

Grade 09: Romeo and Juliet 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.

Romeo and Juliet

Mentor Sentence 1: What does this sentence mean?

1. As needed, prompt students to reread Act 3, Scene 2 of *Romeo and Juliet*.
2. Display or project:

Shakespeare uses the plants in this soliloquy to develop the motif of good versus evil; plants can be used as medicine to heal, and plants can be used as poison to kill.

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 Shakespeare uses language to show contrasting ideas.

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.

Romeo and Juliet

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

1. Display or project:

Shakespeare uses the plants in this soliloquy to develop the motif of good versus evil; plants can be used as medicine to heal, and plants can be used as poison to kill.

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

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains the dual nature of plants.
 - "Plants can be used as medicine to heal, and plants can be used as poison to kill" are parallel structure.
 - The parallel clauses are held together with a comma and a coordinating conjunction (, and)
 - There is a comma before *and*.
 - There is a semicolon holding two independent clauses together. .
 - Before the semicolon there is an independent clause ("Shakespeare uses plants in this soliloquy to develop the motif of good versus evil").
 - After the semicolon there are two independent clauses, joined by a comma and a coordinating conjunction.
 - This is a compound sentence because it is made up of a compound sentence (three independent clauses joined by a semicolon and a comma and 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.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.

Romeo and Juliet

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

1. Display or project:

Shakespeare uses the plants in this soliloquy to develop the motif of good versus evil; plants can be used as medicine to heal, and plants can be used as poison to kill.

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?

Shakespeare

Did/will **DO WHAT?**

uses plants

WHEN did who do what?

N/A

WHERE did who do what?

In this soliloquy

WHY did who do what?

To develop the motif of good versus evil

HOW did who do what?

By showing good/healing and evil/killing

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

Student Look-Fors:

- In this soliloquy, Shakespeare uses plants to develop the motif of good versus evil by showing that plants can be good when used to heal and evil when used to kill.
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.

Romeo and Juliet

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

1. Display or project:

Shakespeare uses the plants in this soliloquy to develop the motif of good versus evil; plants can be used as medicine to heal, and plants can be used as poison to kill.

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 uses language to show that plants have a dual nature to be either good or evil.
- Students might say they noticed commas, semicolons, prepositional phrases or conjunctions.
- Students should understand that the parts of this sentence are independent clause + semicolon + independent clause + comma + coordinating conjunction + independent clause.

4. Display or project:

Shakespeare uses contrasting images of passion in the prologue to develop the motif of love versus hate; love can bring people together, yet hate can bring people apart.

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, contains a semicolon, a comma, a coordinating conjunction, and three independent clauses.
- They should also identify that the second independent clauses are parallel

6. Say: "Now let's build a quality sentence about how Shakespeare uses language to develop motifs."

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:

- Shakespeare uses the earth in this soliloquy to develop the motif of life and death; the earth is described as a plant's "womb" that nourishes the plant in life, and the earth is described as a plant's "tomb" that absorbs the plant in death.

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 motifs below using semicolons and coordinating conjunctions."
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:

- (light vs. dark) _____; _____, _____.
- (youth vs. age) _____; _____, _____.
- (good vs. evil) _____; _____, _____.

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.

Romeo and Juliet

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

Shakespeare uses the plants in this soliloquy to develop the motif of good versus evil; plants can be used as medicine to heal, and plants can be used as poison to kill.

(light vs. dark) _____; _____, _____.
(youth vs. age) _____; _____, _____.
(good vs. evil) _____; _____, _____.

How does Shakespeare use language to develop motifs?

2. Say: “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, “How does Shakespeare use language to develop motifs?”
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 use three independent clauses combined with a semicolon and a comma and coordinating conjunction.
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:
 - Shakespeare uses contrasting images to develop the motif of light versus darkness; Romeo’s friend believes he has escaped into the darkness of despair over unrequited love for Rosaline, yet Romeo believes he has come into the light of beauty over true love for Juliet.
 - Shakespeare uses the allusion of Apollo’s son Phaethon to develop the motif of youth versus age; Apollo was wise and cautious; but Phaethon was impulsive and daring.
 - Shakespeare uses the personification of fire and powder to develop the motif of good and evil; love can be joyous and pure, or love can be depressing and polluted.

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- The two parallel clauses should have a clear relationship with the first independent clause. For example, if the first clause indicates a contrast, “but,” “yet,” or “or” should be used. However, if the first clause indicates that there can be additional interpretations, “and” should be used.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Shakespeare uses contrasting images to develop the motif of light versus darkness; _____, _____.”

Romeo and Juliet

Mentor Sentence 2: What does this sentence mean?

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

even though he aimed

to make peace

with Tybalt

Romeo quickly loses his resolve

when Tybalt kills Mercutio

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 Romeo do?"
 - d. "What did Tybalt 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...."
 - 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.

Romeo and Juliet

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

1. Display or project:

Even though he aimed to make peace with Tybalt, Romeo quickly loses his resolve when Tybalt kills Mercutio.

- 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.

even though he aimed

to make peace

with Tybalt

Romeo quickly loses his resolve

when Tybalt kills Mercutio

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 dependent clause "Even though he aimed to make peace with Tybalt,"
 - 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 are two subordinating conjunctions--*even though* and *when*. *Even though* shows that Romeo intended to make peace with Tybalt and signals a contrast is coming. *When* indicates when this action takes place signifying a cause and effect relationship.
 - There is an infinitive phrase, "to make peace," in the dependent clause serving as the object of the verb *aimed*.

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 apostrophes or writing different sentence types. 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.

Romeo and Juliet

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

1. Display or project:

Even though he aimed to make peace with Tybalt, Romeo quickly loses his resolve when Tybalt kills Mercutio.

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?

Romeo

Did/will **DO WHAT?**

loses his resolve/aimed to make peace

WHEN did who do what?

when Tybalt kills Mercutio

WHERE did who do what?

N/A

WHY did who do what?

N/A

HOW did who do what?

quickly

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

Student Look-Fors:

- When Tybalt kills Mercutio, Romeo quickly loses his resolve to make peace with Tybalt.
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.

Romeo and Juliet

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

1. Display or project:

Even though he aimed to make peace with Tybalt, Romeo quickly loses his resolve when Tybalt kills Mercutio.

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 although Romeo wanted to make peace with Tybalt since he married Juliet, he quickly loses his temper and seeks revenge for Mercutio’s death.
- Students might say they noticed prepositional phrases, commas, infinitives, or conjunctions.
- Students should understand that the parts of this sentence are dependent clause + comma + independent clause + dependent clause.
- They should understand that the introductory phrase signals that a contrast is coming.
- The last dependent clause is not separated by a comma and answers the question “When?”

4. Display or project:

Although he did not mean to cause real harm, Tybalt inadvertantly kills Mercutio when Romeo steps in between their fight.

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 dependent clause followed by a comma and then an independent clause and a dependent clause.

- They should also identify that the last dependent clause answers the question “when?”
- The subordinating conjunction “Although” signals that a contrast is coming.

6. Say: “Now let’s build a quality sentence about Act III 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:

- Although Mercutio’s death was an accident, Romeo flies into a fit of rage when he seeks out Tybalt for revenge.

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:

- Even though _____, _____.
- Although _____, _____.
- While _____, _____.
- Whereas _____, _____.

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.

Romeo and Juliet

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

Even though he aimed to make peace with Tybalt, Romeo quickly loses his resolve when Tybalt kills Mercutio.

Even though _____, _____.

Although _____, _____.

While _____, _____.

Whereas _____, _____.

Explain contrasting events from *Romeo and Juliet*.

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 contrasting events from *Romeo and Juliet*"
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 dependent clauses that signal a contrast.
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:
 - Even though Romeo is her sworn enemy, Juliet falls in love with him when she meets him at the Capulet Ball.
 - Although he is trying to keep the peace, Benvolio draws his sword when the servants break into battle during the opening scene.
 - While the nurse is sad and angry over the death of Tybalt, she hurries off to find Romeo when Juliet asks her to find him.
- The first dependent clause should have a clear contrasting relationship with the independent clause that

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follows it. For example in the first look-for above, the dependent clause explains that Romeo and Juliet are enemies and the independent clause explains that they fall in love anyway.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Although Romeo is her sworn enemy, _____.”

"A Poison Tree"

Mentor Sentence 3: What does this sentence mean?

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

in his poem

William Blake uses the metaphor

of the poison tree

to symbolize three vices

anger, hatred, and deceit

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 William Blake 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...."
 - 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.

"A Poison Tree"

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

1. Display or project:

In his poem, William Blake uses the metaphor of the poison tree to symbolize three vices: anger, hatred, and deceit.

- 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.

in his poem

William Blake uses the metaphor

of the poison tree

to symbolize three vices

anger, hatred, and deceit

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.

- 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:
 - It starts with a prepositional phrase.
 - 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 are no conjunctions in this sentence.
 - There is a colon before a list of three things separated by commas.
 - The phrase and the clause before the colon make a complete sentence.
 - The colon seems to begin a list.

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 apostrophes or writing different sentence types. 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.

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"A Poison Tree"

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

1. Display or project:

In his poem, William Blake uses the metaphor of the poison tree to symbolize three vices: anger, hatred, and deceit.

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?

Blake

uses metaphor

N/A

in his poem

symbolize 3 vices

the poison tree = anger, hatred, and deceit

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

Student Look-Fors:

- William Blake uses the metaphor of the poison tree in his poem to symbolize the three vices of anger, hatred, and deceit.
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.

"A Poison Tree"

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

1. Display or project:

In his poem, William Blake uses the metaphor of the poison tree to symbolize three vices: anger, hatred, and deceit.

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 William Blake uses the metaphor of the poison tree in his poem to symbolize the three vices of anger, hatred, and deceit.
- Students might say they noticed prepositional phrases, commas, or colons.
- Students should understand that the parts of this sentence are introductory phrase + comma + independent clause + colon + parallel list.

4. Display or project:

In *Romeo and Juliet*, Shakespeare uses many motifs to create extreme juxtapositions: light versus dark, good versus evil, youth versus age, and love versus hate.

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 part of the sentence before the colon create a stand alone sentence.

6. Say: "Now let's build a quality sentence about one of our texts using colons and lists."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- In *Romeo and Juliet*, Shakespeare uses rhymed couplets to mark the end of key scenes from the play: the first kiss, the balcony scene, the banishment proclamation, and the "death" of Juliet.

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

Student Look-Fors:

- introductory phrase + comma + independent clause + colon + parallel list.
- _____, _____: love, hate, and impulsivity.
- _____, _____: quick to laugh, quick to speak, and quick to anger.
- _____, _____: youth, beauty, and innocence.

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.

"A Poison Tree"

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

In his poem, William Blake uses the metaphor of the poison tree to symbolize three vices: anger, hatred, and deceit.

_____, _____: love, hate, and impulsivity.
_____, _____: quick to laugh, quick to speak, and quick to anger.
_____, _____: youth, beauty, and innocence.

How does Shakespeare use a craft and structure tools to convey meaning?

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, "How does Shakespeare use craft and structure tools to convey meaning?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they must have a complete sentence before the colon.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - In *Romeo and Juliet*, Shakespeare uses the conflict of the feud between the Montagues and the Capulets as a catalyst to uncover multiple acts of passion: love, hate, and impulsivity.
 - In *Romeo and Juliet*, Shakespeare develops the character of Mercutio to demonstrate the dual nature of impulsivity: quick to laugh, quick to speak, and quick to anger.
 - _____: youth, beauty, and innocence.
- 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 which work of literature is being referenced.

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

Romeo and Juliet

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

Romeo's tragic flaw of impulsivity is shown when he hears of Juliet's alleged death from Balthazar: "Well, Juliet, I will lie with thee to-night" (5.1.36).

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 Romeo responds to situations with impulsivity, and this type of behavior has been a problem for him throughout the plot of the story. An example from the text is provided to support the claim made in the first independent clause.
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.

Romeo and Juliet

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

1. Display or project:

Romeo's tragic flaw of impulsivity is shown when he hears of Juliet's alleged death from Balthazar: "Well, Juliet, I will lie with thee to-night" (5.1.36).

- 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 Romeo's tragic flaw: impulsivity.
 - The quote is introduced by a complete sentence.
 - There is a colon joining the sentence to the quote from the text.
 - The part of the sentence before the colon is made up of an independent clause and a dependent clause. It is not separated by a comma.
 - The subordinating conjunction "when" marks the start of the dependent clause.
 - The quote that follows the colon elaborates on the idea presented in the sentence. They work in support, not in contrast.
 - There is an in-text citation that follows the quote. It is not inside the quotation, but does precede the period that marks the end of the sentence.
 - This is a compound-complex sentence because it is made up of a compound sentence (two independent clauses joined by a colon) 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.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.

Romeo and Juliet

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

1. Display or project:

Romeo's tragic flaw of impulsivity is shown when he hears of Juliet's alleged death from Balthazar: "Well, Juliet, I will lie with thee to-night" (5.1.36).

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?

Romeo's flaw = impulsivity

Did/will **DO WHAT?**

Is shown

WHEN did who do what?

he hears about the death of Juliet

WHERE did who do what?

N/A

WHY did who do what?

N/A

HOW did who do what?

Balthazar

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

Student Look-Fors:

- Romeo's impulsivity is shown when he hears about Juliet's death from Balthazar.
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.

Romeo and Juliet

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

1. Display or project:

Romeo's tragic flaw of impulsivity is shown when he hears of Juliet's alleged death from Balthazar: "Well, Juliet, I will lie with thee to-night" (5.1.36).

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 Romeo responds to situations with impulsivity, and this type of behavior has been a problem for him throughout the plot of the story. An example from the text is provided to support the claim made in the first independent clause.
- Students might say they noticed prepositional phrases, commas, conjunctions, or colons.
- Students should understand that the parts of this sentence are independent clause + dependent clause + colon + "quote" + citation + punctuation.
- They should understand that the quote needs to elaborate and reinforce the idea presented before the colon.

4. Display or project:

Juliet's loneliness and desperation is clear when she awakens to find Romeo dead in the tomb: "Poison, I see, hath been his timeless end; / O churl, drunk all, and left no friendly drop / To help me after? I will kis thy lips; / Haply some poison yet doth hang on them, / To make die with a restorative" (5.3.162-166).

Or

Juliet's loneliness and desperation is clear when she awakens to find Romeo dead in the tomb:

Poison, I see, hath been his timeless end;
O churl, drunk all, and left no friendly drop
To help me after? I will kis thy lips;
Haply some poison yet doth hang on them,
To make die with a restorative. (5.3.162-166)

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an independent clause followed by a dependent clause and then a colon, followed by a quote that elaborates the preceding sentence.
- They should also identify that the part of the sentence before the colon is a complete sentence.
- The period comes before the citation and there are no quotation marks around the quote.⁷

6. Say: "Now let's build a quality sentence using colons and direct quotes."
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.

⁷ Only obvious when the block quote format is presented.

Student Look-Fors:

- The severity of the consequences of the feud are captured perfectly in the somber mood created by the last rhymed couplet of the play: “For never was there a story of more woe / Than this of Juliet and her Romeo” (5.3.309-310).

8. Say: “Now let’s construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences that include colons and quotations.”
9. Prompt students to brainstorm a list quotes that can be introduced in this way. Encourage students to use their character motivations and dialectical journal handouts to find important quotes. Record those brainstorms. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- _____: “O, she doth teach the torches to burn bright!” (1.5.44).
 - _____: “...’tis not hard, I think\ For men so old as we to keep the peace” (1.2.2-3).
 - _____: “ Part, fools! / Put up your swords, you know not what you do” (1.1.64-65).
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.

Romeo and Juliet

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

Romeo's tragic flaw of impulsivity is shown when he hears of Juliet's alleged death from Balthazar: "Well, Juliet, I will lie with thee to-night" (5.1.36).

_____ : "O, she doth teach the torches to burn bright!" (1.5.44).

_____ : "... 'tis not hard, I think\ For men so old as we to keep the peace" (1.2.2-3).

_____ : " Part, fools! / Put up your swords, you know not what you do" (1.1.64-65).

How can quotes and colons be used to present evidence of elaboration on ideas?

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 quotes and colons be used to present evidence of elaboration on ideas?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they must have a complete sentence before the colon.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - The recurrent motif of Juliet being a symbol of light is created when Romeo remarks about Juliet's beauty: "O, she doth teach the torches to burn bright!" (1.5.44).
 - Capulet's opening words to Paris about Montague are ironic considering the audience knows their feud will bring about the deaths of their children: "... 'tis not hard, I think\ For men so old as we to keep the peace" (1.2.2-3).
 - Benvolio's words during the servants' brawl foreshadows the tragedy that is about to befall Verona: " Part, fools! / Put up your swords, you know not what you do" (1.1.64-65).
- The quotation should have a clear relationship with the clause that precedes it. For example in the first look-for above, the quote is Romeo's first spoken words are figurative about the brightness of her

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beauty.

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