

Mentor Sentence Routines

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

Students will be skilled at...

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

grammar, punctuation and usage.

Academic Vocabulary

Learning Goal 1: Conventions of Standard English

| | |
|----------|--|
| LA.L.7.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------|--|

Target 1: Phrases and Clauses

SWBAT:

- Explain the function of phrases and clauses in general and their function in specific sentences.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

| | |
|----------|--|
| LA.L.7.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|----------|--|

| | |
|------------|--|
| LA.L.7.1.A | Explain the function of phrases and clauses in general and their function in specific sentences. |
|------------|--|

| | |
|------------|---|
| LA.L.7.1.C | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
|------------|---|

Target 2: Sentence Types

SWBAT:

- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

LA.L.7.1.B

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Target 3: Commas

SWBAT:

- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

LA.L.7.2.A

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

Vocabulary Acquisition

Figurative Language, Word Relationships, and Nuances

SWBAT:

- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

LA.L.7.5.A

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

LA.L.7.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Invitation to Notice - Monday Musings

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

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

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

SWBAT:

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

Invitation to Showcase - Final Friday

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

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

21st Century Life and Careers

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.

Differentiation/Enrichment

Unit Resources

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