

Grade 09: The Odyssey 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.

The Odyssey

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

Odysseus seems to believe that the end justifies the means on his journey; he is willing to use the people he encounters so that he is able to reach his home in Ithaca.

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 Odysseus is willing to sacrifice being honest if it gets him where he wants to be.

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 Odyssey

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

1. Display or project:

Odysseus seems to believe that the end justifies the means on his journey; he is willing to use the people he encounters so that he is able to reach his home in Ithaca.

- 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?"
 - d. "What punctuation do you notice? How does the punctuation help you understand the sentence?"
5. Call on 2-3 pairs to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
6. Prompt them to use the following conversation stems to guide their sharing with the class.
 - a. "We noticed...which means..."
 - b. "We knew...so we..."

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains one of Odysseus's characteristics.
 - There are two independent clauses joined by a semicolon.
 - The subordinating conjunction *so that* begins a dependent clause that **explains** why Odysseus uses people.
 - After the semicolon there is an independent clause (*he is willing to use the people he encounters*) and a dependent clause (*so that he is able to reach his home in Ithaca*)
 - This is a compound-complex sentence because it is made up of a compound sentence (two independent clauses joined by a semicolon) and a complex sentence (an independent and dependent clause).

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

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

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.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 9, the skills that need to be reinforced in grade 9, and the skills that need to be explicitly taught in grade 9.

The Odyssey

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

1. Display or project:

Odysseus seems to believe that the end justifies the means on his journey; he is willing to use the people he encounters so that he is able to reach his home in Ithaca.

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?

Odysseus

Did/will **DO WHAT?**

believes the end justifies the means AND uses the people he encounters

WHEN did who do what?

N/A

WHERE did who do what?

on his journey

WHY did who do what?

so that he is able to reach his home in Ithaca

HOW did who do what?

N/A

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

Student Look-Fors:

- While on his journey, Odysseus believes that the end justifies the means, so he uses the people he encounters so that he can return home to Ithaca.
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 Odyssey

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

1. Display or project:

Odysseus seems to believe that the end justifies the means on his journey; he is willing to use the people he encounters so that he is able to reach his home in Ithaca.

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:

- The sentence means that Odysseus is willing to sacrifice being honest if it gets him where he wants to be.
- Students might say they noticed prepositional phrases, infinitives, semicolons, or conjunctions.
- Students should understand that the parts of this sentence are independent clause + semicolon + independent clause + dependent clause + punctuation.
- They should understand that the dependent clause answers the question "Why does Odysseus use the people he encounters?"

4. Display or project:

Modern veterans often relate to Odysseus's sense of dislocation when he returns home from war; home is a place that seems unrecognizable now that new people and new habits affect their daily routines.

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, begins with an independent clause followed by a semicolon, an independent clause, and a dependent clause.
- They should also identify that the dependent clause answers the question “Why do veterans and Odysseus feel a sense of dislocation?”

6. Say: “Now let’s build a quality sentence about Penelope.”

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:

- Penelope is a loving a devoted wife to her estranged husband; she spends her days mourning her husband rather than entertaining the many stubborn and demanding suitors.

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

9. Prompt students to identify other subordinating conjunctions which signal when an event occurred. 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:

- independent clause + semicolon + independent clause + dependent clause + punctuation
- _____; _____ (subordinating conjunction) _____.

List of common subordinating conjunctions:

after	although	as	as if	as long as
because	before	even if	even though	if
once	provided	since	so that	that
though	till	unless	until	what
when	whenever	wherever	whether	while

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

The Odyssey

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

Odysseus seems to believe that the end justifies the means on his journey; he is willing to use the people he encounters so that he is able to reach his home in Ithaca.

_____ ; _____ (subordinating conjunction) _____.

Explain the motivations of characters in *The Odyssey*.

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 motivates the characters in *The Odyssey*?”
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 end their sentences with a dependent clause that explains and supports the claim made in the first independent clause.
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:
 - Telemachus shows confidence and assertiveness when he stands up to Antinous; he admonishes the suitors for their boldness and orders them to leave at once provided that they have any shame left.
 - Odysseus is a very proud and braggart man; he cannot resist the opportunity to show off his athletic prowess while attending the Phaeacian king’s feast.
- The dependent clause should have a clear relationship with the clauses that come before it. For example in the second look-for above, the dependent clause explains a situation in which Odysseus shows his pride.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Odysseus is a very proud and braggart man; _____.”

The Odyssey

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

“Calypso the lustrous goddess tried to hold me back, deep in the arching caverns, craving me for a husband.”

From *The Odyssey* Book IX

This sentence means...

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

Student Look-Fors:

- The sentence means that Calypso tried to keep Odysseus prisoner in her cave because she wanted him as her husband.

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 Odyssey

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

1. Display or project:

“Calypso the lustrous goddess tried to hold me back, deep in the arching caverns, craving me for a husband.”

From *The Odyssey* Book IX

- 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 that Odysseus was held captive by Calypso because she was in love with him.
 - *Deep in the arching caverns* describes where Odysseus was kept captive.
 - *Craving me for a husband* describes why Calypso kept Odysseus captive.
 - There is one independent clause and two descriptive phrases in this sentence.
 - There is a comma before each descriptive phrase.
 - Both phrases function as adjectives describing "where" and "why" Calypso held Odysseus.
 - There are no conjunctions in this sentence.
 - There is an independent clause (*Calypso the lustrous goddess tried to hold me back*)
 - *The lustrous goddess* is an appositive phrase that refer back to Calypso.
 - The adjective *deep* is placed before the prepositional phrase *in the arching caverns*.
 - The final phrase is a participial phrase (*craving me for a husband*).
 - This is a simple sentence because it is made up of an independent clause and three phrases.

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 9, the skills that need to be reinforced in grade 9, and the skills that need to be explicitly taught in grade 9.

MENTOR SENTENCES

The Odyssey

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

1. Display or project:

“Calypso the lustrous goddess tried to hold me back, deep in the arching caverns, craving me for a husband.”

From *The Odyssey* Book IX

This sentence means...

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

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

Summary Sentence: _____

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

WHO/WHAT?

Did/will **DO WHAT?**

WHEN did who do what?

WHERE did who do what?

WHY did who do what?

HOW did who do what?

Calypso

tried to hold Odysseus back

N/A

deep in the arching caverns

because she wanted him for a husband

N/A

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

Student Look-Fors:

- Calypso tried to hold Odysseus back deep in the arching caverns because she wanted him for a husband.
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 Odyssey

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

1. Display or project:

“Calypso the lustrous goddess tried to hold me back, deep in the arching caverns, craving me for a husband.”

From *The Odyssey* Book IX

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:

- The sentence means that Calypso tried to keep Odysseus prisoner in her cave because she wanted him as her husband.
- Students might say they noticed prepositional phrases, commas, appositive phrases, or participial phrases.
- Students should understand that the parts of this sentence are independent clause + comma + prepositional phrase + comma + participial phrase + punctuation.
- They should understand that the phrases serve as adjectives to add details and descriptions to the sentence.

4. Display or project:

Odysseus tricked Polyphemus into thinking his name was Nobody, after blinding him, showing his cleverness.

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 comma and then two descriptive phrases..
- They should also identify that the descriptive phrases serve as adjectives.

6. Say: "Now let's build a quality sentence about *The Odyssey* using phrases and clauses."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- Penelope refused to be wooed by the suitors, with their arrogance and riches, invading her home.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the adjectival phrases below."
9. Prompt students to identify other adjectival phrases which signal an event that occurred. 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:

- independent clause + comma + prepositional phrase + comma + participial phrase + punctuation.
- _____, in the land of the Lotus Eaters, _____.
- _____, _____, believing that Odysseus is deceiving them.
- _____, at Aeaea, _____.

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.

The Odyssey

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

“Calypso the lustrous goddess tried to hold me back, deep in the arching caverns, craving me for a husband.”

From *The Odyssey* Book IX

_____, in the land of the Lotus Eaters, _____.

_____, _____, believing that Odysseus is deceiving them.

_____, at Aeaea, _____.

Explain the trouble Odysseus faced on his journey.

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the prompt, “Explain some of the trouble Odysseus faced on his journey.”
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 an independent clause.
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:
 - Odysseus showed determination and resolve, in the land of the Lotus Eaters, fighting to save his men from the pull of the lotus.
 - Odysseus’s men open the bag of winds, in view of Ithaca, believing that Odysseus is deceiving them.
 - Odysseus is weary and submits to Circe, at Aeaea, revealing his unfaithfulness to his wife.
- The independent clause should have a clear relationship with the phrases that follows it. For example in the first look-for above, the independent clause explains Odysseus’s character traits and the phrases give details that explain “where” and “how” this happened.

MENTOR SENTENCES

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Odysseus showed determination and resolve, in the land of the Lotus Eaters, _____.”

The Odyssey

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

Odysseus leaves the battles of Troy a strong, arrogant man, but he returns to Ithaca a wise, humble man after many trials and tribulations.

This sentence means...

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

Student Look-Fors:

- The sentence means that Odysseus changes and grows during the trials he faces on the way home.

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 Odyssey

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

1. Display or project:

Odysseus leaves the battles of Troy a strong, arrogant man, but he returns to Ithaca a wise, humble man after many trials and tribulations.

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

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

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

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains how Odysseus changes over the course of his journey.
 - There are two independent clauses joined by a conjunction, *but*. *But* joins two ideas together.
 - There is a comma before *but*.
 - There is a prepositional phrase following the second independent clause (*after many trials and tribulations*).
 - Before the conjunction there is an independent clause (*Odysseus leave the battles of Troy a strong, arrogant man*) and after is another dependent clause (*he returns to Ithaca a wise, humble man after many trials and tribulations*).
 - 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.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 9, the skills that need to be reinforced in grade 9, and the skills that need to be explicitly taught in grade 9.

The Odyssey

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

1. Display or project:

Odysseus leaves the battles of Troy a strong, arrogant man, but he returns to Ithaca a wise, humble man after many trials and tribulations.

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?

Odysseus

Did/will **DO WHAT?**

leaves -- returns

WHEN did who do what?

N/A

WHERE did who do what?

battles of Troy -- to Ithaca

WHY did who do what?

N/A

HOW did who do what?

strong and arrogant --wise and humble

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

Student Look-Fors:

- Odysseus leaves the battles of Troy strong and arrogant, but he returns to Ithaca wise and humble.
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 Odyssey

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

1. Display or project:

Odysseus leaves the battles of Troy a strong, arrogant man, but he returns to Ithaca a wise, humble man after many trials and tribulations.

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:

- The sentence means that Odysseus changes and grows during the trials he faces on the way home.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are independent clause + comma + coordinating conjunction + independent clause + prepositional phrase + punctuation.
- They should understand that the prepositional phrase answers the question "When did Odysseus change?"

4. Display or project:

Telemachus is somber and grief-stricken when he is first introduced to the reader, but he becomes determined and confident after meeting with Athena.

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, has two independent clauses joined by a comma and a coordinating conjunction.
- They should also identify that the prepositional phrase answers the question "When?"

6. Say: "Now let's build a quality sentence about the characters in the Odyssey using phrases and clauses."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- Odysseus demonstrates his unfaithfulness to his wife on more than one occasion, yet he yearns for home and his wife in spite of his transgressions.

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

- independent clause + comma + coordinating conjunction + independent clause + prepositional phrase + punctuation
- _____, and _____.
- _____, but _____.
- _____, yet _____.

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.

The Odyssey

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

Odysseus leaves the battles of Troy a strong, arrogant man, but he returns to Ithaca a wise, humble man after many trials and tribulations.

_____, and _____.
but
yet

Explain character motivations in *The Odyssey*.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the prompt, "Explain character motivations in *The Odyssey*."
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 end their sentences with prepositional phrases.
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:
 - Odysseus's men are distrustful of him, and they open the bag of winds in view of Ithaca.
 - Odysseus yearns to return home quickly, but the journey home helps him grow into a man who deserves home.
 - Poseidon is angry at Odysseus's disrespect for the gods, yet Athena is impressed by his wisdom and cleverness despite his pride.
- The independent clause should have a clear relationship with the clause that follows it determined by

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the coordinating conjunction.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Odysseus's men are distrustful of him, and _____."

The Odyssey

Mentor Sentence 4: What does this sentence mean?

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

over the course of ten years

Odysseus tried

to return

home

to Ithaca

but he was thwarted many times

along the way

2. Direct pairs or groups to determine the meaning of each chunk and arrange the chunks into a complete sentence. As students work together, ask guiding questions and prompts to support students:
 - a. "What does each phrase mean?"
 - b. "What phrase sets the scene for the sentence?"
 - c. "What did Odysseus do?"
3. Prompt the pairs or groups to write the sentence they created. This can be done in individual reading logs, on chart paper, or using technology.
4. After several minutes, ask a few pairs or groups to share the sentence they created.
5. Ask: "What does the sentence mean?" Prompt students to use the following stems to guide the conversation.
 - a. "Another way to say this sentence is..."
 - b. "I made meaning of this sentence by..."
 - c. "I looked at...."

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

The Odyssey

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

1. Display or project:

Over the course of ten years, Odysseus tried to return home to Ithaca, but he was thwarted many times along the way.

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

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

over the course of ten years

Odysseus tried

to return

home

to Ithaca

but he was thwarted many times

along the way

3. Direct pairs or groups to use the sentence chunks to explore the answers to the projected questions. As students work together, ask guiding questions and prompts to support students:

- a. "How many ways can you rearrange this sentence and it still make sense?"
 - b. "How did you choose where to begin the sentence?"
 - c. "How would you punctuate this sentence? Why?"
 - d. "What phrases or clauses do you notice? How do those help you understand this sentence?"
 - e. "Are there any conjunctions in this sentence? What do those conjunctions mean?"
4. Call on 2-3 pairs or groups to share with the class what they notice about the sentence and explain how those ideas contribute to their understanding of the sentence.
 5. Prompt students to use the following conversation stems to guide their sharing with the class.
 - a. "We noticed...which means..."
 - b. "We knew...so we..."

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - It starts with a prepositional phrase that answers the question "How long did Odysseus's journey last?"
 - There is a comma after the introductory phrase/element, which helps set off the first phrase from the rest of the sentence. It makes it stand out, so the information in that phrase must be important to the meaning of the sentence.
 - There is one conjunction--*but*. *But* adds information to explain that even though Odysseus wanted to get home, things were not that easy for him.
 - The sentence is long, so it is hard to understand unless I break it into parts.
 - It uses "to" twice, like it is repeating itself.
 - There are a two independent clauses and four prepositional phrases.
6. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.
 - a. To understand this sentence, I had to _____.
 - b. Noticing _____ helped me understand the sentence because _____.
 - c. Knowing _____ comes in handy when determining the meaning of this sentence.
 7. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as using

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apostrophes or writing different sentence types. 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 9, the skills that need to be reinforced in grade 9, and the skills that need to be explicitly taught in grade 9.

The Odyssey

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

1. Display or project:

Over the course of ten years, Odysseus tried to return home to Ithaca, but he was thwarted many times along the way.

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?

Odysseus

Did/will **DO WHAT?**

tried to return home

WHEN did who do what?

over the course of many years

WHERE did who do what?

to Ithaca

WHY did who do what?

he was thwarted many times along the way

HOW did who do what?

N/A

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

Student Look-Fors:

- Over the course of many years, Odysseus tried to return home to Ithaca only to be challenged many times along the way.
7. After several minutes, ask a few students to share their statements with the class.
 8. Prompt students to revise or adjust their written responses based on what their classmates shared.

The Odyssey

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

1. Display or project:

Over the course of ten years, Odysseus tried to return home to Ithaca, but he was thwarted many times along the way.

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 Odysseus tried for ten years to get home and faced many challenges along the way.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are introductory phrase + comma + independent clause + comma + coordinating conjunction + independent clause + punctuation.
- They should understand that the introductory phrase answers the question "How long did Odysseus's journey last?"

4. Display or project:

After many years of waiting, Telemachus decides to search for his father, for Athena gave him the courage to do so.

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 introductory phrase followed by a comma and then an independent clause.
- They should also identify that the introductory phrase answers the question "When?"

6. Say: "Now let's build a quality sentence about *The Odyssey* using phrases and clauses."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- Before Odysseus returns home, the suitors overtook the banquet hall, and they imposed themselves upon Telemachus and Penelope.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the subordinating conjunctions below."
9. Prompt students to identify other subordinating conjunctions which signal when an event occurred. 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:

- introductory phrase + comma + independent clause + comma + coordinating conjunction + independent clause + punctuation.

•

After _____, _____, for _____.

Before _____ and _____

Since _____ nor _____

but _____

or _____

yet _____

so _____

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

The Odyssey

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

Over the course of ten years, Odysseus tried to return home to Ithaca, but he was thwarted many times along the way.

After _____, _____, for _____.

Before _____ and _____

Since _____ nor _____

_____ but _____

_____ or _____

_____ yet _____

_____ so _____

Explain conflicts in *The Odyssey*.

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 conflicts are present in *The Odyssey*?"
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 prepositional phrases that answer "when."
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:
 - After hearing of Odysseus's feats, King Alcinous pledges to help Odysseus return home, for he considers Odysseus a noble warrior worthy of returning home.

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- Before he can let his return be known, Athena instructs Odysseus to disguise himself, so he dresses as a beggar and seeks out an old swineherd who is still loyal to Odysseus.
- Since the suitors must pay for their trespasses, Odysseus in disguise convinces Penelope to hold a contest for her hand in marriage, and Odysseus plans to be the winner of that contest.
- The introductory prepositional phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory prepositional phrase explains what led to the King Alcinous helping Odysseus.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “After hearing of Odysseus’s feats, _____, for _____.”