

Grade 05: Shutting Out The Sky 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.

Shutting Out The Sky

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

“Although leaving home could be hard, for some young people the journey to America was an exciting adventure.”

From Shutting Out The Sky

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 trip was hard, but still an exciting time.

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.

Shutting Out The Sky

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

1. Display or project:

“Although leaving home could be hard, for some young people the journey to America was an exciting adventure.”

From Shutting Out The Sky

- 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 more more sentences?”
 - 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:
 - It starts with a clause. The clause contains a subject *leaving home* and a verb *could be*, but it could not stand alone as a complete sentence. The clause is a dependent clause.
 - There is a comma after the dependent clause, which helps set off the first clause from the rest of the sentence. The comma separates the dependent clause.
 - The independent clause is *for some young people the journey to America was an exciting adventure*.
 - The dependent clause is *although leaving home could be hard*.
 - This is a complex sentence because it include an independent clause and a dependent clause.

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

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

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as prepositional phrases or using 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 5, the skills that need to be reinforced in grade 5, and the skills that need to be explicitly taught in grade 5.

Shutting Out The Sky

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

1. Display or project:

“Although leaving home could be hard, for some young people the journey to America was an exciting adventure.”

From Shutting Out The Sky

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?	journey
Did/will DO WHAT?	was an exciting adventure
WHEN did who do what?	N/A
WHERE did who do what?	to America
WHY did who do what?	N/A
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:

- The journey to America was an exciting adventure.

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.

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

1. Display or project:

“Although leaving home could be hard, for some young people the journey to America was an exciting adventure.”

From Shutting Out The Sky

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:
 - “What does this sentence mean?”
 - “What have you noticed about this sentence?”
 - “How is it put together?”

Student Look-Fors:

- This is a complex sentence because it include an independent clause and a dependent clause.
- Students might say they noticed an introductory clause, a comma, or a conjunction.
- It starts with a clause. The clause contains a subject *leaving home* and a verb *could be*, but it could not stand alone as a complete sentence. The clause is a dependent clause.
- There is a comma after the dependent clause, which helps set off the first clause from the rest of the sentence. The comma separates the dependent clause.
- The independent clause is *for some young people the journey to America was an exciting adventure*.
- The dependent clause is *although leaving home could be hard*.
- Students should understand that the parts of this sentence are introductory phrase (dependent clause) + comma + independent clause + punctuation.
- They should understand that the dependent clause signals a change in direction or thought.

4. Display or project:

Immigrants traveled across the Atlantic in horrific conditions since the ships were overcrowded.

As soon as immigrants arrived, they were sent to the processing center.

5. Ask: “How are these sentences similar to the mentor sentence in the way that they are constructed?”

Student Look-Fors:

- Students should identify that the structures are similar.
- Sentence one is made of an independent clause + conjunction *since* + dependent clause + punctuation. The dependent clause signals a cause and effect relationship. Overcrowding is the cause for the horrific conditions on the ship.
- Sentence two has the same structure as the mentor sentence. It begins with a subordinating conjunction and a dependent clause. The dependent clause answers the question “When?”

6. Say: “A subordinate clause—also called a dependent clause—will begin with a subordinate conjunction will contain both a subject and a verb. The dependent clause will not form a complete sentence. If the clause starts the sentence, then it should be followed by a comma. (Refer students to example sentence two.) If the clause is in the middle or at the end of the sentence, a comma is not needed. (Refer students to example sentence one).”
7. Say: “Now let’s build a quality sentence about the processing center using a dependent clause.”
8. 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:

- After arriving in America, immigrants were given physical examinations.
- Men and boys were separated from the women while examinations were given.

9. Say: “Now let’s construct 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.”
10. 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 _____, _____.
- Even though _____, _____.

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Cause and effect	Sequence	Under certain conditions
so as because that since	after until when	unless that

11. 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.

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Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

“Although leaving home could be hard, for some young people the journey to America was an exciting adventure.”

From Shutting Out The Sky

After _____.

Before _____.

Even though _____.

Explain the reasons that immigrants came to America.

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 reasons that immigrants came to America.”
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 subordinating conjunctions and dependent clauses.”
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - After immigrants learned of America, they wanted to see for themselves what it meant to live the American dream.
 - Before they came, immigrants saved money for their education.
 - Even though the journey was hard, immigrants wanted a new life, new jobs, and education.
- 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 phrase tells when immigrants wanted to see what it meant to live the American dream.

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

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example, "After immigrants learned of America, _____."

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Mentor Sentence 2: What does this sentence mean?

1. Display or project:

Immigrants expected a perfect life, but they arrived to crowded, noisy conditions.

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 immigrants thought they were coming to a perfect place.

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.

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

1. Display or project:

Immigrants expected a perfect life, but they arrived to crowded, noisy conditions.

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

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains that immigrants expected something different than what they received when they arrived.
 - This sentence includes two independent clauses connected by the conjunction *but*. *But* signals a shift in idea. In this sentence, the reader should understand that immigrants thought they were getting one thing, but then ended up receiving a different experience.
 - There is a comma before *but*.
 - The first independent clause is *immigrants expected a perfect life*. The second independent clause is *they arrived to crowded, noisy conditions*.
 - This is a compound sentence because it is made up of two independent clauses joined by a conjunction.

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

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

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.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 5, the skills that need to be reinforced in grade 5, and the skills that need to be explicitly taught in grade 5.

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

1. Display or project:

Immigrants expected a perfect life, but they arrived to crowded, noisy conditions.

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?	immigrants
(Did/will) DO WHAT?	expected a perfect life
WHEN did who do what?	N/A
WHERE did who do what?	N/A
WHY did who do what?	N/A
HOW did who do what?	N/A

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

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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?

immigrants

expected a perfect life

when they arrived

in America

others told them good things

N/A

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

Student Look-Fors:

- When they arrived in America, immigrants expected a perfect life because others told them great things.
8. After several minutes, ask a few students to share their statements with the class.
 9. Prompt students to revise or adjust their written responses based on what their classmates shared.

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

1. Display or project:

Immigrants expected a perfect life, but they arrived to crowded, noisy conditions.

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

Student Look-Fors:

- This sentence explains that immigrants expected something different than what they received when they arrived.
- This sentence includes two independent clauses connected by the conjunction *but*. *But* signals a shift in idea. In this sentence, the reader should understand that immigrants thought they were getting one thing, but then ended up receiving a different experience.
- There is a comma before *but*.
- The first independent clause is *immigrants expected a perfect life*. The second independent clause is *they arrived to crowded, noisy conditions*.
- This is a compound sentence because it is made up of two independent clauses joined by a conjunction.
- Students should understand that the parts of this sentence are independent clause + comma + coordinating conjunction + independent clause + punctuation
- Students should understand that each independent clause has an independent idea that could stand alone.

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

Student Look-Fors:

- Students should understand that *but* connects two complete sentences. The first independent clause is *immigrants expected a perfect life*. The second independent clause is *they arrived to crowded, noisy conditions*.

5. Say: "Remember, conjunctions connect words, phrases, or clauses in a sentence and signal different relationships between ideas. Sometimes conjunctions add on ideas and sometimes conjunctions signal a change or contrast in ideas. They show how ideas relate in a sentence, so as we read, we better understand what a

writer means. When we write, we use conjunctions to expand our sentences and make sure our meaning is clear to the reader.”

6. Display or project:

Immigrants were forced to work long hours, but they were not paid well.

Immigrants did not make a lot of money, and they were treated poorly.

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

Student Look-Fors:

- Students should identify that the structures are similar--these examples, like the mentor sentence, are compound sentences.
- Students should explain that the function of the conjunction in the sentences is to show how the ideas on each side of the conjunction connect. For example, in the first example, the second independent clause explains that they were not paid well even though they worked long hours, so the conjunction *but* is used to signal a change in direction.
- Students might notice the infinitive phrase *to work*.

8. Say: “The first example includes an infinitive phrase. An infinitive phrase includes the word *to* and a verb. An infinitive phrase can act as a noun, adjective, or object. For example, in the first sentence above, the infinitive phrase *to work* is working as a direct object.
9. Say: “Now let’s build a quality compound sentence about child labor using a conjunction.”
10. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- Children needed to work, so they often skipped school.
- They were laws in place, but factories still employed children.

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

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Student Look-Fors:

- independent clause + comma + coordinating conjunction + independent clause + punctuation
- _____, and _____
 but
 so
 or

What relationships do these conjunctions signal?

Cause and effect	Under certain conditions	Comparison (Addition)	Contrast
so	or	and	but

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

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Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

Immigrants expected a perfect life, but they arrived to crowded, noisy conditions.

_____, and _____.
 but
 so
 or

Explain how work conditions began to improve in America.

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

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

_____ to work _____, but _____.

3. Read the prompt aloud, "Explain how work conditions began to improve in America."
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students to select a coordinating conjunction to signal the appropriate connection of ideas in their sentences.
6. Encourage students to refer to unit texts to ensure their responses are correct.

Student Look-Fors:

- Workers were underpaid, and forced to work long hours.
- A fire killed 146 workers, but it brought attention to the conditions of immigrant workers.
- People marched to bring awareness to victims of the fire, so work conditions began to change.

Shutting Out The Sky

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

Children jumped rope, played marbles, and played leap frog in the street.

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 children played in the streets.

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.

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

1. Display or project:

Children jumped rope, played marbles, and played leap frog in the street.

- 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 more more sentences?"
 - 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?"
 - e. "What is the role of the comma in this 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:
 - Students may notice that this sentence starts with a subject *children*.
 - There are three commas in this sentence. The commas separate a list of actions: *jumped rope, played marbles, played leap frog*.
 - There is a conjunction *and* that connects the list.
 - The prepositional phrase *in the streets* tells the reader where the children played.
 - This is a simple sentence that contains one independent clause.

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

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

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as prepositional phrases or using 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 5, the skills that need to be reinforced in grade 5, and the skills that need to be explicitly taught in grade 5.

Shutting Out The Sky

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

1. Display or project:

Children jumped rope, played marbles, and played leap frog in the street.

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. Prompt students to use information from the sentence, as well as the text *Shutting Out The Sky* to answer the questions.

WHO/WHAT?	children
Did/will DO WHAT?	jumped, played, played
WHEN did who do what?	N/A
WHERE did who do what?	in the street
WHY did who do what?	there were no parks
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."

MENTOR SENTENCES

Student Look-Fors:

- Children jumped and played in the street because there were no parks.

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.

Shutting Out The Sky

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

1. Display or project:

Children jumped rope, played marbles, and played leap frog in the street. .

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:

- Students might say they noticed prepositional phrases, commas, or conjunctions.
- Students may notice that this sentence starts with a subject *children*.
- There are three commas in this sentence. The commas separate a list of actions: *jumped rope, played marbles, played leap frog*.
- There is a conjunction *and* that connects the list.
- The prepositional phrase *in the streets* tells the reader where the children played.
- This is a simple sentence that contains one independent clause.
- Students should understand that the parts of this sentence are subject + verb + comma + verb + comma + conjunction + verb + prepositional phrase + punctuation

4. Display or project:

Children followed parades, chased after ambulances, and played tag on tenement roofs.

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--that the parts of this sentence are subject + verb + comma + verb + comma + conjunction + verb + prepositional phrase + punctuation

6. Say: “Now let’s build a quality sentence about the many new foods that immigrants experienced.”
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:

- Immigrants ate bread, crunched pickles, and devoured fish at meal times.

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

- _____, _____, and _____.

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.

Shutting Out The Sky

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

Children jumped rope, played marbles, and played leap frog in the street.

_____, _____, and _____.

Describe what happens when Marcus learns about school.

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, “Describe what happens when Marcus learns about school.”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students that their sentences should include a list separated by commas.
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:
 - Marcus worked long hours, attended lectures, and studied English in night school.
 - Marcus learned English, attended lectures, and spent hours at the library.
- The prepositional phrase should modify the phrase closest to it in the sentence. For example, in the first example, the phrase *in night school* tells the reader where Marcus studied English.

Note: More complete sentence stems may be provided, as needed, as a method of differentiated support. For example, “Marcus worked _____, attended _____, and studied _____.”

Shutting Out The Sky

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

Immigrant children often kept their home lives hidden from their American friends, not wanting those more fortunate to see how they actually lived.

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 although the Helen did not remember all the words she learned on that day, she remembers learning names of the people she loved.

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.

Shutting Out The Sky

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

1. Display or project:

Immigrant children often kept their home lives hidden from their American friends - not wanting those more fortunate to see how they actually lived.

- 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?"
 - e. "How do the commas help you to make sense of the language 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.

- 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:
 - There is one independent clause.
 - The independent clause is *immigrant children often kept their home lives hidden from their American friends*.
 - Students should point out the dash and phrase following the dash.
 - The sentence includes a parenthetical element - a part of the sentence that can be removed without changing the sentence's meaning - *not wanting those more fortunate to see how they actually lived*.
 - A dash is used before the parenthetical element to set it apart.
 - This is a simple sentence.

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

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

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.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 6, the skills that need to be reinforced in grade 6, and the skills that need to be explicitly taught in grade 5.

Shutting Out The Sky

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

1. Display or project:

Immigrant children often kept their home lives hidden from their American friends - not wanting those more fortunate to see how they actually lived.

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. Encourage students to use information from the mentor sentence as well as the unit texts to respond to the questions.

WHO/WHAT?

immigrant children

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

kept their home lives hidden

WHEN did who do what?

often

WHERE did who do what?

in the tenements

WHY did who do what?

they didn't want others to see how they lived

HOW did who do what?

they would not invite them over

MENTOR SENTENCES

6. Say: "Write and complete the sentence stem underneath the quotation. Make sure to put the sentence into your own words." Encourage students so use additional information from the unit to add to their summary sentence.

Student Look-Fors:

- Immigrant children often kept their home lives hidden in the tenements and would not invite friends over because they didn't want others to see how they lived.
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.

Shutting Out The Sky

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

1. Display or project:

Immigrant children often kept their home lives hidden from their American friends - not wanting those more fortunate to see how they actually lived.

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:

- Students may notice that this is a simple sentence. There is one independent clause.
 - Students should point out the dash and phrase following the dash.
 - The independent clause is *immigrant children often kept their home lives hidden from their American friends*.
 - The sentence includes a parenthetical element - a part of the sentence that can be removed without changing the sentence's meaning - *not wanting those more fortunate to see how they actually lived*.
 - A dash is used before the parenthetical element to set it apart.
 - Students should understand that the parts of this sentence are independent clause + dash + parenthetical element + punctuation
4. Say: "Let's look at the parenthetical element *not wanting those more fortunate to see how they actually lived*. A parenthetical element is an additional phrase that is set apart by commas or dashes. The purposes of a parenthetical element is to add details or effect to the sentence. It is important to remember that if a parenthetical element is removed from a sentence, the sentence will still make sense and have meaning."
 5. Display or project:

Leonard Covello received a scholarship and went to college - a dream out of reach for many immigrants.

6. Ask: "How is this sentence similar to the mentor sentence?"

Student Look-Fors:

- Students should identify that similar to the mentor sentence, these examples contain an independent clause and a parenthetical element.
- The parenthetical element adds information to the sentence. The sentence can stand alone without the parenthetical element.

8. Say: "Now let's build a quality sentence about the challenges that immigrant children faced."

9. 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:

- Immigrant families needed money desperately - putting pressure on the children to help.
- Immigrant children tried to learn English - causing tension at home from parents who wanted them to speak their native language.

10. Say: "Now let's build a sentence frame to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences."

11. Prompt students to identify possible sentence structures that would include a parenthetical element. 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 + parenthetical element + punctuation
- _____ - _____.
- _____ - _____ - _____.

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

Shutting Out The Sky

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

Immigrant children often kept their home lives hidden from their American friends - not wanting those more fortunate to see how they actually lived.

_____ - _____.

_____ - _____ - _____.

Explain the outcome for at least two of the individuals in the text *Shutting Out The Sky*.

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 outcome for at least two of the individuals in the text.”
4. Ask students to work independently to write a quality sentence that answers the question and imitates the structure of the mentor sentence.
5. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- Maurice Hindus - armed with an education - became a lecturer and journalist.
- Rose Cohen married a tailor and became a writer - despite pressure from her parents.
- Pauline Newman - deeply moved by the factory fire - gave speeches, raised funds, and organized workers to fight for labor laws.