

# Mentor Sentence Routines

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **Weekly**  
Status: **Published**

## Unit Overview

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Mentor sentences introduce students to a CORRECTLY written sentence. It shows students what GOOD writing is all about. Rather than students identifying what is wrong with a sentence, they have to find what is RIGHT about a sentence's grammar, structure, and style.

## Transfer

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Students will be able to independently use their learning to...  
develop and strengthen their independent writing skills

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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"The idea is to begin with the end in mind. Knowing what successful writing looks like helps students produce more effective sentences."

-Jeff Anderson -

## **Essential Questions**

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Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

- What makes this sentence a good mentor sentence?
- What does the writer do well?
- Exciting words or descriptions?
- Figurative language?
- Vivid verbs?
- Grammar usage?
- Word meanings or context clues?
- Punctuation?
- Type of sentence?
- Parts of speech?
- Figurative Language?
- Root words or Affixes?
- Capitalization?
- Homographs, homonyms, homophones?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

What facts and basic concepts should students know and be able to recall?

grammar, punctuation and usage.

### **Students will be skilled at...**

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Students will be skilled at...

What discrete skills and processes should students be able to use?

grammar, punctuation and usage.

### **Academic Vocabulary**

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### **Learning Goal 1: Conventions of standard English grammar and usage**

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **Learning Goal 2: Command of conventions of capitalization, punctuation, and spelling.**

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LA.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Punctuation**

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- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

LA.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

### **Invitation to Notice - Monday Musings**

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SWBAT:

Discuss (after think time) anything they notice about the sentence: parts of speech, parts of the sentence, figurative language, vivid verbs, anything. Write everything they tell you. If it is wrong, talk about it.

### **Invitation to Label - Teacher Tuesday**

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SWBAT:

In the beginning, guide them to model what you want them to see if they didn't notice it on day 1. The goal is to identify the prominent (focus) features, not master everything. Overtime, students will be able to identify more.

### **Invitation to Revise - Work it Wednesday**

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SWBAT:

Students need to understand the difference between revision and editing. They will see that even great sentences can be made better, and that changing word choice can affect meaning or tone.

### **Invitation to Imitate - Thinking Thursday**

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SWBAT:

Using the structure of the mentor sentence, students create a new mentor sentence that is meaningful to them.

### **Invitation to Showcase - Final Friday**

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Students can share their Day 4 sentences

or

Students can be given a mentor sentence with 4 incorrect versions below it. They identify what changed and

what effect the change has on the sentence.

### **Summative Assessment**

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Students skill will be formally assessed as part of Springboard Embedded Assessments and various other writing assignments.

### **21st Century Life and Careers**

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| CAEP.9.2.8.B.3 | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |
| CAEP.9.2.8.B.6 | Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.  |

### **Formative Assessment and Performance Opportunities**

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Each day's activities should be viewed as a formative assessment opportunity.

### **Accommodations and Modifications**

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### **Interdisciplinary Connections**

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### **Unit Resources**

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[Springboard Grammar and Mentor Sentences Goals - Progression of Learning](#)

[Grade 6 Mentor Sentences](#)

[Mentor Sentence List](#)