Mentor Sentence Routines

Content Area: English Language Arts
Course(s): Generic Course
Generic Time Period

Length: Weekly Status: Published

Unit Overview

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

Students will be able to independently use their learning to...

develop and strengthen their independent writing skills

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

http://www.authenticeducation.org/ae bigideas/article.lasso?artid=60

Meaning

Understandings

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

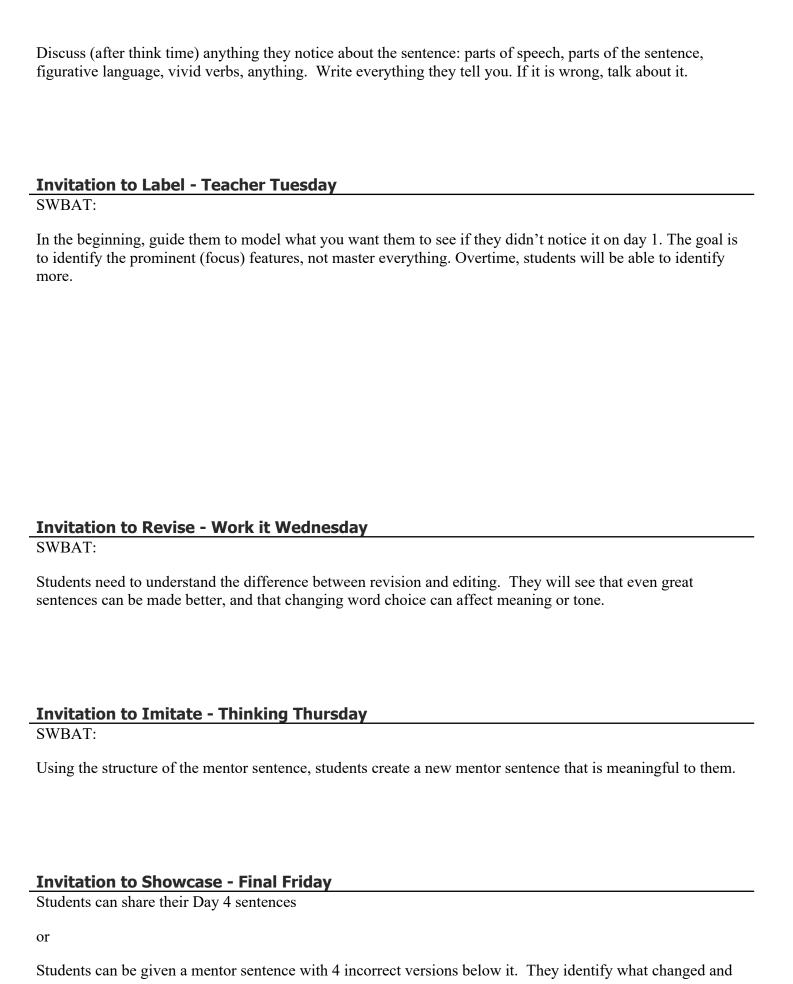
-Jeff Anderson -

"The Write Guy"		
Essential Questions 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 Magueladae and Chill		
Application of Knowledge and Skill		

Students will know... Students will know...

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

grammar, punctuation and usage.		
Students will be skilled a		
Students will be skilled at		
What discrete skills and process	ses should students be able to use?	
grammar, punctuation and usag	e.	
Academic Vocabulary		
Learning Goal 1: Convent	ions of standard English grammar and usage	
	onventions 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: Commar	nd of conventions of capitalization, punctuation, and spelling.	
Learning Goar 2: Comman	ia or conventions or capitalization, panetaction, and spennig.	
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Punctuation		
Use punctuation (comm	as, 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 - Mor SWBAT:	nday Musings	
OWDAI.		



what effect the change has o	n the sentence.
Summative Assessmen	t
Students skill will be formal writing assignments.	ly assessed as part of Springboard Embedded Assessments and various other
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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
Each day's activities should	be viewed as a formative assessment opportunity.
Accommodations and I	Modifications
Interdisciplinary Conn	ections
Unit Resources	

Springboard Grammar and Mentor Sentences Goals - Progression of Learning

Grade 6 Mentor Sentences

Mentor Sentence List