

Grade 06: *The Witch of Blackbird Pond* Language Task

All students must read, understand, and express their understanding of complex, grade-level texts. At the heart of being able to read and understand complex texts is the ability to automatically and fluently decode words and determine how they work together in sentences to produce meaning. Having “language sense” combined with other factors, such as having robust background knowledge and a wide vocabulary, are key determining factors in what makes a student able to read and understand complex texts.¹

The language tasks have been developed to support teachers in developing students’ language sense through repeated exploration of how key sentences from the texts of the ELA Guidebooks 2.0 units are put together to produce meaning. This approach reinforces students’ knowledge of language structures and how those structures produce meaning.²

Each language task is made of at least 20 language links. Each language link is designed to take around 10-15 minutes to conduct. The links can be used with the ELA Guidebooks 2.0 units as a beginning activity with a whole class of students or during targeted, small-group instruction or individual instruction with students who need additional support. Each language link contains text to display or project as a stimulus for student work, teacher directions, and student look-fors. The student look-fors include examples of accurate student responses; however they are not inclusive or exclusive of all possible responses.

The language links focus students on the study of mentor sentences from the unit texts. Mentor sentences were selected for their meaning and their structure. The mentor sentences focus on the main ideas or concepts of the unit texts and present opportunities for students to practice with the complex structures of their grade level. Students study each mentor sentence using the same five lesson protocol. The same five language links are then repeated with a new mentor sentence.

¹ Shanahan, T., Fisher, D., & Frey, N. (2012, March). The Challenge of Challenging Text. *Educational Leadership*, 69(6), 58-62. Retrieved from

<http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/The-Challenge-of-Challenging-Text.aspx>

² Fillmore, L. W., & Fillmore, C. J. (n.d.). What Does Text Complexity Mean for English Learners and Language Minority Students? Retrieved November 12, 2016, from

http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf

These language links focus on the study of 4 mentor sentences from the unit texts. Each language link should take around 10-15 minutes to conduct.

Each mentor sentence is used across five language links that each have a different purpose. The same five language links are then repeated with a new mentor sentence.

1. **What does this sentence mean?**
 - a. Purpose: Students make an initial interpretation of the mentor sentence's meaning.
2. **What do I notice about this sentence?**
 - a. Purpose: Students examine the meaning and structure of the mentor sentence.
3. **What do I know this sentence means?**
 - a. Purpose: Students demonstrate their understanding of the sentence's meaning.
4. **What is the structure of this sentence?**
 - a. Purpose: Students create a sentence frame based on the mentor sentence.
5. **Can I write a quality sentence?**
 - a. Purpose: Students emulate the structure of the mentor sentence in their own sentence.

Throughout this section, notes are provided to identify places of additional skills support for students based on previous grade-level standards. Be sure to keep track during these language links of places where students need additional skills support, and use time during small-group or individual instruction to target those skills.

The Witch of Blackbird Pond

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

“Seven times he returned, bending his tall frame to enter the doorway, and with wordless disapproval set down one after the other of the seven small trunks.”

From *The Witch of Blackbird Pond*

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 Matthew Wood was bringing in Kit’s luggage, but disapproved.

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 Witch of Blackbird Pond

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

1. Display or project:

“Seven times he returned, bending his tall frame to enter the doorway, and with wordless disapproval set down one after the other of the seven small trunks.”

From The Witch of Blackbird Pond

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

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

After each pair shares, ask another student to rephrase what the pair shared. Prompt students to use the

following conversation stems to guide their rephrasing.

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

Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
 - This sentence explains that Matthew disapproved of Kit coming to live in the house.
 - *Seven times he returned* is an independent clause that tells us how many times he came in.
 - *Bending his tall frame to enter the doorway* is a descriptive clause that is set off by commas. It tells us what Matthew looked like entering the room.
 - *And* is a conjunction that tells us that Matthew had two actions: *returned*, *set down*.
 - This is a complex sentence because it includes 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 writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.³ It is acceptable for students not to understand the full meaning of the sentence on this day.

³ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 6, the skills that need to be reinforced in grade 6, and the skills that need to be explicitly taught in grade 6.

The Witch of Blackbird Pond

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

1. Display or project:

“Seven times he returned, bending his tall frame to enter the doorway, and with wordless disapproval set down one after the other of the seven small trunks.”

From The Witch of Blackbird Pond

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?	he
(Did/will) DO WHAT?	returned
WHEN did who do what?	seven times
WHERE did who do what?	N/A
WHY did who do what?	N/A
HOW did who do what?	with wordless disapproval

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

Student Look-Fors:

- Matthew returned several times and disapproved of the situation.
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 Witch of Blackbird Pond

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

1. Display or project:

“Seven times he returned, bending his tall frame to enter the doorway, and with wordless disapproval set down one after the other of the seven small trunks.”

From The Witch of Blackbird Pond

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 Matthew disapproved of Kit coming to live in the house.
 - *Seven times he returned* is an independent clause that tells us how many times he came in.
 - *Bending his tall frame to enter the doorway* is a descriptive clause that is set off by commas. It tells us what Matthew looked like entering the room.
 - *And* is a conjunction that tells us that Matthew had two actions: *returned*, *set down*.
 - This is a complex sentence because it includes an independent clause and a dependent clause.
 - Students should understand that the part of this sentence are: independent clause + comma + descriptive clause + conjunction + verb phrase + punctuation.
4. 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 and give the reader more information.”

5. Display or project:

Kit listened, taking a note of the interactions, but did not say a word.

“This will be your home, since you have no other, but you will fit yourself to our ways.”

From The Witch of Blackbird Pond

6. 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 include a comma and a conjunction.
- The first sentence is a complex sentence. It includes an independent clause and a dependent clause joined by a comma and the conjunction *but*.
- The second sentence is a compound sentence. There are two independent clauses joined by a comma and the conjunction *but*.
- Students should explain both sentences include a descriptive phrase.
- Both sentences include a conjunction that combine the verb phrases.

7. Say: “Now let’s build a quality sentence about Judith trying on Kit’s dress.”

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:

- Judith stared, anxiously waiting for Kit to ask, and tried on the dress when prompted.
- Kit exclaimed that it was perfect, staring at Judith in the dress, and told Judith it was hers.

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. Display an anchor chart, or provide students with a list, of coordinating conjunctions, if needed, 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.

Student Look-Fors:

- independent clause + comma + descriptive clause + conjunction + verb phrase + punctuation.
 _____, _____, and _____.
 but

MENTOR SENTENCES

so

or

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 Witch of Blackbird Pond
Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

“Seven times he returned, bending his tall frame to enter the doorway, and with wordless disapproval set down one after the other of the seven small trunks.”

From The Witch of Blackbird Pond

_____, _____, and _____.
but
so
or

Explain how Matthew Wood responds to Kit giving clothes to his daughters.

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 how Matthew Wood responds to Kit giving clothes to his daughters.”
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 include a coordinating conjunction in their complex sentence.
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:
 - He stared at his daughter, scanning the clothes, and then told her to give them back.
- The clause should be set off by commas.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “He stared at his daughter, _____, _____.”

The Witch of Blackbird Pond

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

“If I don't marry him, how shall I ever escape from my uncle's house?”

From The Witch of Blackbird Pond

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 Kit knows that her only way out of her controlling uncle's home is to get married.

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 Witch of Blackbird Pond

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

1. Display or project:

"If I don't marry him, how shall I ever escape from my uncle's house?"

From The Witch of Blackbird Pond

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

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

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

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

- 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:
- "If I don't marry him, how shall I ever escape from my uncle's house?"
 - This sentence explains that if Kit doesn't get married, then she will never be able to leave her uncle's home.
 - "*If I don't marry him*" introduces a conditional idea.
 - *If* is a conjunction that begins an introductory phrase.
 - There is a comma after the introductory phrase.
 - After the introductory phrase, there is an independent clause - "*how shall I ever escape from my uncle's house.*"
 - This is a complex sentence because it contains an independent clause and at least 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 6, the skills that need to be reinforced in grade 6, and the skills that need to be explicitly taught in grade 6.

The Witch of Blackbird Pond

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

1. Display or project:

"If I don't marry him, how shall I ever escape from my uncle's house?."

From The Witch of Blackbird Pond

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?

I

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

shall escape

WHEN did who do what?

N/A

WHERE did who do what?

my uncle's home

WHY did who do what?

N/A

HOW did who do what?

N/A

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

Student Look-Fors:

- Kit shall escape her uncle's home only if she gets married.
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 Witch of Blackbird Pond

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

1. Display or project:

"If I don't marry him, how shall I ever escape from my uncle's house?"

From The Witch of Blackbird Pond

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 if Kit doesn't get married, then she will never be able to leave her uncle's home.
 - Students might say they noticed an introductory phrase, independent and dependent clauses, or conjunctions.
 - "If I don't marry him" introduces a conditional idea.
 - If is a conjunction that begins an introductory phrase.
 - There is a comma after the introductory phrase.
 - After the introductory phrase, there is an independent clause ("how shall I ever escape from my uncle's house.")
 - This is a complex sentence because it contains an independent clause and at least one dependent clause.
 - Students should understand that the parts of this sentence are conditional clause + comma + independent clause + punctuation
4. 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 and give the reader more information."
 5. Display or project:

If anyone asked about her grandfather, Kit's eyes filled with tears.

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

Student Look-Fors:

- Students should identify that the structures are similar--these examples, like the mentor sentence, are 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. For example, the conditional clause connects that ideas that *if* anyone asked about her grandfather, Kit got upset.

7. Say: "Now let's build a quality sentence about Hannah."

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:

- When Kit asked for advice, Hannah told her to keep trying.
- If Kit speaks of Hannah, she get reprimanded.

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. Display an anchor chart, or provide students with a list, of 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.

Student Look-Fors:

- conditional clause + comma + independent clause + punctuation
- If _____, _____.

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 Witch of Blackbird Pond
Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

“If I don't marry him, how shall I ever escape from my uncle's house?”

From The Witch of Blackbird Pond

What happens when Kit tells Judith that she is going to visit Hannah?

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, “Describe what happens when Kit tells Judith that she is going to visit Hannah.”
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 a conditional clause.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the sentence frame. For example:
 - When Kit tells Judith she will visit Hannah, Judith tells her that she does odd things.
 - If Kit goes to visit Hannah, Judith might tell her parents.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “When Kit tells Judith she will visit Hannah, _____.”

"The Witch of Blackbird Pond"

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

"But what will they do with her now - tonight - before the trial?"

From "The Witch of Blackbird Pond"

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 Kit is worried about Hannah.

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 Witch of Blackbird Pond"

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

1. Display or project:

"But what will they do with her now - tonight - before the trial?"

From "The Witch of Blackbird Pond"

- 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. "What do the dashes signal?"
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 means that Kit is worried about Hannah.
 - The word *tonight* is a parenthetical element set off by dashes. It removed, it does not affect the meaning of the sentence
 - The independent clause is *what will they do with her now*.
 - *Before the trial* is a phrase telling us when Kit wants to know what happen to Hannah.

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

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

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.⁵ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁵ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 6, the skills that need to be reinforced in grade 6, and the skills that need to be explicitly taught in grade 6.

"The Witch of Blackbird Pond"

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

1. Display or project:

"But what will they do with her now - tonight - before the trial?"

From "The Witch of Blackbird Pond"

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?	they
(Did/will) DO WHAT?	do
WHEN did who do what?	before the trial
WHERE did who do what?	N/A
WHY did who do what?	N/A
HOW did who do what?	N/A

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

words.”

Student Look-Fors:

- Kit wants to know what will happen to Hannah before her trial.
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 Witch of Blackbird Pond"

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

1. Display or project:

"But what will they do with her now - tonight - before the trial?"

From "The Witch of Blackbird Pond"

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 Kit is worried about Hannah.
- The word *tonight* is a parenthetical element set off by dashes. It removed, it does not affect the meaning of the sentence
- The independent clause is *what will they do with her now*.
- *Before the trial* is a phrase telling us when Kit wants to know what happen to Hannah.
- Students should understand that the parts of this sentence are independent clause + dash + parenthetical element + dash + adverbial phrase + punctuation

4. Display or project:

"She was ashamed of the many times - more times than she could count - when she skipped off and left her work undone."

"You mean she had some sort of hold over you - some blackmail?"

From "The Witch of Blackbird Pond"

5. 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, both contain independent clauses and parenthetical elements.
- The first sentence is a complex sentence because it contains an independent clause and at least one dependent clause.
- These sentences include parenthetical elements. The words separated by the dashes could be removed and the sentences would still maintain their meaning.

- Say: "Now let's build a quality sentence about Kit's interaction with the constable's wife."
- 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 constable's wife - concerned for Kit - brought her food.
- Kit was thankful to see the constable's wife with food - something warm after the night's cold.

- 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."
- 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 + dash + parenthetical element + dash punctuation
- _____ - _____ - _____.

- 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 Witch of Blackbird Pond"

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

"But what will they do with her now - tonight - before the trial?"

From "The Witch of Blackbird Pond"

_____ - _____ - _____.

Explain what happens when Prudence Cruff testifies.

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 what happens when Prudence Cruff testifies."
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 include a parenthetical element separated by dashes in their response.
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:
 - Prudence - prepared to tell the truth - testifies that Kit taught her to read and write.
 - Kit tried to protect Prudence from the court - a mockery of her rights.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "_____ - prepared to tell the truth - _____."

"The Witch of Blackbird Pond"

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

Hannah, the witch of Blackbird Pond, escapes danger and boards the Dolphin.

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 Hannah escaped her trial.

5. 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.

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

"The Witch of Blackbird Pond"

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

1. Display or project:

Hannah, the witch of Blackbird Pond, escapes danger and boards the Dolphin.

- 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:
 - It starts with the subject of the sentence, *Hannah*, followed by an appositive phrase, *the witch of Blackbird Pond*.
 - An appositive phrase restates, expands, or explains, the noun before it. The sentence still makes sense without the appositive.
 - There is a comma before and after the appositive, which helps set it off from the rest of the sentence.
 - There is a conjunction that combines the two verbs *escapes* and *boards*.

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 6.

"The Witch of Blackbird Pond"

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

1. Display or project:

Hannah, the witch of Blackbird Pond, escapes danger and boards the Dolphin.

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?	Hannah
(Did/will) DO WHAT?	escapes/ boards
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.

MENTOR SENTENCES

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?

Hannah

escapes/ boards

before her trial

by the coast

to escape prosecution

With Kit's help

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

Student Look-Fors:

- With Kit's help, Hannah escapes and boards the Dolphin by the coast to escape prosecution.
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.

"The Witch of Blackbird Pond"

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

1. Display or project:

Hannah, the witch of Blackbird Pond, escapes danger and boards the Dolphin.

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 Hannah escaped prosecution.
- Students might say they noticed prepositional phrases, commas, or an appositive.
- Students should understand that the parts of this sentence are subject + comma + appositive phrase + comma + verb phrase + punctuation
- Students should understand that the appositive restates the meaning of the noun that comes before it.

4. Ask: "What word in this sentence connects the two verb phrases?"

Student Look-Fors:

- Students should understand that *and* connects the two verb phrases - *escapes danger, boards the dolphin*.

5. Say: "Remember, an appositive phrase restates, expands, or explains, the noun before it. The sentence still makes sense without the appositive. There is a comma before and after the appositive, which helps set it off from the rest of the sentence. When we write, we use appositives to clarify or restate the noun to expand our sentences and make sure our meaning is clear to the reader and give the reader more information."

6. Display or project:

Nat Eaton, a friend of Kit, brought Prudence to the courtroom.

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, includes an appositive.
- Students should explain that the function of the appositives in the sentences is to provide more information to the reader.

8. Say: "Now let's build a quality sentence about Goodman Cruff"
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:

- Goodman Cruff, an arrogant man, was shocked when he learned his daughter could read and write.

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. 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:

- subject + comma + appositive phrase + comma + verb phrase + 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.

"The Witch of Blackbird Pond"

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

Hannah, the witch of Blackbird Pond, escapes danger and boards the Dolphin.

Describe William's feelings for Kit.

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 William's feelings for Kit."
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 sentence should include an appositive.
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:
 - William, a townsman, visits Kit often because he wishes to marry her.
 - Kit, a brave woman, makes William uneasy because she makes her own decisions.
- The appositive phrase should have a clear relationship with the noun it modifies. For example in the first look-for above, the appositive phrase redefines Rowling's hope.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "William, _____, visits Kit often because he wishes to marry her."