

Grade 05: The Lion, the Witch, and the Wardrobe 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.

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Mentor Sentence 1: What does this sentence mean?

1. Display or project:

During a game of hide and seek, Lucy discovered a new land through the wardrobe.

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 Lucy discovered a new land when playing hide and seek.

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

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

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

The Lion, the Witch, and the Wardrobe

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

1. Display or project:

During a game of hide and seek, Lucy discovered a new land through the wardrobe.

- 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 prepositional phrase that answers the question “When did Lucy discover a new land?”
 - There is a comma after the introductory phrase/element, which helps set off the first phrase from the rest of the sentence. It makes it stand out, so the information in that phrase must be important to the meaning of the sentence.
 - There is a prepositional phrase *through the wardrobe* that tells us where Lucy found a new land.
 - There is an independent clause with a prepositional phrase.

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.

The Lion, the Witch, and the Wardrobe

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

1. Display or project:

During a game of hide and seek, Lucy discovered a new land through the wardrobe.

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?

Lucy

Did/will **DO WHAT?**

discovered a new land

WHEN did who do what?

during a game of hide and seek

WHERE did who do what?

Through the wardrobe

WHY did who do what?

she was hiding

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:

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- Lucy discovered a new land when she was hiding in the wardrobe during a game of hide and seek.
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:

During a game of hide and seek, Lucy discovered a new land through the wardrobe.

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 Lucy discovered a new land while playing with her siblings.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are introductory phrase + comma + independent clause + prepositional phrase + period.
- They should understand that the introductory phrase answers the question "When did Lucy discover a new land?"

4. Display or project:

As Lucy began to walk forward, she heard the crunch of snow under her feet.

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an introductory phrase followed by a comma and then an independent clause.
- They should also identify that the introductory phrase answers the question "When?"

6. Say: "Now let's build a quality sentence about what Lucy found in the new land using phrases and clauses."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the

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structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- During her time in the new land, Lucy met a faun by the lamppost.

- 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.”
- Prompt students to identify other subordinating conjunctions which signal when an event occurred. Record those conjunctions. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

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

- 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:

During a game of hide and seek, Lucy discovered a new land through the wardrobe.

After _____,

Before _____,

Since _____,

Explain the interactions between Lucy and Mr. Tumnus.

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 interactions between Lucy and Mr. Tumnus.”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with prepositional phrases that answer “when.”
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - After the faun saw Lucy, he invited her to his house for tea.
 - Before Lucy left, Mr. Tumnus warned her of the White Witch.
 - After meeting Lucy, Mr. Tumnus decide to let her go.
- The introductory prepositional phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory prepositional phrase explains what led to the improvement of scientific investigation.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “After the faun saw Lucy, _____.”

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Mentor Sentence 2: What does this sentence mean?

1. Display or project:

The robin got the attention of the siblings, and they decided to follow him because they wanted to find Mr. Tumnus.

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 siblings followed a robin through the unknown land.

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:

The robin got the attention of the siblings, and they decided to follow him because they wanted to find Mr. Tumnus.

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

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

As pairs share, mark the grammatical elements students notice on the sentence and record any additional comments or thoughts on the board or chart paper. These will be needed for the next language links. After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the following conversation stems to guide their rephrasing.

- c. "They noticed...which meant..."
- d. "They knew...so they..."

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains what happened when the siblings saw the robin.
 - “*Because they wanted to find Mr. Tumnus*” explains why they followed the robin.
 - There are two complete sentences joined by a conjunction, *and*. *And* joins two ideas together. In this sentence, *and* joins the two principles together.
 - There is a comma before *and*.
 - There is another conjunction, *because*, but there is no comma before *because*.
 - After the first conjunction there is an independent clause (“they decided to follow him” and a dependent clause (“because they wanted to find Mr. Tumnus”).
 - This is a compound-complex sentence because it contains two independent clauses and one dependent clause.

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

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

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.⁴ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁴ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 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:

The robin got the attention of the siblings, and they decided to follow him because they wanted to find Mr. Tumnus.

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?	robin
(Did/will) DO WHAT?	got the attention
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.

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?

robin

got the attention

when the siblings entered the forest

N/A

he wanted them to follow

It flew just out of reach

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

Student Look-Fors:

- As the siblings entered the forest, the robin got their attention and flew just out of reach because he wanted them to follow.

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:

The robin got the attention of the siblings, and they decided to follow him because they wanted to find Mr. Tumnus.

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

Student Look-Fors:

- This sentence means that the siblings followed the robin, although they did not know where he was leading.
- Students might say they noticed phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are independent clause + comma + coordinating conjunction + independent clause + subordinating conjunction + dependent clause + period.
- Students should understand that each independent clause has an independent idea that could stand alone. The subordinating conjunction helps the reader to connect the ideas.

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

Student Look-Fors:

- Students should understand that *and* connects two complete sentences (“*The robin got the attention of the siblings*” and “*they decided to follow him*”).

5. Ask: “Where else is there a conjunction that connects words, phrases, or clauses in this sentence? What does it mean?”

Student Look-Fors:

- The other conjunction is *because* before “*they wanted to find Mr. Tumnus*” *Because* is used to tell the readers why something happened.

6. Say: “Remember, conjunctions connect words, phrases, or clauses in a sentence and signal different

relationships between ideas. Sometimes conjunctions add on ideas and sometimes conjunctions signal a change or contrast in ideas. They show how ideas relate in a sentence, so as we read, we better understand what a writer means. When we write, we use conjunctions to expand our sentences and make sure our meaning is clear to the reader.”

7. Display or project:

The robin flew away, and the siblings saw the beavers as they were hiding behind a tree.

The siblings weren’t sure if they should trust the beavers, but they followed them because they were hungry.

8. 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-complex 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.

9. Say: “Now let’s build a quality sentence about dinner with the beavers using conjunctions.”

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

Student Look-Fors:

- The siblings joined the beavers for dinner, but Edward snuck off because he wanted to find the witch.

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 and subordinating 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:

- _____, and _____ as _____
 but _____ since _____
 so _____ unless _____
 or _____ that _____
 because _____
 until _____
 when _____

What relationships do these conjunctions signal?

Cause and effect	Sequence	Under certain conditions	Comparison (Addition)	Contrast
so as because that since	after until when	unless that or	and as	but

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

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Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

The robin got the attention of the siblings, and they decided to follow him because they wanted to find Mr. Tumnus.

_____ , and _____ as _____
 _____ but _____ since _____
 _____ so _____ unless _____
 _____ or _____ that _____
 _____ because _____
 _____ until _____
 _____ when _____

Describe what happened when the beavers and the siblings realized Edmund was gone.

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 a coordinating and subordinating conjunction to students and/or provide them with a sentence frame, such as

_____, but _____ because _____.

3. Read the prompt aloud, "Describe what happened when the beavers and the siblings realized Edmund was gone."
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 and subordinating 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.

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Student Look-Fors:

- The beavers and the siblings tried to call for Edmund, but they knew it was too late because they realized how long he had been gone.

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Mentor Sentence 3: What does this sentence mean?

1. Display or project:

Edmund not only betrayed his siblings but he also lied to them because he wanted to be king of Narnia.

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 Edmund was mean to his siblings to get what he wanted.

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:

Edmund not only betrayed his siblings but he also lied to them because he wanted to be king of Narnia.

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

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

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

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - It says *not only, but also*. Edmund not only betrayed his siblings. Edmund also lied to them.
 - This is a complex sentence. It has an independent clause ("*Edmund not only betrayed his siblings but he also lied to them*") and a dependent clause ("*because he wanted to be king of Narnia*").
 - *Because* is a conjunction in this sentence. Edmund betrayed his family because he wanted to be king.
 - There is only end punctuation.

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. 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.

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

1. Display or project:

Edmund not only betrayed his siblings but he also lied to them because he wanted to be king of Narnia.

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?	Edmund
(Did/will) DO WHAT?	betrayed/lied
WHEN did who do what?	N/A
WHERE did who do what?	N/A
WHY did who do what?	because he wanted to be king
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.

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?

Edmund

betrayed/lied

when he left the Beaver's home

In Narnia

because he wanted to be king

he snuck out

7. Say: "Write and complete the sentence stem underneath the sentence. Make sure to put the sentence into your own words."

Student Look-Fors:

- When he snuck out of the Beaver's home, Edmund betrayed his siblings and lied to them because he wanted to be king.

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 3: What is the structure of this sentence?

1. Display or project:

Edmund not only betrayed his siblings but he also lied to them because he wanted to be king of Narnia.

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 Edmund betrayed and lied to his siblings because he is greedy.
- Students might say they noticed prepositional phrases, commas, or conjunctions.
- It says *not only, but also*. Edmund not only betrayed his siblings. Edmund also lied to them.
- This is a complex sentence. It has an independent clause ("*Edmund not only betrayed his siblings but he also lied to them*") and a dependent clause ("*because he wanted to be king of Narnia*").
- *Because* is a conjunction in this sentence. Edmund betrayed his family because he wanted to be king.
- There is only end punctuation.

4. Ask: "What did Edmund do? How do you know?"

Student Look-Fors:

- Edmund betrayed his siblings. Edmund lied to his siblings. He did both of these things. The sentence says *not only, but also*.

5. Say: "Neither/nor is a correlative conjunction. Correlative conjunctions connect two equal parts (i.e., clauses, phrases, or words) together. Unlike the conjunction *and* or *but*, correlative conjunctions work together. Some examples of correlative conjunctions are *neither/nor*, *either/or*, *not/only*, or *both/and*. Take the example, 'Either the boys or the girls will go to lunch first today.' In this example, the correlative conjunction connects the boys and the girls together saying that they both have equal chance of going to lunch first today, but only one will end up being the first to go."
6. Ask: "In the mentor sentence, what words connect *betrayed* and *lied* together to explain Edmund's actions?"

Student Look-Fors:

- Students should identify *not only/but also* as the correlative conjunction in the sentence.⁶ The mentor sentence uses the correlative conjunction to tell the reader two things Edmund did.

5. Display or project:

No sooner than Edmund rode with the White Witch than he realized he made a mistake because she was mean to him.

The White Witch's actions proved that both the siblings and Aslan were correct because she used Edmund as a pawn.

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

Student Look-Fors:

- Students should identify that similar to the mentor sentence, the example sentences contain a correlative conjunction (*no sooner/than, both/and*).

7. Say: "Now let's build a quality sentence about Aslan using a correlative conjunction."

8. Guide the whole class to write a shared quality sentence imitating 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. Provide a sentence frame for students to refer to during the whole class discussion, if needed.

Student Look-Fors:

- Aslan was not only honest but also stern as he spoke with the White Witch in private.

9. 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."

10. Provide students with other correlative conjunctions and prompt them to identify the relationships they signal. Record those correlative conjunctions on the board or chart paper. Because correlative conjunctions are a standard that is introduced in 5th grade, students may need additional support using these conjunctions properly.⁷ Based on the students in your class, provide additional examples, as needed. 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.

⁶ L.5.1e: Use correlative conjunctions (e.g., *either/or, neither/nor*).

⁷ <http://www.chompchomp.com/terms/correlativeconjunction.htm>

MENTOR SENTENCES

Student Look-Fors:

- What relationships do these conjunctions signal?

Cause and effect	Sequence	Under certain conditions	Comparison (Addition)	Contrast
so as because that since	after until when no sooner/than	unless that or whether/or either/or	and as both/and not only/but also neither/nor as/as	but

- Students should create sentence frames such as:

Neither _____ nor _____ because _____.

Either _____ or _____ so _____.

Both _____ and _____ since _____.

Not only _____ but also _____ unless _____.

Whether _____ or _____ because _____.

No sooner _____ than _____ because _____.

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.

The Lion, the Witch, and the Wardrobe
 Mentor Sentence 3:: Can I write a quality sentence?

1. Display or project:

Edmund not only betrayed his siblings but he also lied to them because he wanted to be king of Narnia.

Neither _____ nor _____ because _____.

Either _____ or _____ so _____.

Both _____ and _____ since _____.

Not only _____ but also _____ unless _____.

Whether _____ or _____ because _____.

No sooner _____ than _____ because _____.

What happened as a result of Edmund betraying the Witch?

2. Say, "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question: "What happened as a result of Edmund betraying the Witch?"
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 use an appropriate correlative conjunction to connect the ideas in their sentences.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- Aslan not only was mocked but also killed because of Edmund's actions.
- The magic could neither save Aslan nor Edmund after Edmund betrayed the Witch.

The Lion, the Witch, and the Wardrobe
Mentor Sentence 4: What does this sentence mean?

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

as the magic began to work

Aslan awoke from death

grateful that Susan and Lucy were with him

and decided to save Narnia once and for all

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 Aslan do?"
2. 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.
3. After several minutes, ask a few pairs or groups to share the sentence they created.
4. 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..."
5. Ask students to share the similarities and differences they notice among the sentences and interpretations provided by their peers and reflect on how they would revise their original sentence or interpretation.

The Lion, the Witch, and the Wardrobe

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

1. Display or project:

As the magic began to work, Aslan awoke from death, grateful that Susan and Lucy were with him, and decided to save Narnia once and for all.

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

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

as the magic began to work

Aslan awoke from death

grateful that Susan and Lucy were with him

and decided to save Narnia once and for all

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:
 - This sentence begins with a prepositional phrase that tells me when Aslan awoke and decided.
 - The prepositional phrase at the beginning answers the question "When did Aslan wake?"
 - There is a conjunction, *and*. It connects the items together--Aslan awoke and decided.
 - There is a parenthetical element, *grateful that susan and Lucy were with him*. A parenthetical element is a phrase that contribute to the meaning of the sentence. If removed, the sentence still makes sense. The parenthetical element is set apart by commas.

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.⁸ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁸ 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.

The Lion, the Witch, and the Wardrobe

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

1. Display or project:

As the magic began to work, Aslan awoke from death, grateful that Susan and Lucy were with him, and decided to save Narnia once and for all.

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 student to include information from the text, as well as from the mentor sentence.

WHO/WHAT?

Aslan

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

awoke and decided

WHEN did who do what?

as the magic began to work

WHERE did who do what?

on the Stone table

WHY did who do what?

he wanted to get rid of the White Witch

HOW did who do what?

N/A

6. Say: "Write and complete the sentence stem underneath the quotation. Make sure to put the sentence into your own words."

Student Look-Fors:

- As the magic began to work, Aslan awoke on the Stone table and decided to get rid of the White Witch.
7. After several minutes, ask a few students to share their statements with the class.
 8. Prompt students to revise or adjust their written responses based on what their classmates shared.

The Lion, the Witch, and the Wardrobe

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

1. Display or project:

As the magic began to work, Aslan awoke from death, grateful that Susan and Lucy were with him, and decided to save Narnia once and for all.

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 Aslan awoke and decided to save Narnia from the White Witch.
- Students might say they noticed phrases, commas, or conjunctions.
- Students should understand that the parts of this sentence are introductory phrase + comma + independent clause + parenthetical element + punctuation
- They should understand that the introductory sets the scene for the sentence.

4. Ask “What does the comma do in this sentence?”

Student Look-Fors:

- Students should identify two roles: (1) to set off the introductory phrase⁹ and (2) to set apart the parenthetical element.

5. Note: According to the [Grammar Guide](#), students learned how to use commas in a series to separate single words in grade 1. In grade 5, the skill should progress to include phrases or clauses in a series, and students should use appropriate agreement and parallelism. As needed, provide small-group instruction for students who need additional support with this skill.

⁹ L.5.2b: Use a comma to separate an introductory element from the rest of the sentence.

6. Display or project:

After Aslan awoke, he met with the siblings, eager for a battle, and devised a plan to defeat the White Witch.

7. Ask: “How is this sentence similar to the mentor sentence?”

Student Look-Fors:

- Students should identify that similar to the mentor sentence, this sentence follows the structure: introductory phrase + comma + independent clause + parenthetical element + punctuation
- Students may also identify that the first sentence has an introductory element followed by a comma.

8. Say: “Now let’s build a quality sentence about the battle of Aslan and the White Witch using an introductory phrase and a parenthetical element, if possible.”

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:

- During the battle, the siblings, armed with gifts from Aslan, fought fantasy creatures and defeated them.

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 for items in a series. 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:

- _____, _____, _____, _____.

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

The Lion, the Witch, and the Wardrobe
Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

As the magic began to work, Aslan awoke from death, grateful that Susan and Lucy were with him, and decided to save Narnia once and for all.

Why happened to the siblings as a result of the battle?

2. Say, “Now we are going to write our own quality sentences.” Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question: “What happened to the siblings as a result of the battle?”
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:

- As a result of the battle, the siblings, forgetful of the wardrobe, were named Kings and Queens of Narnia.