: “They soon became my playmates, and I felt that an intimacy with them bordering on phrenzy must accompany my steps through life.

- _____: “_____.”
- _____: “The diversity of America’s unspoiled natural lands fascinated the 18-year-old, and birds became the focus of his affections.”
- _____: “The uncertainty of the turbulent world of his youth required an outlet for release, and the comfort of the natural world became his refuge.”

Explain Hernandez’s attitude towards Audubon’s work.

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 was Hernandez’s attitude towards Audubon’s work?”
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 must have a complete sentence before the colon.
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:
 - Hernandez describes Audubon’s ability to see the wealth of resources and knowledge available in the American wilderness: “The diversity of America’s unspoiled natural lands fascinated the 18-year-old, and birds became the focus of his affections.”.
 - Hernandez makes it clear that Audubon used the American landscape as an escape from his chaotic upbringing: “The uncertainty of the turbulent world of his youth required an outlet for release, and the comfort of the natural world became his refuge.”

- The quotation should have a clear relationship with the clause that precedes it.

Note: For less support, prompt students to complete the full sentence stems. For more support, prompt students to complete the sentence stems that have already been started.