

## Grade 08: The Tell-Tale Heart 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.

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<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.

## *The Tell-Tale Heart*

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

1. Display or project:

“It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night.”

*From The Tell-Tale Heart*

This sentence means...

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

#### **Student Look-Fors:**

- The sentence means that the narrator thought of the idea and could not get it out of his head.

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.

## *The Tell-Tale Heart*

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

1. Display or project:

**“It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night.”**

*From The Tell-Tale Heart*

- 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 the narrator thought of the idea and could not stop thinking about it.
  - "It is impossible to say how the idea first entered my brain" explains that the narrator has no idea how he even started thinking about the murder.
  - "but once conceived, it haunted me day and night" explains that once the idea was born, the narrator always thought of it.
  - There are two complete sentences joined by a conjunction, *but*. *And* joins two ideas together. In this sentence, *but* joins the two opposing thoughts.
  - There is a semicolon before *and*.
  - This is a compound sentence because it is made up of two independent clauses joined by a conjunction.

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.

# MENTOR SENTENCES

## The Tell-Tale Heart

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

1. Display or project:

“It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night.”

From *The Tell-Tale Heart*

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>	the idea
(Did/will) <b>DO WHAT?</b>	haunted the narrator
<b>WHEN</b> did who do what?	day and night
<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?	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 idea

haunted the narrator

day and night

N/A

wanted to kill the old man because of his eye

always thought about it

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

**Student Look-Fors:**

- The idea of killing the old man haunted the narrator until he was always thinking about it, day and night.
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.

## *The Tell-Tale Heart*

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

1. Display or project:

“It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night.”

*From The Tell-Tale Heart*

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 narrator thought of killing the old man all the time.
- Students might say they noticed independent and dependent clauses, semicolons, commas, or conjunctions.
- Students should understand that the parts of this sentence are independent clause + semicolon + coordinating conjunction + dependent clause + comma + 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.
- Students should understand that the semicolon separated the two ideas. The semicolon is used to signal a larger separation because there is a comma signaling a smaller separation in the second independent clause.

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

#### **Student Look-Fors:**

- Students should understand that *but* connects two complete sentences (“It is impossible to say how first the idea entered my brain” and “but once conceived, it haunted me day and night”).

5. Ask: “What does this conjunction signal?”

#### **Student Look-Fors:**

- The conjunction *but* signals a change in direction or thinking.

- 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."
- Display or project:

"I made up my mind to take the life of the old man, and thus rid myself of the eye forever."

*From The Tell-Tale Heart*

- Ask: "How are these sentences similar to the mentor sentence?"

**Student Look-Fors:**

- Students should identify that the structures are similar--these examples, like the mentor sentence, are compound sentences.
- 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, in the first example, the second independent clause provides a reason for the thought in the first independent clause, so the conjunction "and" is used to signal information is being added.
- A comma is used instead of a semicolon because there are no other commas in this sentence. A comma is all that is needed to show the separation.

- Say: "Now let's build a quality sentence about the old man using a semicolon and a conjunction."
- 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 old man had a twitching eye, but he was harmless.
- The old man's twitching eye troubled the narrator, so he planned to murder him.

- 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."

**Student Look-Fors:**

- independent clause + semicolon + coordinating conjunction + dependent clause + comma + independent clause + punctuation
- \_\_\_\_\_; and \_\_\_\_\_.  
but  
so  
or

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

## 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.

## *The Tell-Tale Heart*

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

1. Display or project:

"It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night."

*From The Tell-Tale Heart*

\_\_\_\_\_ ; and \_\_\_\_\_  
but  
so  
or

Explain what happens when the narrator creeps into the room each night.

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, "Explain what happens when the narrator creeps into the room each night."
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 include a semicolon or comma, as well as a conjunction, to demonstrate the connection between two independent clauses.
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:
  - Each night the narrator creeps into his room and shines a lantern on his eye, but the man is sleeping so his eye is closed.
  - On the eighth night, the narrator creeps in; but the old man is awake, so the narrator sees the eye.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Each night the narrator creeps into his room and shines a lantern on his eye, \_\_\_\_\_."

### *The Tell-Tale Heart*

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

1. Display or project:

“It was open--wide, wide open, and my anger increased as it looked straight at me.”

*From The Tell-Tale Heart*

This sentence means...

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

#### **Student Look-Fors:**

- The sentence means that the narrator was angered by the old man’s opened eye staring at him.

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

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

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

## *The Tell-Tale Heart*

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

1. Display or project:

**"It was open--wide, wide open, and my anger increased as it looked straight at me."**

*From The Tell-Tale Heart*

- 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 narrator's feelings about the old man's eye.
  - There are dashes in the first independent clause of this compound sentence.
  - "Wide, wide open" emphasizes how the old man's eye appears.
  - There are two complete sentences joined by a conjunction, *and*. *And* joins two ideas together. In this sentence, *and* joins two independent clauses together.
  - There is a comma before *and* and one between the two adjectives, *wide*.
  - This is a compound-complex sentence because it is made up of two independent clauses joined by a conjunction, and the second independent clause contains 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.

# MENTOR SENTENCES

## The Tell-Tale Heart

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

1. Display or project:

"It was open--wide, wide open, and my anger increased as it looked straight at me."

From *The Tell-Tale Heart*

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>	It/my anger
(Did/will) <b>DO WHAT?</b>	was open/increased
<b>WHEN</b> did who do what?	as it looked
<b>WHERE</b> did who do what?	straight at me
<b>WHY</b> did who do what?	N/A
<b>HOW</b> did who do what?	wide, wide open

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

words.”

**Student Look-Fors:**

- The narrator gets angrier when the open eye stares at him.

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.

## *The Tell-Tale Heart*

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

1. Display or project:

**"It was open--wide, wide open, and my anger increased as it looked straight at me."**

*From The Tell-Tale Heart*

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 narrator was angered by the old man's opened eye staring at him.
- Students might say they noticed dashes, commas, or conjunctions.
- Students should understand that the parts of this sentence are independent clause + comma + coordinating conjunction + independent clause + subordinating conjunction + dependent clause + punctuation.
- Students should understand that each independent clause has an independent idea that could stand alone. The dashes cause the reader to pause for added emphasis.

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

#### **Student Look-Fors:**

- Students should understand that *and* connects two complete sentences ("It was open--wide, wide open" and "my anger increased as it looked straight at me").

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 *as* before "it looked straight at me." *As* is used to tell the readers when or under what conditions the narrator's anger increased. *As* indicates that something happens during the time when something is taking place.

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:

“The man--and his high pitched voice--had aroused my suspicion.”

“The old man sprang up in bed, crying out --"Who's there?"”

*From The Tell-Tale Heart*

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

Student Look-Fors:

- Students should identify that the punctuation is similar--these examples, like the mentor sentence, include dashes.
- Students should explain that the function of the dashes in these sentences is for added emphasis. For example, in the first example, the dashes cause the reader to pause , emphasizing what thing the alarmed caller notified the police officer about. In the second sentence, the dashes emphasize that the man had aroused suspicion because of his high pitched voice.

9. Say: “Now let’s build a quality sentence about the what the narrator does after the man’s death”

10. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- The narrator --wishing to hide the body--dismembers the old man.

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.”

Student Look-Fors:

- \_\_\_\_\_ -- \_\_\_\_\_ -- \_\_\_\_\_.

12. 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.

## *The Tell-Tale Heart*

### Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

“It was open--wide, wide open, and my anger increased as it looked straight at me.”

*From The Tell-Tale Heart*

\_\_\_\_\_ -- \_\_\_\_\_ -- \_\_\_\_\_.

Explain how the narrator felt as the policemen arrived at the old man’s house.

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, “Explain how the narrator felt as the policemen arrived at the old man’s house.”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should include phrases that are used for emphasis.
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:
  - The narrator - calm and collected - devised a story about the old man.
  - The narrator - crazy and unpredictable - was not worried about the arrival of the policemen.
- The words and phrases set off by dashes should emphasize the subject that precedes them. For example in the first look-for above, the participial phrase describes the words that will forever haunt the police officer.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “The narrator - \_\_\_\_\_ - devised a story about the old man.”

### *The Tell-Tale Heart*

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

1. Display or project:

“And so, I finally decided I had to kill the old man and close that eye forever!”

*From The Tell-Tale Heart*

This sentence means...

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

#### **Student Look-Fors:**

- The sentence means that the narrator has chosen to rid himself of the eye by killing the old man.

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

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

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

## *The Tell-Tale Heart*

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

1. Display or project:

“And so, I finally decided I had to kill the old man and close that eye forever!”

*From The Tell-Tale Heart*

- 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 the narrator's decision for ridding himself of the eye that haunts him.
  - "And so" is an introductory transition in this sentence.
  - There is a comma after the introductory words "and so" separating them from the independent clause. This tells the reader where to pause in order to avoid confusion.
  - There are two verbs joined by a conjunction, *and*. *And* joins two ideas together. In this sentence, *and* joins the two verbs of the infinitives, *to kill* and *close* together.
  - This is a simple sentence because it is made up of one 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>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.

# MENTOR SENTENCES

## The Tell-Tale Heart

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

1. Display or project:

“And so, I finally decided I had to kill the old man and close that eye forever!”

From *The Tell-Tale Heart*

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>	I
(Did/will) <b>DO WHAT?</b>	decided I had to kill the old man and close that eye forever
<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?	And so
<b>HOW</b> did who do what?	N/A

6. Say: “Write a summary of the sentence underneath the quotation. Make sure to put the sentence into your own

words.”

**Student Look-Fors:**

- The narrator has determined that the only way to rid himself of the eye that haunts him is to kill the old man.

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.

## *The Tell-Tale Heart*

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

1. Display or project:

**“And so, I finally decided I had to kill the old man and close that eye forever!”**

*From The Tell-Tale Heart*

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 narrator has chosen to rid himself of the eye by killing the old man.
- Students might say they noticed commas, infinitives, or conjunctions.
- Students should understand that the parts of this sentence are introductory word(s) + comma + independent clause + punctuation.
- Students should understand that the introductory words are followed by a comma to indicate that the reader should pause.

4. Ask: “What word(s) in this sentence introduce the independent clause?”

#### **Student Look-Fors:**

- Students should understand that *And so* introduces the sentence “I finally decided I had to kill the old man and close that eye forever!” and connects it to the sentence(s) preceding it.

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 *and* before “close that eye forever.” *And* is used to join to verbs in the infinitive phrase “to kill the old man and close that eye forever.”

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:

Quickly, we jumped into the squad car and sped off to the address given.

Later, the caretaker led us through the home and permitted us to search the premises.

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

**Student Look-Fors:**

- Students should identify that the punctuation is similar--these examples, like the mentor sentence, include commas after introductory words.
- Students should notice that these sentences are written from the point of view of the policemen, not the narrator.
- Students should explain that the function of the commas in these sentences is to make the reader pause. For example, in the first example, the comma causes the reader to pause before the independent clause, and the introductory word tells how the police officers jumped into their car. In the second sentence, the comma causes the reader to pause, and the introductory word tells when the caretaker led the police officers through the home.

9. Say: “Now let’s build a quality sentence about the narrator’s hospitality.”

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:**

- Innocently, he even invited the policeman to take a rest by pulling chairs to sit in for a while.

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.”
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.

## *The Tell-Tale Heart*

### Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

“And so, I finally decided I had to kill the old man and close that eye forever!”

*From The Tell-Tale Heart*

- \_\_\_\_\_.
- Satisfied, \_\_\_\_\_.
- Curious, \_\_\_\_\_.

How did the police officers respond when they first heard the narrator's' story?

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 did the police officers respond when they first heard the narrator’s story?”
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 the police officers as the subject.
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:
  - Satisfied, they sat and chatted with the narrator.
  - Curious, they searched the old man’s home.
- The introductory word should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory word explains the police officers and his partners’ reactions.

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

### *The Tell-Tale Heart*

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

1. Display or project:

“The shriek, I said, was my own in a dream.”

*From The Tell-Tale Heart*

This sentence means...

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

#### **Student Look-Fors:**

- The sentence means that the narrator is lying to the policemen.

5. 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.

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

## *The Tell-Tale Heart*

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

1. Display or project:

**"The shriek, I said, was my own in a dream."**

*From The Tell-Tale Heart*

- 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 the narrator is lying to the policemen.
  - There are two commas separating a phrase *I said*.
  - There is one independent clause - *The shriek was my own*.
  - There is a prepositional phrase - *in a dream*.
  - *I said* tells the reader that the narrator spoke these words aloud to the policemen.
  - This is a simple sentence.

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.

# MENTOR SENTENCES

## The Tell-Tale Heart

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

1. Display or project:

"The shriek, I said, was my own in a dream."

From *The Tell-Tale Heart*

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>	shriek
(Did/will) <b>DO WHAT?</b>	was his
<b>WHEN</b> did who do what?	during a dream
<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?	N/A

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

**Student Look-Fors:**

- The narrator is telling the policemen that he screamed during a dream.
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.

## *The Tell-Tale Heart*

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

1. Display or project:

*"The shriek, I said, was my own in a dream."*

*From The Tell-Tale Heart*

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

#### Student Look-Fors:

- This sentence explains that the narrator is lying to the policemen.
- There are two commas separating a phrase *I said*.
- There is one independent clause - *The shriek was my own*.
- There is a prepositional phrase - *in a dream*.
- *I said* tells the reader that the narrator spoke these words aloud to the policemen.
- Students should understand the parts of this sentence are: subject + comma + descriptive clause + comma + predicate + punctuation.
- This is a simple sentence.

4. Display or project:

*The old man, I mentioned, was absent in the country.*

5. Ask: "How are these sentences similar to the mentor sentence?"

#### Student Look-Fors:

- Students should understand that the structure of this sentence is similar to the structure of the mentor sentence: subject + comma + descriptive clause + comma + predicate + punctuation.
- Students should explain that the descriptive clause *I mentioned* tells the reader that these are words that the narrator spoke aloud to the policemen.

6. Say: “Now let’s build a quality sentence about what the policemen might have said to the narrator while searching the old man’s home and include a clause separated by commas.”
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:**

- Let us search, they said, to be sure of no foul play.
- Lead us to the bedroom, they said, as they wanted to have a closer look.

8. 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.”

**Student Look-Fors:**

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

9. 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.

## *The Tell-Tale Heart*

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

1. Display or project:

“The shriek, I said, was my own in a dream.”

*From The Tell-Tale Heart*

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

What might the policeman have said after the narrator confessed?

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 might the policemen have said after the narrator confessed?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students that they should include a descriptive clause separated by commas in their sentence.
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:
  - We knew it, they laughed, as they pulled out the planks.
  - How could you, he asked, as he put me in the car.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “We knew it, \_\_\_\_\_, \_\_\_\_\_.”