

Grade 06: Hatchet 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.

Hatchet

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

Although Brian was in a horrific plane crash, he had the will and knowledge to stay alive in the wilderness.

This sentence means...

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

Student Look-Fors:

- The sentence means that although Brian could have died in the plane crash, he wanted to live and had some knowledge of how to survive in the wilderness.

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.

³ *Will* should be explained or defined within the context of the *Hatchet* unit before this language link. If needed, remind students that *will* in the context of this unit refers to one's will to survive, even when one is threatened by injury or disease.

Hatchet

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

1. Display or project:

Although Brian was in a horrific plane crash, he had the will and knowledge to stay alive in the wilderness.

- 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.

MENTOR SENTENCES

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.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.

Hatchet

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

1. Display or project:

Although Brian was in a horrific plane crash, he had the will and knowledge to stay alive in the wilderness.

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 (Brian)

Did/will **DO WHAT?**

to stay alive

WHEN did who do what?

after the plane crash

MENTOR SENTENCES

WHERE did who do what?

in the wilderness

WHY did who do what?

he had the will and knowledge

HOW did who do what?

N/A

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

Student Look-Fors:

- Brian stayed alive after the plane crash because of his will and knowledge.

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.

Hatchet

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

1. Display or project:

Although Brian was in a horrific plane crash, he had the will and knowledge to stay alive in the wilderness.

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 Brian wanted to survive and knew something about surviving in the wilderness.
- 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 Brian should have died in the plane crash, but instead demonstrates strength and resilience.

4. Display or project:

Even though he is alone in the woods, Brian adapts to his environment and gains respect for nature.

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.

MENTOR SENTENCES

- Both sentences begin with a dependent clause.
- *Even though*, like *although*, shows a contrast between two ideas.

- Say: "Now let's build a quality sentence about Brian's evolving survival skills."
- 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:

- Whenever Brian is placed in a challenging situation, he prevails by using knowledge of survival skills.

- 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."
- 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 _____, _____.

- 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.

Hatchet

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

Although Brian was in a horrific plane crash, he had the will and knowledge to stay alive in the wilderness.

Although _____, _____.

As soon as _____, _____.

Even though _____, _____.

Describe one of the experiences that Brian had in the wilderness and how he uses his knowledge of nature to survive.

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 is one experience that Brian had in the wilderness? How did he use his knowledge of nature to persevere through the experience?"
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 Brian did not have much with him, he remembered Perpich's words that he was his "most valuable asset."
 - As soon as Brian realized that the mosquitoes and dark were dangerous, he decided to make a fire.

MENTOR SENTENCES

- Even though Brian could not light the twigs, he realized that he had the perfect tool to start a fire - the hatchet.
- The introductory prepositional phrase should have a clear relationship with the clause that follows it.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Although Brian did not have much with him, _____."

Hatchet

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

Starting the fire was a long, tedious process.

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 it took Brian a long time to start the fire.
- 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.

Hatchet

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

1. Display or project:

Starting the fire was a long, tedious process.

- 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, *starting the fire*.
 - There are two adjectives: *long*, *tedious*.
 - The adjectives describe the process of starting a fire.
 - *Tedious* means dull, tiresome, and monotonous.

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.

MENTOR SENTENCES

Hatchet

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

1. Display or project:

Starting the fire was a long, tedious process.

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?	starting the fire
Did/will DO WHAT?	was
WHEN did who do what?	N/A
WHERE did who do what?	N/A
WHY did who do what?	for survival
HOW 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:

- Starting the fire took 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.

Hatchet

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

1. Display or project:

Starting the fire was a long, tedious process.

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 it took Brian a while to start the fire.
 - Students might say they noticed the phrase *starting the fire*.
 - 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.
4. Say, "Starting the fire" is a gerund⁶ 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 *starting 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

⁶ 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.

MENTOR SENTENCES

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.”

Provide examples of coordinate and noncoordinate adjectives, as needed.

7. Display or project:

Eating the gut cherries was a greedy, foolish mistake.

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 *eating the gut cherries*.
- The coordinate adjectives *greedy* and *foolish* describe the mistake.

9. Say: “Now let’s build a quality sentence about one of Brian’s struggles.” 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:

- Pulling out the porcupine quills was a grueling, tormenting task.

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.
- _____, _____.

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.

Hatchet

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

Starting the fire was a long, tedious process.

- Gerund phrase + verb + coordinate adjectives + noun.
- _____, _____.

Describe Brian's challenges of crashing into the wilderness and meeting a bear.

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:
 - Crashing into the wilderness was a scary, painful experience.
 - Meeting a bear caused Brian to have vivid, frightening nightmares.
- The introductory prepositional phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory prepositional phrase explains what led to the

MENTOR SENTENCES

improvement of scientific investigation.

Hatchet

Mentor Sentence 3: What does this sentence mean?

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

When he first crashes,

Brian expresses frustration

over his situation;

however, as reality sets in,

he begins to accept his fate and

spends his energy working toward things he can control

2. Direct pairs or groups to determine the meaning of each chunk and arrange the chunks into a complete sentence. As students work together, ask guiding questions and prompts to support students:
 - a. "What does each phrase mean?"
 - b. "What phrase sets the scene for the sentence?"
 - c. "What did Brian do?"
3. Prompt the pairs or groups to write the sentence they created. This can be done in individual reading logs, on chart paper, or using technology.
4. After several minutes, ask a few pairs or groups to share the sentence they created.
5. Ask: "What does the sentence mean?" Prompt students to use the following stems to guide the conversation.

MENTOR SENTENCES

- 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.

Hatchet

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

1. Display or project:

When he first crashes, Brian expresses frustration over his situation; however, as reality sets in, he begins to accept his fate and spends his energy working toward things he can control.

- 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.

When he first crashes,

Brian expresses frustration

over his situation;

however, as reality sets in,

he begins to accept his fate and

spends his energy working toward things he can control

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 are two conjunctions-- *however* and *and*. *However*, means on the other hand or there is an alternative. *And* means in addition to or is used to add information.
 - 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.⁷ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁷ 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.

MENTOR SENTENCES

Hatchet

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

1. Display or project:

When he first crashes, Brian expresses frustration over his situation; however, as reality sets in, he begins to accept his fate and spends his energy working toward things he can control.

This sentence means...

2. Prompt students to read what they wrote in the previous language link about the meaning of the sentence.
3. Say: "We have been analyzing this mentor sentence. Now we are going to look again at its meaning."
4. Display or project:

- **WHO/WHAT?**
- (Did/will) **DO WHAT?**
- **WHEN** did who do what?
- **WHERE** did who do what?
- **WHY** did who do what?
- **HOW** did who do what?

Summary Sentence: _____

5. Ask the following questions one at a time and prompt students to record their written responses.

WHO/WHAT?

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

WHEN did who do what?

WHERE did who do what?

WHY did who do what?

Brian

expresses frustration, begins to accept his fate, spends his energy when he first crashes

N/A

reality sets in that he might be in the wilderness alone for some time

MENTOR SENTENCES

HOW did who do what?

works toward things he can control

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

WHO/WHAT?

Brian

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

expresses frustration, begins to accept his fate, spends his energy

WHEN did who do what?

when he first crashes

WHERE did who do what?

in the wilderness

WHY did who do what?

reality sets in that he might be in the wilderness alone for some time

HOW did who do what?

works toward things he can control

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

Student Look-Fors:

- When Brian first crashes in the wilderness, he is frustrated because he can not control the situation.
 When he realizes that he is not in control, Brian begins to accept his situation and focuses on survival.

- After several minutes, ask a few students to share their statements with the class.
- Prompt students to revise or adjust their written responses based on what their classmates shared.

Hatchet

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

1. Display or project:

When he first crashes, Brian expresses frustration over his situation; however, as reality sets in, he begins to accept his fate and spends his energy working toward things he can control.

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 Brian gets frustrated but his character changes from being frustrated into accepting his fate.
- 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 + dependent clause + comma + independent clause + punctuation.
- They should understand that the introductory phrase answers the question "when."

4. Display or project:

When he first tries to catch a fish, Brian does not have the right tools and fails; however, in time, Brian develops a bow and arrow and begins to catch his food.

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 Brian has learned from his mistakes."
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 Brian first crashed, he made plenty of mistakes, especially with his food; however, after being in the wilderness for some time, Brian has learned to hunt and protect his food from predators.

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 + dependent clause + comma + 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.

Hatchet

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

When he first crashes, Brian expresses frustration over his situation; however, as reality sets in, he begins to accept his fate and spends his energy working toward things he can control.

_____, _____; however, _____, _____.

What happens after the rescue plane passes up Brian?

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 rescue plane passes up Brian?”
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:
 - When the rescue plane passes him up, Brian becomes depressed and tries to hurt himself; however, as he wakes up the following morning, he realizes that he is meant to be alive and pushes forward to find food and protection.

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

“Survival by the Numbers”

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

“Your life depends on what you do – not on the chance that some other person will be available to do for you what you cannot do for yourself.”

“Survival by the Numbers”

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 we control our own lives.
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.

“Survival by the Numbers”

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

1. Display or project:

“Your life depends on what you do – not on the chance that some other person will be available to do for you what you cannot do for yourself.”

“Survival by the Numbers”

- 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:
 - The sentence is using pronouns that speak directly to the reader.
 - There is an independent clause that could stand alone as a complete sentence.
 - The independent clause is followed by a dash (-).
 - Following the dash, there is a long and confusing dependent clause.
 - The dependent clause is mostly confusing because of the amount of pronouns.
 - The dash sets apart a bonus phrase, a contrasting idea to clarify the main thought of the sentence. The dash emphasizes that our life depends on us, not on someone else.

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

⁸ Access the [Grammar Guide](#) to determine the skills students should have coming into grade 6, the skills that need to be reinforced in grade 6, and the skills that need to be explicitly taught in grade 6.

"Survival by the Numbers"

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

1. Display or project:

"Your life depends on what you do – not on the chance that some other person will be available to do for you what you cannot do for yourself."

"Survival by the Numbers"

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?

your life

Did/will **DO WHAT?**

depends on what you do

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

Student Look-Fors:

- We are responsible for ourselves and our actions.

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.

"Survival by the Numbers"

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

1. Display or project:

"Your life depends on what you do – not on the chance that some other person will be available to do for you what you cannot do for yourself."

"Survival by the Numbers"

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 you control your actions and your life.
- Students might say they noticed an independent clause that tells the main thought of the sentence.
- Students should notice that the dash separates a contrasting, yet clarifying, idea.
- Students should understand that the parts of this sentence are independent clause + dash + dependent clause (bonus phrase) + punctuation.

4. Display or project:

"Things might be looking at him right now, waiting for him - waiting for dark so they could move in and take him."

Hatchet

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.

MENTOR SENTENCES

- There is a dash in the sentence followed by more information to emphasize or clarify the independent clause.
- A dependent clause follows the dash.

6. Say: "Now let's build a quality sentence about a characteristic needed for survival."
7. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

Student Look-Fors:

- In order to survive, a person must be strong - ready to fight for their life against all that nature has to offer.
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 dash to add bonus phrases, or set off an idea for emphasis."
 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 + dash + dependent clause (bonus phrase or emphasis) + punctuation
 - _____ - _____.
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.

“Survival by the Numbers”

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

“Your life depends on what you do – not on the chance that some other person will be available to do for you what you cannot do for yourself.”

“Survival by the Numbers”

_____ - _____.

Explain two lessons of survival that you learned from reading the texts in this unit.

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:
 - In emergency situations, find shelter, food, and water - the difference between life and death.
 - Look for a sharp or blunt object - a weapon for protection from predators.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “In emergency situations, find shelter, food, and water - _____.”