

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?

LA.L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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.

- LA.L.8.1.A Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- LA.L.8.1.C Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- LA.L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.
- LA.L.8.2.A Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- LA.L.8.2.C Spell correctly.
- LA.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- LA.L.8.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- LA.L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- LA.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- LA.8.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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.

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| LA.W.8.3.D | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |
| LA.W.8.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| LA.L.8.1.D | Recognize and correct inappropriate shifts in verb voice and mood. |
| LA.L.8.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Invitation to Imitate - Thinking Thursday

SWBAT:

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

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| LA.W.8.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.8.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| LA.W.8.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

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.

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| LA.SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and |
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teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

[2018 Mentor Sentences Grade 8](#)

Springboard Grammar and Mentor Sentences Goals - Progression of Learning