

## Grade 06: If Stones Could Speak 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.<sup>1</sup>

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.<sup>2</sup>

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.

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.

<sup>1</sup> 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>

<sup>2</sup> 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](http://ell.stanford.edu/sites/default/files/pdf/academic-papers/06-LWF%20CJF%20Text%20Complexity%20FINAL_0.pdf)

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.

## "Archaeology 101"

### Mentor Sentence 1: What does this sentence mean?

1. Display or project:

Although artifacts may be buried for millions of years, they still maintain integrity and evidence for archeologists to study.

This sentence means...

2. Prompt students to copy the sentence.<sup>3</sup>
3. Say: "Write and complete sentence stem underneath the sentence."

#### Student Look-Fors:

- The sentence means that although artifacts are buried for many years, we can still learn from them.

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.

<sup>3</sup> **Artifacts and integrity** should be explained or defined within the context of the Hatchet unit before this language link. If needed, remind students that **artifacts** are the remnants people left behind. **Integrity** is the state of being whole.

## "Archaeology 101"

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

1. Display or project:

Although artifacts may be buried for millions of years, they still maintain integrity and evidence for archeologists to study.

- 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:
  - It starts with a dependent clause in the introductory phrase.
  - There is a comma after the introductory phrase, 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.
  - It begins with a subordinating conjunction **although**. **Although** helps the reader compare two opposing ideas.
  - There are two pairs of subjects and verbs.
  - The sentence is complex. It has a dependent clause and an independent clause.

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

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

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

## "Archaeology 101"

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

<sup>4</sup> 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.

1. Display or project:

Although artifacts may be buried for millions of years, they still maintain integrity and evidence for archeologists to study.

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.

<b>WHO/WHAT?</b>	they
Did/will <b>DO WHAT?</b>	maintain integrity
<b>WHEN</b> did who do what?	for millions of years
<b>WHERE</b> did who do what?	buried underground
<b>WHY</b> did who do what?	N/A
<b>HOW</b> 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:

- Artifacts maintain their integrity even after being buried for millions of years.

## MENTOR SENTENCES

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.

## "Archaeology 101"

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

1. Display or project:

Although artifacts may be buried for millions of years, they still maintain integrity and evidence for archeologists to study.

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 archaeologists can study artifacts to learn new information about people who lived before us.
- Students should notice that the word **although** tells the reader that there will be conflicting ideas. In this instance, the conflict is between the idea that the artifacts have sat for millions of years and should be destroyed, but instead they still provide a way for us to study history.

4. Display or project:

Even though they study history, archaeologists also study of modern behavior to help determine how and why people in the past made certain decisions.

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--both begin with a subordinating conjunction.
- They should notice that **even though** is a subordinating conjunction.
- Both sentences begin with a dependent clause.
- **Even though**, like **although**, shows a contrast between two ideas.

6. Say: "Now let's build a quality sentence about survey and site location."



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

As needed, provide a list of subordinating conjunctions for the class to view. Examples of subordinating conjunctions are ***although, as soon as, even though, unless, and while.***

**Student Look-Fors:**

- Once archaeologists have a reason to dig, they must identify where to dig.
- Once a site has been located, a detailed map is made before digging begins.

8. Say: “Now let’s construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the subordinating conjunctions below.”
9. Prompt students to identify other subordinating conjunctions which signal when an event occurred. Record those conjunctions. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

**Student Look-Fors:**

- Although \_\_\_\_\_, \_\_\_\_\_.
- As soon as \_\_\_\_\_, \_\_\_\_\_.
- Even though \_\_\_\_\_, \_\_\_\_\_.

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

## "Archaeology 101"

### Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

Although artifacts may be buried for millions of years, they still maintain integrity and evidence for archeologists to study.

Although \_\_\_\_\_, \_\_\_\_\_.

As soon as \_\_\_\_\_, \_\_\_\_\_.

Even though \_\_\_\_\_, \_\_\_\_\_.

What happens during the excavation process?

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 happens during the excavation process?"
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:
  - Although a site may not reveal any findings, there may be artifacts hidden deep below the surface.
  - Even though the movies show a different scene, an archaeologist's work is tedious, slow and careful.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Although a site may not reveal any findings, \_\_\_\_\_."

### "Archaeology 101"

#### Mentor Sentence 2: What does this sentence mean?

1. Display or project:

Digging the site is a long, tedious process that can take many years to complete.

This sentence means...

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

#### Student Look-Fors:

- This sentence means that digging an excavation site takes many years to complete.
- Students might not know the word **tedious**, but they will learn it by the end of the five days with this sentence.

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.

## "Archaeology 101"

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

1. Display or project:

Digging the site is a long, tedious process that can take many years to complete.

- 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 adjectives are in this sentence?"
  - d. "What does the word **tedious** mean?"
  - e. "What phrases or clauses do you notice? How do those help you understand this sentence?"
  - f. "Are there any conjunctions in this sentence? What do those conjunctions mean?"
  - g. "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:
  - The sentence begins with a verb phrase that is acting as a noun, **digging the site**.
  - There are two adjectives: **long, tedious**.
  - The adjectives describe the process of digging a site.
  - **Tedious** means dull, tiresome, and monotonous.
  - There is a dependent clause - **that can take any years to complete**.

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.<sup>5</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>5</sup> 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.

## "Archaeology 101"

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

1. Display or project:

Digging the site is a long, tedious process that can take many years to complete.

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.

<b>WHO/WHAT?</b>	digging the site
Did/will <b>DO WHAT?</b>	is
<b>WHEN</b> did who do what?	N/A
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	to study history
<b>HOW</b> did who do what?	through a long and tedious process

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

Student Look-Fors:

- Digging a site to study history takes a long time.
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.

## "Archaeology 101"

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

1. Display or project:

Digging the site is a long, tedious process that can take many years to complete.

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 digging an excavation site can take years.
  - Students might say they noticed the phrase **digging the site**.
  - Students should notice the adjectives **long** and **tedious** describe the process.
  - Students should understand that the parts of this sentence are phrase acting as a noun + verb + adjectives + noun + dependent clause + punctuation.
4. Say, "Digging the site" is a gerund<sup>6</sup> phrase. A gerund is a verb that ends in 'ing. Ask, "What is the gerund phrase acting as in this sentence?"
    - Students should say that **digging the fire** is the who or what the sentence is about, so it is acting as the subject of this sentence.
  5. Ask: "What are the adjectives in this sentence? What are they describing?"

#### Student Look-Fors:

- Students should repeat that the adjectives **long** and **tedious** describe the process.
6. Say: "These adjectives are called coordinate adjectives. They describe the same noun and appear in a sequence. In most cases, coordinate adjectives are separated by commas or the conjunction "and." There are two ways that we can determine if we are using coordinate adjectives: (1) If we change the order of the adjectives in the sentence, the sentence still makes sense, and (2) if we replace the commas with "and," the sentence still makes sense."

<sup>6</sup> Gerund phrases are noted in the Louisiana Student Standards at grade 8. Although the term, gerund phrase, is being introduced here, it is not required for mastery.



Provide examples of coordinate and noncoordinate adjectives, as needed.

7. Display or project:

Dividing the site is an organized and methodical way to know what has been examined.

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence has a gerund phrase **dividing the site**.
- The coordinate adjectives **organized** and **methodical** describe the process of dividing.

9. Say: “Now let’s build a quality sentence about collecting data.” Provide students with examples of gerund phrases. Display an anchor chart of coordinate adjectives, if needed.

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:

- Collecting data means photographing and recording evidence as the archeologist uncovers it.

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. 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:

- Gerund phrase + verb + coordinate adjectives + noun + dependent clause + punctuation.
- \_\_\_\_\_, \_\_\_\_\_.

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.

**“Archaeology 101”**

**Mentor Sentence 2: Can I write a quality sentence?**

1. Display or project:

Digging the site is a long, tedious process that can take many years to complete.

- Gerund phrase + verb + coordinate adjectives + noun + dependent clause + punctuation
- \_\_\_\_\_, \_\_\_\_\_.

Describe the process of interpretation.

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. Say, “Describe each of the challenges noted above in a separate sentence. Follow the sentence frame to write your sentences.”
4. Ask students to work independently to write quality sentences that answer the prompt and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with the gerund phrases provided.
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:
  - Interpreting the findings is a possible story that explains the significance of the site.

## "Archaeology: Then and Now"

### Mentor Sentence 3: What does this sentence mean?

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

In the early 1900s,

archeologists were self-trained;

however,

modern archeologists

use a complex process

of technique and interpretation

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. "How were early archaeologists different from modern archaeologists?"
3. Prompt the pairs or groups to write the sentence they created. This can be done in individual reading logs, on chart paper, or using technology.
4. After several minutes, ask a few pairs or groups to share the sentence they created.
5. Ask: "What does the sentence mean?" Prompt students to use the following stems to guide the conversation.
  - a. "Another way to say this sentence is..."
  - b. "I made meaning of this sentence by..."
  - c. "I looked at...."

- d. "I noticed that..."
- 6. Ask students to share the similarities and differences they notice among the sentences and interpretations provided by their peers and reflect on how they would revise their original sentence or interpretation.

### “Archaeology: Then and Now”

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

1. Display or project:

In the early 1900s, archaeologists were self-trained; however, modern archeologists use a complex process of technique and interpretation.

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

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

In the early 1900s,

archeologists were self-trained;

however,

modern archeologists

use a complex process

of technique and interpretation

3. Direct pairs or groups to use the sentence chunks to explore the answers to the projected questions. As students work together, ask guiding questions and prompts to support students:
  - a. “How many ways can you rearrange this sentence and it still make sense?”

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

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

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

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

### Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
  - It starts with a prepositional phrase that answers the question "when."
  - 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 one conjunction-- **however** and **and**. **However**, means on the other hand or there is an alternative.
  - There is a semi-colon before the conjunction **however** and comma after it.
  - The sentence is long, so it is hard to understand unless I break it into parts.

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.<sup>7</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>7</sup> 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.

## "Archaeology: Then and Now"

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

1. Display or project:

In the early 1900s, archaeologists were self-trained; however, modern archeologists use a complex process of technique and interpretation.

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.

<b>WHO/WHAT?</b>	early archeologists/ modern archeologists
(Did/will) <b>DO WHAT?</b>	were self-trained/ use a complex process
<b>WHEN</b> did who do what?	in the 1900s/ present-day
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	N/A
<b>HOW</b> 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:**

- Although early archeologists were self-trained, modern-day archaeologists are trained and use a specific process.

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.



### "Archaeology: Then and Now"

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

1. Display or project:

In the early 1900s, archaeologists were self-trained; however, modern archeologists use a complex process of technique and interpretation.

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 process of archeology has advanced since the 1900s.
- 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 + semicolon + conjunction + independent clause + punctuation.
- They should understand that the introductory phrase answers the question "when."

4. Display or project:

When an archeologist first visits a site, he must survey what has taken place; however, the best way for the archeologist to gather information is through the scientific method.

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. This sentence has a ; followed by a conjunction and another independent clause.
- They should also identify that the introductory phrase answers the question "When?"

6. Say: “Now let’s build a quality sentence explaining how archaeologists learn about past human societies.”
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

**Student Look-Fors:**

- When archaeologists assess observations, they use inductive and deductive reasoning; however, this is only the beginning of the process.

8. Say: “Now let’s construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences. and use **however** (or another conjunction) to show contrast between ideas.”
9. Prompt students to identify other subordinating conjunctions which signal when an event occurred. Record those conjunctions. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

**Student Look-Fors:**

- introductory phrase + comma + independent clause + semicolon + conjunction + independent clause + punctuation
- \_\_\_\_\_, \_\_\_\_\_; however, \_\_\_\_\_.

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

## "Archaeology: Then and Now"

### Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

In the early 1900s, archaeologists were self-trained; however, modern archeologists use a complex process of technique and interpretation.

\_\_\_\_\_, \_\_\_\_\_; however, \_\_\_\_\_.

What happens after the the archeologist excavates the site?

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 happens after the archeologist excavates the site?"
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 archeologist excavates the site, the materials and and records are taken to a laboratory; however, more work still needs to be done as the archeologist does detailed analysis of the findings.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "After the archeologist excavates the site, the materials and records are taken to a laboratory;

\_\_\_\_\_."

*If Stones Could Speak*

**Mentor Sentence 4: What does this sentence mean?**

1. Display or project:

Archeologists have three main goals: to study human history, to reconstruct past lifeways, and to generalize about human cultures and how they change.

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 archeologists have three goals.

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.

## *If Stones Could Speak*

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

1. Display or project:

Archeologists have three main goals: to study human history, to reconstruct past lifeways, and to generalize about human cultures and how they change.

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

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

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

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

following conversation stems to guide their rephrasing.

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

## Student Look-Fors:

- Students may notice a wide variety of things about the sentence, including:
  - There is an independent clause that could stand alone as a complete sentence.
  - The independent clause is followed by a colon.
  - Following the colon, there is a list.
  - The dash sets apart a list that describes the three goals of the archeologist.

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

<sup>8</sup> 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.

*If Stones Could Speak*

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

1. Display or project:

Archeologists have three main goals: to study human history, to reconstruct past lifeways, and to generalize about human cultures and how they change.

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.

<b>WHO/WHAT?</b>	archeologists
Did/will <b>DO WHAT?</b>	have three goals
<b>WHEN</b> did who do what?	N/A
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	N/A
<b>HOW</b> did who do what?	N/A

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

## MENTOR SENTENCES

**Student Look-Fors:**

- Archeologists have three goals.

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.



### *If Stones Could Speak*

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

1. Display or project:

Archeologists have three main goals: to study human history, to reconstruct past lifeways, and to generalize about human cultures and how they change.

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 archeologists focus on three goals.
- Students might say they noticed an independent clause that tells the main thought of the sentence.
- Students should notice that the colon tells the reader that a list is coming that modifies the noun that precedes it.
- Students should understand that the parts of this sentence are independent clause + colon + list separated by commas.

4. Display or project:

Archeologists ask questions: to clarify ideas, to expand their thinking, and to learn more about the site.

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

#### **Student Look-Fors:**

- The sentence begins with an independent clause that could stand alone as a complete thought.
- There is a colon in the sentence followed by a list.

6. Say: "Now let's build a quality sentence about why an archeologists brings artifacts to the lab."

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

**Student Look-Fors:**

- Archeologists bring artifacts back to the lab: to study more closely, to learn more about the artifact, and to make connections to other evidence.

8. Say: “Now let’s construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include a colon to identify a list.”
9. As a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

**Student Look-Fors:**

- independent clause + colon + list + punctuation
- \_\_\_\_\_ : \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

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

*If Stones Could Speak*

**Mentor Sentence 4: Can I write a quality sentence?**

1. Display or project:

Archeologists have three main goals: to study human history, to reconstruct past lifeways, and to generalize about human cultures and how they change.

\_\_\_\_\_ : \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

How do archeologists teach us about history?

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 two lessons of survival that your learned from reading the texts in this unit.
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. 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:
  - Archaeologists study artifacts: to learn about the past, to make connections to the modern world, and to learn from our mistakes.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Archaeologists study facts: \_\_\_\_\_.”