

## Grade 06: Steve Jobs 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.

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<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)

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.

Stanford commencement address (2005)  
Mentor Sentence 1: What does this sentence mean?

1. Display or project:

**“If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts.”**

From Stanford commencement address (2005)

**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 Steve Jobs’ decision to leave college led to Mac innovation.**

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.

Stanford commencement address (2005)  
Mentor Sentence 1: What do I notice about this sentence?

1. Display or project:

**“If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts.”**

From Stanford commencement address (2005)

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

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

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

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

following conversation stems to guide their rephrasing.

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

**Student Look-Fors:**

- **Students may notice a wide variety of things about the sentence, including:**
  - **This sentence explains that if Jobs would have not gone into that class, he would not have learned about calligraphy.**
  - **"If I had never dropped in on that single course in college" introduces a conditional idea.**
  - **If is a conjunction that begins an introductory phrase.**
  - **There is a comma after the introductory phrase.**
  - **There is another conjunction, unless, but there is no comma before unless.**
  - **After the introductory phrase, there is an independent clause ("the Mac would have never had multiple typefaces")**
  - **"Or" is a coordinating conjunction that presents a choice - multiple typefaces or fonts.**
  - **This is a complex sentence because it contains an independent clause and at least one dependent clause.**

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

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

8. Note: If student responses do not resemble the student look-fors in this language link, conduct a brief mini-lesson to review or reinforce a grammar skill from an earlier grade found in this sentence, such as writing simple, compound, or complex sentences, or how and when to use punctuation with conjunctions. Focus on a specific skill your students need.<sup>3</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

<sup>3</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.

Stanford commencement address (2005)  
 Mentor Sentence 1: What do I know this sentence means?

1. Display or project:

**“If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts.”**

From Stanford commencement address (2005)

**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>	<b>Mac</b>
<b>(Did/will) DO WHAT?</b>	<b>would have never had multiple typefaces or fonts</b>
<b>WHEN did who do what?</b>	<b>N/A</b>
<b>WHERE did who do what?</b>	<b>in college</b>
<b>WHY did who do what?</b>	<b>N/A</b>
<b>HOW did who do what?</b>	<b>If I had never dropped in on that single course</b>

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

WHO/WHAT?

(Did/will) DO WHAT?

WHEN did who do what?

WHERE did who do what?

WHY did who do what?

HOW did who do what?

Mac

would have never had multiple typefaces or fonts

When Jobs was in college

in college

he dropped out and started attending other classes

If I had never dropped in on that single course

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

**Student Look-Fors:**

- When Jobs dropped out of college, he started attending other classes, learned about calligraphy, and eventually designed multiple typefaces and fonts for the Mac.

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

Stanford commencement address (2005)

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

1. Display or project:

**“If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts.”**

From Stanford commencement address (2005)

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 Jobs learned about calligraphy from dropping in on a course.
- Students might say they noticed an introductory phrase, independent and dependent clauses, or conjunctions.
- Students should understand that the parts of this sentence are conditional clause + comma + independent clause + conjunction + dependent clause + punctuation
- Students should understand that each independent clause has an independent idea that could stand alone. The coordinating conjunction helps the reader to see the alternative choice.

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

**Student Look-Fors:**

- Students should understand that *or* connects the independent clause and the dependent clause (“the Mac would have never had multiple typefaces” and “or proportionally spaced fonts”).

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

**Student Look-Fors:**

- The other conjunction is *if*. *If* is used to tell the readers the two possible conditions.

- Say: “Remember, conjunctions connect words, phrases, or clauses in a sentence and signal different relationships between ideas. Sometimes conjunctions add on ideas and sometimes conjunctions signal a change or contrast in ideas. They show how ideas relate in a sentence, so as we read, we better understand what a writer means. When we write, we use conjunctions to expand our sentences and make sure our meaning is clear to the reader and give the reader more information.”
- Display or project:

**If Jobs would have stayed in college, he would have dropped out eventually or he would have been unhappy.**

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

**Student Look-Fors:**

- Students should identify that the structures are similar--these examples, like the mentor sentence, are complex sentences.
- Students should explain that the function of the conjunction in the sentences is to show how the ideas on each side of the conjunction connect. For example, the conditional clause connects that ideas that *if Jobs would have stayed in college* to *he would have dropped out eventually*.
- The conjunction *or* is used to show opposing or shifting thoughts - *either he would have dropped out or he would have been unhappy*.

- Say: “Now let’s build a quality sentence about Jobs getting fired from Apple.”

- 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:**

- If Jobs would not have gotten fired from Apple, he would never have started a company named NeXT, another company named Pixar, or fell in love with his wife.

- 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.”
- Display an anchor chart, or provide students with a list, of conjunctions and guide students to identify the relationships they signal. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

## MENTOR SENTENCES

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**Student Look-Fors:**

- conditional clause + comma + independent clause + conjunction + dependent clause + punctuation
- If \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.  
but  
so  
or

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.

Stanford commencement address (2005)  
Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

**“If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts.”**

From Stanford commencement address (2005)

If \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.  
but  
so  
or

**How did Job’s mindset change when he learned of his illness?**

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, “How did Job’s mindset change when he learned of his illness?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should begin their sentences with a conditional clause.
6. Encourage students to use the unit texts to ensure they have an accurate response.

**Student Look-Fors:**

- **An exemplar should follow the sentence frame. For example:**
  - **If we continue to live by other’s opinions, we will die in vain and not live to our fullest potential.**
  - **If Jobs were to die, he wanted to die with dignity and of his own accord.**
  - **If we don’t follow our own inner voice, we will be trapped or waste our time following the lives others want us to lead.**

**Note:** More complete sentence stems may be provided, as needed, as a method of additional support. For example, “If Jobs were to die, \_\_\_\_\_.”

Stanford commencement address (2005)  
Mentor Sentence 2: What does this sentence mean?

2. Display or project:

**“I didn’t see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me.”**

From Stanford commencement address (2005)

**This sentence means...**

4. Prompt students to copy the sentence.
5. Say: “Write and complete sentence stem underneath the sentence.”

**Student Look-Fors:**

- **The sentence means Jobs didn’t realize that being fired would turn into the best thing that ever happened to him.**

6. 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.

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

Stanford commencement address (2005)  
Mentor Sentence 2: What do I notice about this sentence?

1. Display or project:

**“I didn’t see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me.”**

From Stanford commencement address (2005)

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

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

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

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

following conversation stems to guide their rephrasing.

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

**Student Look-Fors:**

- **Students may notice a wide variety of things about the sentence, including:**
  - **This sentence explains that being fired ended up being a good thing for Jobs.**
  - **"I didn't see it then" is an independent clause.**
  - **There is a comma after the first independent clause.**
  - **There are two independent clauses joined by a conjunction, *but*. *But* signals a change in direction or an opposite thought.**
  - **There is a dependent clause - "*that getting fired from Apple was the best thing that could have ever happened to me.*"**
  - **This is a compound sentence because it is made up of two independent clauses joined by a coordinating conjunction. The independent clauses have related ideas.**

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.

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<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.

Stanford commencement address (2005)  
 Mentor Sentence 2: What do I know this sentence means?

1. Display or project:

**“I didn’t see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me.”**

From Stanford commencement address (2005)

**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>	<b>I</b>
<b>(Did/will) DO WHAT?</b>	<b>did not see</b>
<b>WHEN did who do what?</b>	<b>N/A</b>
<b>WHERE did who do what?</b>	<b>N/A</b>
<b>WHY did who do what?</b>	<b>N/A</b>
<b>HOW did who do what?</b>	<b>N/A</b>

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

”

WHO/WHAT?	I
(Did/will) DO WHAT?	did not see
WHEN did who do what?	after being fired from Apple
WHERE did who do what?	N/A
WHY did who do what?	Jobs started two companies and met his wife
HOW did who do what?	he was free to be creative

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

**Student Look-Fors:**

- After being fired from Apple, Jobs was free to be creative, so he started two companies and met his wife.

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

Stanford commencement address (2005)

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

1. Display or project:

**“I didn’t see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me.”**

From Stanford commencement address (2005)

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

**Student Look-Fors:**

- This sentence explains that being fired ended up being a good thing for Jobs.
- Students might say they noticed phrases, commas, or conjunctions.
- Students should understand the parts of this sentence are independent clause + comma + conjunction + independent clause + punctuation.
- Students should understand that each independent clause has an independent idea that could stand alone. The conjunction helps the reader to connect the ideas.

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

**Student Look-Fors:**

- Students should understand that *but* connects two complete sentences (“I didn’t see it then” and “it turned out that getting fired from Apple was the best thing that could have ever happened to me”).

5. Say: “Remember, conjunctions connect words, phrases, or clauses in a sentence and signal different relationships between ideas. Sometimes conjunctions add on ideas and sometimes conjunctions signal a change or contrast in ideas. They show how ideas relate in a sentence, so as we read, we better understand what a writer means. When we write, we use conjunctions to expand our sentences and make sure our meaning is clear to the reader and give the reader more information.”

6. Display or project:

“Your time is limited, so don’t waste it living someone else’s life.”

“Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away.”

From Stanford commencement address (2005)

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

**Student Look-Fors:**

- Students should identify that the structures are similar--these examples, like the mentor sentence, are compound sentences.
- Students should explain that the function of the conjunction in the sentences is to show how the ideas on each side of the conjunction connect. For example, in the first example, the second independent clause provides additional information about our time here on earth. The coordinating conjunction *so* indicates the result of your time being limited. Similarly, in the second example, the second independent clause provides contrasts the first clause. In this case, *but* is used to indicate the opposing thoughts.

8. Say: “Now let’s build a quality sentence about Jobs’ third story using conjunctions.”

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

**Student Look-Fors:**

- Jobs knew that cancer might kill him, but he chose to live without fear.
- Jobs learned of his cancer diagnosis, so he changed his mindset on life.
- Jobs was diagnosed with cancer, and he tried to teach his children as much as possible.

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

11. Display an anchor chart, or provide students with a list, of coordinating conjunctions and guide students to identify the relationships they signal. Then, as a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

**Student Look-Fors:**

- independent clause + comma + conjunction + independent clause + punctuation.
- \_\_\_\_\_, and \_\_\_\_\_.  
but  
so  
or

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

Stanford commencement address (2005)  
Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

**“I didn’t see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me.”**

From Stanford commencement address (2005)

\_\_\_\_\_, and \_\_\_\_\_.  
but  
so  
or

**Explain one of Job’s three stories.**

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 one of Job’s three stories.”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should include a coordinating conjunction in their compound sentence.
6. Encourage students to use the unit texts to ensure they have an accurate response.

**Student Look-Fors:**

- **An exemplar should follow the sentence frame. For example:**
  - **Jobs dropped out of college, but he owes his first success to a calligraphy class that he attended.**
  - **Jobs was fired from Apple, so he took some time off to be creative.**
  - **Jobs was diagnosed with cancer, and he decided to change his mindset on life.**
- **The two independent clauses should have a clear relationship. For example, in the first sentence, the first independent clause tells Jobs’ action, and the second independent clause informs the reader of the contrast of success caused by Jobs dropping out of school.**

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “Jobs dropped out of college, \_\_\_\_\_.”

"The Fringe Benefits of Failure, and the Importance of Imagination"  
Mentor Sentence 3: What does this sentence mean?

1. Display or project:

**"It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all – in which case, you fail by default."**

From "The Fringe Benefits of Failure, and the Importance of Imagination"

**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 during life you will fail at something.**

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

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

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

**"The Fringe Benefits of Failure, and the Importance of Imagination"**  
**Mentor Sentence 3: What do I notice about this sentence?**

**1. Display or project:**

**"It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all – in which case, you fail by default."**

From "The Fringe Benefits of Failure, and the Importance of Imagination"

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

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

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

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

following conversation stems to guide their rephrasing.

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

**Student Look-Fors:**

- **Students may notice a wide variety of things about the sentence, including:**
  - **This sentence explains that unless you love cautiously, you will fail at something in life.**
  - **"Unless you live so cautiously" describes a change of thinking.**
  - **There are two complete sentences joined by a conjunction, *unless*. *Unless* joins two ideas together. In this sentence, *and* joins the two principles together.**
  - **There is a comma before *unless*.**
  - **There is another conjunction, *that*, but there is no comma before *that*.**
  - **After the first conjunction there is an independent clause ("*you live so cautiously*") and a dependent clause ("*that you might as well not have loved at all*").**
  - **There is a parenthetical element - "*- in which case, you fail by default.*" Without the parenthetical element, the sentence still makes sense.**
  - **The parenthetical element is separated with a dash.**

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.

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<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.

"The Fringe Benefits of Failure, and the Importance of Imagination"  
 Mentor Sentence 3: What do I know this sentence means?

1. Display or project:

**"It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all – in which case, you fail by default."**

From "The Fringe Benefits of Failure, and the Importance of Imagination"

**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>	<b>it</b>
<b>(Did/will) DO WHAT?</b>	<b>Is impossible</b>
<b>WHEN did who do what?</b>	<b>In life</b>
<b>WHERE did who do what?</b>	<b>N/A</b>
<b>WHY did who do what?</b>	<b>N/A</b>
<b>HOW did who do what?</b>	<b>unless you live cautiously</b>

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

**Student Look-Fors:**

- It is impossible to live in life without failing, unless you live cautiously.
7. After several minutes, ask a few students to share their statements with the class.
  8. Prompt students to revise or adjust their written responses based on what their classmates shared.

"The Fringe Benefits of Failure, and the Importance of Imagination"  
 Mentor Sentence 3: What is the structure of this sentence?

1. Display or project:

**"It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all – in which case, you fail by default."**

From "The Fringe Benefits of Failure, and the Importance of Imagination"

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

**Student Look-Fors:**

- This sentence explains that unless you love cautiously, you will fail at something in life.
- "Unless you live so cautiously" describes a change of thinking.
- There are two complete sentences joined by a conjunction, *unless*. *Unless* joins two ideas together. In this sentence, *and* joins the two principles together.
- There is a comma before *unless*.
- There is another conjunction, *that*, but there is no comma before *that*.
- After the first conjunction there is an independent clause ("you live so cautiously" and a dependent clause ("that you might as well not have loved at all").
- There is a parenthetical element - "- in which case, you fail by default." Without the parenthetical element, the sentence still makes sense.
- The parenthetical element is separated with a dash.
- Students should understand that the parts of this sentence are independent clause + comma + conjunction + independent clause + dash + parenthetical element + punctuation

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

**Student Look-Fors:**

- Students should understand that *unless* connects two complete sentences ("It is impossible to live without failing at something" and "you live so cautiously that you might as well not have lived at all").
- *Unless* is used to tell the readers when or under what conditions things that are still will move. *Unless* means "except if," so it tells the reader when something will be different.

5. Say: “Remember, conjunctions connect words, phrases, or clauses in a sentence and signal different relationships between ideas. Sometimes conjunctions add on ideas and sometimes conjunctions signal a change or contrast in ideas. They show how ideas relate in a sentence, so as we read, we better understand what a writer means. When we write, we use conjunctions to expand our sentences and make sure our meaning is clear to the reader and give the reader more information.”
6. Display or project:

**“I have asked myself what I wish I had known at my own graduation, and what important lessons I have learned in the 21 years that have expired between that day and this.”**

From “The Fringe Benefits of Failure, and the Importance of Imagination”

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

**Student Look-Fors:**

- Students should identify that the structures are similar--these examples, like the mentor sentence, are compound-complex sentences.
- This sentence does not include a parenthetical element.
- Students should explain that the function of the conjunction in the sentences is to show how the ideas on each side of the conjunction connect. For example, the second independent clause provides additional information about the lessons Rowling has learned, so the conjunction “and” is used to signal information is being added.

8. Say: “Now let’s build a quality sentence about the benefits of failure.”
9. Write a quality sentence as a class imitating the structure of the mentor sentence. As needed, review the structure of the mentor sentence again and/or ask students to compare the class sentence to the mentor sentence.

**Student Look-Fors:**

- Rowling learned that failure was not the end of the world, and she still had much to be thankful for even though she failed.

10. Say: “Now let’s build a sentence frame to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences.”
11. As a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

**Student Look-Fors:**

- independent clause + comma + conjunction + independent clause + dash + parenthetical element + punctuation
- \_\_\_\_\_, \_\_\_\_\_ - \_\_\_\_\_.
- \_\_\_\_\_, \_\_\_\_\_.

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

"The Fringe Benefits of Failure, and the Importance of Imagination"  
Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

**"It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all – in which case, you fail by default."**

From "The Fringe Benefits of Failure, and the Importance of Imagination"

\_\_\_\_\_ , \_\_\_\_\_ - \_\_\_\_\_ .  
\_\_\_\_\_ , \_\_\_\_\_ .

**Explain one lesson that Rowling offers in her speech.**

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 one lesson that Rowling offers in her speech."
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students they should include a conjunction to connect two independent clauses.
6. Encourage students to use the unit texts to ensure they have an accurate response.

**Student Look-Fors:**

- **An exemplar should follow the sentence frame. For example:**
  - **You will truly never know yourself, unless you have been tested by adversity.**
  - **You are part of a larger purpose, and you must help those who are less fortunate - never forgetting why you are on this earth.**

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "You will truly never know yourself, \_\_\_\_\_."

"The Fringe Benefits of Failure, and the Importance of Imagination"  
Mentor Sentence 4: What does this sentence mean?

1. Display or project:

**J.K. Rowling, a world-renowned author, believes that imagination is the cornerstone of invention and innovation.**

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

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

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

## "The Fringe Benefits of Failure, and the Importance of Imagination"

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

#### 1. Display or project:

**J.K. Rowling, a world-renowned author, believes that imagination is the cornerstone of invention and innovation.**

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

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

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

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

- c. "They noticed...which meant..."

- d. “They knew...so they...”

**Student Look-Fors:**

- **Students may notice a wide variety of things about the sentence, including:**
  - **It starts with the subject of the sentence, *J.K. Rowling*, followed by an appositive phrase, *a world-renowned author*.**
  - **An appositive phrase restates, expands, or explains, the noun before it. The sentence still makes sense without the appositive.**
  - **There is a comma before and after the appositive, which helps set it off from the rest of the sentence.**
  - **There is a dependent clause “*that imagination is the cornerstone of invention and innovation.*”**
  - **The sentence is long, so it is hard to understand unless I break it into parts.**

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>6</sup> It is acceptable for students not to understand the full meaning of the sentence on this day.

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<sup>6</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.

"The Fringe Benefits of Failure, and the Importance of Imagination"

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

1. Display or project:

**J.K. Rowling, a world-renowned author, believes that imagination is the cornerstone of invention and innovation.**

**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>	<b>J.K. Rowling</b>
<b>(Did/will) DO WHAT?</b>	<b>believes</b>
<b>WHEN did who do what?</b>	<b>N/A</b>
<b>WHERE did who do what?</b>	<b>N/A</b>
<b>WHY did who do what?</b>	<b>N/A</b>
<b>HOW did who do what?</b>	<b>N/A</b>

6. Encourage students to expand their summary sentence. Prompt them to use information from the unit texts to

answer questions not provided in the original sentence.

**WHO/WHAT?**

**J.K. Rowling**

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

**believes imagination is the cornerstone of invention and innovation**

**WHEN did who do what?**

**during her commencement speech**

**WHERE did who do what?**

**N/A**

**WHY did who do what?**

**imagination enables us to empathise with others**

**HOW did who do what?**

**N/A**

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

**Student Look-Fors:**

- **During her commencement speech, J. K. Rowling stated that she believes imagination is the cornerstone of invention and innovation because it enables us to empathise with others.**
8. After several minutes, ask a few students to share their statements with the class.
  9. Prompt students to revise or adjust their written responses based on what their classmates shared.

## "The Fringe Benefits of Failure, and the Importance of Imagination"

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

#### 1. Display or project:

**J.K. Rowling, a world-renowned author, believes that imagination is the cornerstone of invention and innovation.**

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 imagination is a means to thinking more globally than we normally would think.
- Students might say they noticed prepositional phrases, commas, or an appositive.
- Students should understand that the parts of this sentence are subject + comma + appositive phrase + comma + verb phrase + dependent clause + punctuation
- Students should understand that the appositive restates the meaning of the noun that comes before it.

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

#### Student Look-Fors:

- Students should understand that *and* connects two complete sentences ("The general principle is that things which are moving tend to keep on moving" and "Things which are standing still tend to stand still unless you push them hard.").

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

6. Display or project:

**Harry Potter, a wizard from Rowling’s books, is courageous when faced with adversity.**

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

**Student Look-Fors:**

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

8. Say: “Now let’s build a quality sentence about the idea of influence.”

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

**Student Look-Fors:**

- Our influence, the impact we have on others, can change the lives of those less fortunate.

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

11. As a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

**Student Look-Fors:**

- subject + comma + appositive phrase + comma + verb phrase + dependent clause + punctuation
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

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

"The Fringe Benefits of Failure, and the Importance of Imagination"

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

J.K. Rowling, a world-renowned author, believes that imagination is the cornerstone of invention and innovation.

What was Rowling's last hope for the graduating class?

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 was Rowling's last hope for the graduating class?"
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence.
5. Remind students that their sentence should include an appositive.
6. Encourage students to use the unit texts to ensure they have an accurate response.

**Student Look-Fors:**

- An exemplar should follow the sentence frame. For example:
  - Rowling's hope, a wish for the class, was for them to have friendships as she did throughout her life.
- The appositive phrase should have a clear relationship with the noun it modifies. For example in the first look-for above, the appositive phrase redefines Rowling's hope.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Rowling's hope, \_\_\_\_\_, was for them to have friendships as she did throughout her life."