

Grade 09: Hope, Despair, and Memory 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.

“Hope, Despair, and Memory”

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

“Stripped of possessions, all human ties severed, the prisoners found themselves in a social and cultural void. ”

From “Hope, Despair, and Memory”

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 without their people and possessions, the Jewish people were lost.

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.

“Hope, Despair, and Memory”

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

1. Display or project:

“Stripped of possessions, all human ties severed, the prisoners found themselves in a social and cultural void. ”

From “Hope, Despair and Memory”

- 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 Wiesel’s recount of the suffering during the Holocaust.
 - “*Stripped of possessions, all human ties severed*” describes the intense physical and mental torture endured under the Nazi Regime.
 - There is an adjective phrase *stripped of possessions* modifying the word *prisoners*.
 - There is a dependent clause.
 - There is an independent clause.
 - Commas separate the phrases and clauses and join the ideas together telling “how” the prisoners felt.
 - This is a complex sentence made up of 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.

“Hope, Despair, and Memory”

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.

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

1. Display or project:

“Stripped of possessions, all human ties severed, the prisoners found themselves in a social and cultural void.”

From “Hope, Despair and Memory”

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?	prisoners
Did/will DO WHAT?	found themselves
WHEN did who do what?	n/a
WHERE did who do what?	in a social and cultural void
WHY did who do what?	n/a
HOW did who do what?	stripped of possessions, all human ties severed

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

Student Look-Fors:

- The prisoners of the Holocaust felt hopeless after losing their cultural identities.
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.

“Hope, Despair, and Memory”

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

1. Display or project:

“Stripped of possessions, all human ties severed, the prisoners found themselves in a social and cultural void.”

From “Hope, Despair and Memory”

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 prisoners lost hope when they lost their cultural identities.
- Students might say they noticed prepositional phrases, commas, or dependent and independent clauses.
- Students should understand that the parts of this sentence are adjective phrase + comma + dependent clause + independent clause + period.
- They should understand that the adjective phrase describes the prisoners.

4. Display or project:

Taken from their homes, forced to forget their past, the victims struggled under the weight of the Nazi Regime.

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 adjective phrase followed by a comma, a dependent clause and then an independent clause.

6. Say: “Now let’s build a quality sentence about the prisoners noted in ‘Hope, Despair and Memory’.”
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:

- Missing their homes, isolated from their families, the prisoners lost hope.

8. Say: “Now let’s construct sentences 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 possible adjective phrases and nouns they might modify. Ask students to share with the class. 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:

- Adjective phrase + comma + dependent clause + comma + independent clause + punctuation

- _____, _____, _____.

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.

“Hope, Despair, and Memory”

Mentor Sentence 1 Can I write a quality sentence?

1. Display or project:

Stripped of possessions, all human ties severed, the prisoners found themselves in a social and cultural void.

From “Hope, Despair, and Memory”

- adjective phrase + comma + dependent clause + comma + independent clause + punctuation

- _____, _____,
_____.

Explain how losing one’s cultural identity can cause one to lose hope.

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 can losing one’s cultural identity cause one to lose hope?”
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:
 - Stripped of their identity, all memories erased, prisoners felt like there was nothing left.
 - Demoralized by soldiers, crowded with thousands of others, everyone was no one.
- The adjective phrase should modify the noun that follows it. For example, stripped of their identity modifies prisoners. .

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Stripped of their identity, _____, _____.”

“The Lottery”

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

“The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 26th.”

From “The Lottery”

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 describes the setting (exposition portion of the plot line) of the story.

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 Lottery”

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

1. Display or project:

“The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 26th.”

From “The Lottery”

- 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?”
 - f. “What is the purpose of the semicolon in 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 describes the exposition of the plot for the short story.
 - The diction creates an image of the setting of the lottery: population size, time and place.
 - "The people of the village" describes the characters, "between the post office and the bank", and "around ten o'clock" describes the setting. Mentioning the lottery in the sentence introduces the conflict.
 - The clause beginning with "in some towns..." portrays the population size of the village by comparing it to a neighboring village.
 - There are two independent clauses and two prepositional phrases.
 - The clauses/phrases are separated by commas and a semicolon. The punctuation joins the ideas together.
 - 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.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.

“The Lottery”

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

1. Display or project:

“The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 26th.”

From “The Lottery”

This sentence means...

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

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

Summary Sentence: _____

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

WHO/WHAT?	people
Did/will DO WHAT?	gather in the village
WHEN did who do what?	around 10 o'clock
WHERE did who do what?	between the post office and the bank
WHY did who do what?	lottery
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:

- A small group of villagers gathered in the morning in the middle of town to hold the lottery.

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 Lottery”

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

1. Display or project:

“The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 26th.”

From “The Lottery”

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 small group of villagers gathered in the middle of town in the morning.
- Students might say they noticed prepositional phrases, commas, or a semicolon.
- Students should understand that the parts of this sentence are independent clause + comma + prepositional phrase + semicolon + prepositional phrase + independent clause + period.
- The addition of two prepositional phrases adds depth to the description of the setting and varies sentence structure to make writing more exciting.
- They should understand that the sentence describes, in detail, the exposition of the story.

4. Display or project:

They joined the crowd of concert-goers, against the rails, before the show began; there were more attendees to see the band than there were last year.

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, a prepositional phrase, and a semicolon followed by an independent clause.
- They should also identify that the sentence describes the setting of an event in greater detail by extending the sentence with prepositional phrases.

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

- Villagers gathered in the town square, sandwiched between the storefronts, before lunch; they were a smaller group than the neighboring villages.

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

9. As a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- independent clause + comma + prepositional phrase + semicolon + prepositional phrase + independent clause + punctuation
- _____, _____; _____.

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 Lottery”

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

“The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 26th.”

From “The Lottery”

_____ , _____ ; _____ .

Explain the irony of the lottery.

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 the irony of the lottery.”
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 could 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:
 - Tessie Hutching protests that the lottery is unfair, despite the process; she ends up being stoned to death.
 - The townspeople speak of getting a new black box, to be up-to-date; the lottery is an archaic, barbaric event in the town.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Tessie Hutchinson protests that the lottery is unfair, despite the process;

_____.”

Antigone

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

“Now his sons have perished in a single day, killing each other with their own two hands, a double slaughter, stained with brother’s blood.”

From Antigone

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 describes the deaths of Polyneices and Eteocles at each other’s hands.

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.

Antigone

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

1. Display or project:

“Now his sons have perished in a single day, killing each other with their own two hands, a double slaughter, stained with brother’s blood.”

From Antigone

- 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 introduces the conflict between Antigone and Creon.
 - “*Killing each other with their own two hands*” describes the reason for burial.
 - There is an introductory phrase (prepositional phrase) and a series of dependent clauses separated by commas. The commas join the two principles together.
 - This sentence is a continuation of a central idea, going into detail as the adjective phrases finish the 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.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.

Antigone

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

1. Display or project:

“Now his sons have perished in a single day, killing each other with their own two hands, a double slaughter, stained with brother’s blood.”

From Antigone

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?	his sons
Did/will DO WHAT?	perished in a single day
WHEN did who do what?	n/a
WHERE did who do what?	n/a
WHY did who do what?	killing each other
HOW did who do what?	with their own two hands

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

Student Look-Fors:

- Oedipus' sons, Polyneices and Eteocles, viciously killed each other in battle.
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.

Antigone

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

1. Display or project:

“Now his sons have perished in a single day, killing each other with their own two hands, a double slaughter, stained with brother’s blood.”

From Antigone

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 Polyneices and Eteocles have killed each other in battle.
- This sentence expresses the dysfunctional family situation that Antigone comes from.
- Students might say they noticed prepositional phrases, commas, and dependent clauses.
- Students should understand that the parts of this sentence are introductory phrase + comma + dependent clause + comma + dependent clause + comma + independent clause + period.
- They should understand that the introductory phrase answers the question “When did the conflict between Antigone and Creon begin?”

4. Display or project:

When Creon makes his decree about Eteocles, choosing one brother over another for an honorable burial, denying Antigone the right to bury the other, Polyneices is left on the battlefield to rot.

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 a series of dependent clauses that explain the central idea: Creon's callous decree.
- They should also identify that the introductory phrase answers the question "When?"

- Say: "Now let's build a quality sentence about the conflict between Antigone and Creon."
- 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 making his decree, the ghastly behavior of Polyneices and Eteocles on the battlefield, the way that they killed each other mercilessly, the vengeful death at their own doing was acknowledged.

- Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the subordinating conjunctions below."
- Prompt students to identify other subordinating conjunctions 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 + dependent clause + comma + dependent clause + comma + independent clause + punctuation
- After _____, _____.
- Before _____, _____.
- Since _____, _____.

- 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.

Antigone

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

“Now his sons have perished in a single day, killing each other with their own two hands, a double slaughter, stained with brother’s blood.”

From Antigone

Now _____, _____.

After _____, _____.

Before _____, _____.

Since _____, _____.

What caused the conflict between Creon and Antigone?

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 caused the conflict between Creon and Antigone?”
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 the battle between brothers, which caused both to lose their lives, Creon make a decree about their burial.
 - Before Creon asserted his power, causing outrage, Antigone grieved the death of her brothers.
- The introductory prepositional phrase should have a clear relationship with the clause that follows it.

“I Have A Dream”

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

“When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir.”

From “I Have a Dream”

This sentence means...

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

Student Look-Fors:

- The sentence means that the current American society has let the African American people down.

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.

“I Have A Dream”

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

1. Display or project:

“When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir.”

From “I Have a Dream”

- 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 one of Martin Luther King Jr.'s issues with the current social status.
 - Mentioning the Constitution and the Declaration of Independence is an allusion to the historical documents that American society was founded upon.
 - There are two complete sentences joined by a conjunction, *and*. *And* joins two ideas together. In this sentence, *and* joins the two principles together.
 - There *isn't* a comma before *and*.
 - After the first conjunction there is an independent clause, it follows an introductory dependent clause showing a cause and effect relationship.
7. Ask students to reflect on their learning by completing one of the following sentence stems. Answers can be spoken or written.
 - a. To understand this sentence, I had to _____.
 - b. Noticing _____ helped me understand the sentence because _____.
 - c. Knowing _____ comes in handy when determining the meaning of this sentence.
 8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.⁶ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁶ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 9, the skills that need to be reinforced in grade 9, and the skills that need to be explicitly taught in grade 9.

“I Have A Dream”

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

1. Display or project:

“When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir.”

From “I Have a Dream”

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?	architects of our republic
Did/will DO WHAT?	wrote the magnificent words
WHEN did who do what?	n/a
WHERE did who do what?	of the Constitution and the Declaration of Independence
WHY did who do what?	n/a
HOW did who do what?	they were signing a promissory note to which every American was to fall heir

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

Student Look-Fors:

- Every American was promised the rights written in the foundational documents of America.
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.

“I Have A Dream”

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

1. Display or project:

“When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir.”

From “I Have a Dream”

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 all Americans are promised the rights found in the Constitution and the Declaration of Independence.
- Students might say they noticed dependent and independent clauses and commas.
- Students should understand that the parts of this sentence are introductory phrase + comma + independent clause + period.
- They should understand that the introductory phrase answers the question “When have scientists engaged in a process of discovery?”

4. Display or project:

When the founding fathers decided on a republic society, every American was given inalienable rights in the foundational documents of the nation.

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 origin of American’s rights.”
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 America decided to employ segregation, the Constitutions and the Declaration of Independence granted everyone equal rights.

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:

- After _____, _____.
- Before _____, _____.
- Since _____, _____.

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.

“I Have A Dream”

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

“When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir.”

From “I Have a Dream”

After _____, _____.

Before _____, _____.

Since _____, _____.

Explain how the rights of Americans changed over time.

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 have the rights of Americans changed over time?”
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 the founding fathers created equal rights for all, society deemed others less important.
 - Before segregation existed, all citizens were given equal rights.
 - Since the signing of the Declaration of Independence, citizens have taken matters of equality into their hands.
- 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 the promise given to all men, which describes the current conflict in America and MLK’s need for a “dream”.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For

MENTOR SENTENCES

example, "After the founding fathers created equal rights for all, _____."