

## Grade 04: Hurricanes

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.

## *Hurricanes: Earth's Mightiest Storms*

### Mentor Sentence 1: What does this sentence mean?

1. Display or project:

“While inside their houses, people huddled together, held hands, and prayed.”

*From Hurricanes: Earth's Mightiest Storms*

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

#### Student Look-Fors:

- This sentence means that the people sat together and held hands as they prayed for safety.

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.

## *Hurricanes: Earth's Mightiest Storms*

### **Mentor Sentence 1: What do I notice about this sentence?**

1. Display or project:

“While inside their houses, people huddled together, held hands, and prayed.”

*From Hurricanes: Earth's Mightiest Storms*

- 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. “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 the people's actions.
  - There is a dependent clause - *while inside their houses*.
  - *While inside their houses* describes when the people were huddled, holding hands, and praying.
  - There is an independent clause - *people huddled together, held hands, and prayed*.
  - There are commas in a series that list the people's actions.
  - After the action *huddled*, we learn "how" - *together*.
  - After the action *held*, we learn "what" - *hands*.

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.

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<sup>3</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 4, the skills that need to be reinforced in grade 4, and the skills that need to be explicitly taught in grade 4.

## *Hurricanes: Earth's Mightiest Storms*

### Mentor Sentence 1: What do I know this sentence means?

1. Display or project:

“While inside their houses, people huddled together, held hands, and prayed.”

*From Hurricanes: Earth's Mightiest Storms*

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>	the people
(Did/will) <b>DO WHAT?</b>	huddled together, held hands, and prayed
<b>WHEN</b> did who do what?	while
<b>WHERE</b> did who do what?	inside their houses
<b>WHY</b> did who do what?	N/A
<b>HOW</b> did who do what?	N/A

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?

people

huddled together, held hands, and prayed

during Hurricane Andrew

inside their houses

because they were afraid

N/A

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

Prompt students to add the "why" and to write a complex sentence.

**Student Look-Fors:**

- During Hurricane Andrew, people huddled together, held hands, and prayed inside their houses because they were afraid.

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.

## *Hurricanes: Earth's Mightiest Storms*

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

1. Display or project:

“While inside their houses, people huddled together, held hands, and prayed.”

*From Hurricanes: Earth's Mightiest Storms*

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 people were praying for their safety because they were scared.
- Students might say they noticed commas in a series.
- Students should understand that the parts of this sentence are introductory phrase (dependent clause)+ comma + independent clause + period.
- They should understand that the introductory phrase answers the question “When did the people huddle together and pray?”
- Students should understand the the commas in a series tells what happened while inside their houses.

4. Display or project:

While getting ready to go home, office workers looked out their windows, saw that the city was full of water, and realized that they were stuck.

*From “A Monster Storm”*

5. Ask: “How is this sentence similar to the mentor sentence in the way that it is constructed?”

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an introductory phrase followed by a comma and then an independent clause.
- There is a series of events separated by commas.
- Students should identify that the introductory phrase in this sentence answers the question "When?"

6. Say: "Now let's build a quality sentence about what happened during the hurricane in "A Monster Storm."
7. 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:

- As the hurricane landed, people rushed to the fire department, searched for safety, or hunkered down.

8. Say: "Now let's construct sentence frames to illustrate the structure of the mentor sentence. We will then use these frames to write our own complex sentences about the events surrounding the hurricane."
9. Remind students of subordinating conjunctions when making complex sentences. And say, "Some subordinating conjunctions signal when an event occurred, such as: after, before, and since" 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:

- introductory phrase (dependent clause)+ comma + independent clause + period.
- After \_\_\_\_\_, \_\_\_\_\_.
- Before \_\_\_\_\_, \_\_\_\_\_.
- Since \_\_\_\_\_, \_\_\_\_\_.

10. 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.

***Hurricanes: Earth's Mightiest Storms***  
**Mentor Sentence 1: Can I write a quality sentence?**

1. Display or project:

“While inside their houses, people huddled together, held hands, and prayed.”

*From Hurricanes: Earth's Mightiest Storms*

After \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Before \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Since \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Explain how hurricanes affect towns and people.

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 do hurricanes affect towns and people?”
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 prepositional phrases that answer “when.”
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:
  - Before the hurricane struck, people boarded windows, gathered supplies, and filled their gas tanks.
  - After the storm surge, the water smashed houses, lifted cars, and flooded neighborhoods.
  - Since the hurricane, people rebuilt cities, relocated to new places, and started new lives.
- The introductory prepositional phrase should have a clear relationship with the clause that follows it..

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “After the hurricane, \_\_\_\_\_.”

*Letters from Katrina: Stories of Hope and Inspiration*

**Mentor Sentence 2: What does this sentence mean?**

1. Display or project:

“You’ve got to keep trying for your dreams because Katrina is a turn in your life.”

*From Letters from Katrina: Stories of Hope and Inspiration*

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

**Student Look-Fors:**

- The sentence is saying that Katrina turned people’s lives upside down, but they still need to continue to move towards their hopes and dreams.

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.

*Letters from Katrina: Stories of Hope and Inspiration*  
**Mentor Sentence 2: What do I notice about this sentence?**

1. Display or project:

“You’ve got to keep trying for your dreams because Katrina is a turn in your life.”

*From Letters from Katrina: Stories of Hope and Inspiration*

- 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?”
  - 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 is giving hope to person who is going through a rough time and struggling. It is giving hope.
  - There is an independent clause and a dependent clause that begins with *because*.
  - If *because* was removed, there could be two complete sentences.
  - *Because* shows a change of direction. They need to follow their dreams because their life has changed.
  - There is a contraction. *You’ve* means you have.

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 4, the skills that need to be reinforced in grade 4, and the skills that need to be explicitly taught in grade 4.

*Letters from Katrina: Stories of Hope and Inspiration*  
**Mentor Sentence 2: What do I know this sentence means?**

1. Display or project:

“You’ve got to keep trying for your dreams because Katrina is a turn in your life.”

*From Letters from Katrina: Stories of Hope and Inspiration*

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>	You
(Did/will) <b>DO WHAT?</b>	got to keep trying for your dreams
<b>WHEN</b> did who do what?	N/A
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	Katrina is a turn in your life
<b>HOW</b> did who do what?	N/A

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?

You

got to keep trying for your dreams

when Katrina landed

N/A

because Katrina is a turn in your life

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:**

- When Katrina landed, you had to keep trying for your dreams because it is a turn in your life.

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.

*Letters from Katrina: Stories of Hope and Inspiration*  
**Mentor Sentence 2: What is the structure of this sentence?**

1. Display or project:

“You’ve got to keep trying for your dreams because Katrina is a turn in your life.”

*From Letters from Katrina: Stories of Hope and Inspiration*

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 after Hurricane Katrina, people could not forget their dreams, and they needed to continue to follow them.
- Students might say they noticed contractions, apostrophes, or conjunctions.
- Students should understand that the parts of this sentence are independent clause + comma + conjunction starting a dependent clause + period.

4. Display or project:

When Katrina struck, you had to find a way to higher ground because water rose fast.

5. Ask: “How is this sentence similar to the mentor sentence in the way that it is constructed?”

**Student Look-Fors:**

- Students should identify that the structures are similar--this example, like the mentor sentence, has an independent clause and a dependent clause connected by a subordinating conjunction.

- Students might notice the introductory clause at the beginning of the sentence that tells the reader “when.” This connects to their previous mentor sentence for this unit.

6. Say: “Now let’s build a quality sentence that shows hope and encouragement.”
7. 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:

- As the people began to rebuild their lives, they became happy again because they realized they didn’t lose their most valuable possession.

8. Say: “Now let’s construct sentence frames to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include the coordinating conjunctions below.”
9. Prompt students to identify other conjunctions. Record those conjunctions and discuss their purpose. For example, *because* tells why. 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 + conjunction + dependent clause + punctuation
- \_\_\_\_\_ because \_\_\_\_\_.
- \_\_\_\_\_ when \_\_\_\_\_.

10. 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.

## *Letters from Katrina: Stories of Hope and Inspiration*

### Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

“You’ve got to keep trying for your dreams because Katrina is a turn in your life.”

From *Letters from Katrina: Stories of Hope and Inspiration*

\_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_ when \_\_\_\_\_.

Explain the impact the letters had on people.

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 impact did these letters have on people?”
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. 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:
  - The letters gave people hope because the stories were powerful.
  - People were touched when the children told their stories.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “The letters gave people hope because \_\_\_\_\_.”

*I Survived Hurricane Katrina, 2005*

**Mentor Sentence 3: What does this sentence mean?**

1. Display or project:

“We’re having an adventure!” Barry said. “You can’t cry on an adventure!”

*From I Survived Hurricane Katrina, 2005*

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

**Student Look-Fors:**

- The sentence tells us that Barry is trying to make his sister feel better about the hurricane by calling it an adventure.

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.

*I Survived Hurricane Katrina, 2005*

**Mentor Sentence 3: What do I notice about this sentence?**

1. Display or project:

“We’re having an adventure!” Barry said. “You can’t cry on an adventure!”

*From I Survived Hurricane Katrina, 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. “How many sentences are there?”
  - b. “What are the parts of the first sentence?”
  - c. “What are the parts of the second sentence?”
  - d. “What punctuation do you notice? How does the punctuation help you understand the sentence?”
  - e. “How do we know that someone is talking?”
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.

- e. "They noticed...which meant..."
- f. "They knew...so they..."

**Student Look-Fors:**

- Students may notice a wide variety of things about the sentence, including:
  - This sentence is a brother trying to make his sister feel better.
  - There are exclamation points at the end of each sentence.
  - The exclamation points show that Barry was trying to be excited, and not show he was scared, to make her feel better.
  - Quotation marks are around Barry's words.
  - There are two independent clauses: *We're having and adventure!* and *You can't cry on an adventure!*
  - There are two contractions: *we're* (we are) and *can't* (cannot).

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 4, the skills that need to be reinforced in grade 4, and the skills that need to be explicitly taught in grade 4.

*I Survived Hurricane Katrina, 2005*

**Mentor Sentence 3: What do I know this sentence means?**

1. Display or project:

“We’re having an adventure!” Barry said. “You can’t cry on an adventure!”

*From I Survived Hurricane Katrina, 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>	Barry
(Did/will) <b>DO WHAT?</b>	says they are going on an adventure
<b>WHEN</b> did who do what?	N/A
<b>WHERE</b> did who do what?	N/A
<b>WHY</b> did who do what?	N/A
<b>HOW</b> did who do what?	N/A

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?

Barry

tells his sister that they are going on an adventure

before the family evacuates for the hurricane

N/A

To help his little sister feel better

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:**

- Before the family evacuates for the hurricane, Barry tells his sister that they are going on an adventure because she is crying and he wants to make her feel better.

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.

*I Survived Hurricane Katrina, 2005*

**Mentor Sentence 3: What is the structure of this sentence?**

1. Display or project:

“We’re having an adventure!” Barry said. “You can’t cry on an adventure!”

*From I Survived Hurricane Katrina, 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?”
  - d. “What are the first pair of quotation marks called? What is the second pair called?”

**Student Look-Fors:**

- This sentence means that Barry wants to make his little sister feel better.
- Students might say they noticed quotation marks, punctuation marks, capital letters, and contractions.
- They should understand that the quotation marks go around Barry’s words.
- There are complete sentences inside the quotation marks. The second complete sentence supports the first complete sentence. It is additional information that Barry added to clarify his thoughts.
- Students should understand that quotation marks begin and end the speaker’s thought. We know that the speaker’s thought is complete when the second pair of quotation marks appears. These are called open and closed quotation marks.

4. Display or project:

“That’s right,” Barry said. “He will protect us.”

5. Ask: “How is this sentence similar to the mentor sentence in the way that it is constructed?”

### Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, has quotation marks around Barry's words.
- They should also identify that this time there is a comma instead of an exclamation point to separate the quotation from the speaker's name.

6. Say: "Now let's build a quality sentence using quotation marks. Think of something else that an older sibling might tell a younger sibling to make them feel better during a hurricane."
7. 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. Students can make up their own character to use in their sentence.

### Student Look-Fors:

- "We will be safe together," George said. "There is safety in numbers."

8. Say: "Now let's construct a sentence frame to illustrate the structure of the mentor sentence. We will use these frames to write our own sentences and include quotation marks and correct punctuation."
9. 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:

- Open quotation marks + complete sentence + punctuation + closed quotation marks + \_\_\_\_\_ said. + open quotation marks + complete sentence + punctuation + closed quotation marks
- "Complete sentence!" \_\_\_\_\_ said. "Complete sentence!"

10. 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.

*I Survived Hurricane Katrina, 2005*  
Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

“We’re having an adventure!” Barry said. “You can’t cry on an adventure!”

*From I Survived Hurricane Katrina, 2005*

- “\_\_\_\_\_!” \_\_\_\_\_ said. “\_\_\_\_\_!”
- “\_\_\_\_\_,” \_\_\_\_\_ said. “\_\_\_\_\_!”

What could you say to someone who has experienced a hurricane to comfort them?

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. Ask, “What might you say to comfort someone who has been through a hurricane?”
4. Ask students to work independently to write 1-2 quality sentences that answer the question and imitate the structure of the mentor sentence. Prompt students to use evidence from the texts they’ve read to write what they would say.
5. Remind students they should be using quotation marks in their sentences and they should use their own name for the person speaking.
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.
- “I am sorry that you lost all of your toys,” Caden said. “Would you like one of mine?”
- “I am so sorry this happened!” Caden said. “I know you must be sad.”

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “I am sorry that you lost all of your toys,” \_\_\_\_\_ said. “\_\_\_\_\_”

## *Call Me Hero*

### Mentor Sentence 4: What does this sentence mean?

1. Display or project:

“If it weren’t for your dog, I never would have heard you in there.”

From *Call Me Hero*

This sentence means...

2. Prompt students to copy the sentence.
3. Say: “Write and complete the sentence stem underneath the quotation.”

#### Student Look-Fors:

- The sentence means that the dog played a big role in saving the people in the house.

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.

## *Call Me Hero*

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

1. Display or project:

“If it weren’t for your dog, I never would have heard you in there.”

*From Call Me Hero*

- 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. “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 the dog had not been there, the man would have not been able to find the people.
  - There is a dependent clause and an independent clause.
  - The introductory phrase *If it weren't for your dog* tells the reader that the dog did something important. An action would not have taken place without the dog being present.
  - There is an independent clause - *I never would have heard you in there.*
  - This is a quote.
  - There is a contraction, *weren't*, which means were not.

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.

<sup>6</sup> Access the [Grammar Guide](#) to determine the skills students should have coming into grade 4, the skills that need to be reinforced in grade 4, and the skills that need to be explicitly taught in grade 4.

*Call Me Hero*

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

1. Display or project:

“If it weren’t for your dog, I never would have heard you in there.”

*From Call Me Hero*

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>	I
(Did/will) <b>DO WHAT?</b>	never would have heard you
<b>WHEN</b> did who do what?	N/A
<b>WHERE</b> did who do what?	In there
<b>WHY</b> did who do what?	N/A
<b>HOW</b> did who do what?	without the dog

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?

the man

never would have heard the people

after the hurricane

in their houses

N/A

without the dog's help

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

**Student Look-Fors:**

- Without the dog's help, the man never would have heard the people in their houses after the hurricane.

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.

## *Call Me Hero*

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

1. Display or project:

“If it weren’t for your dog, I never would have heard you in there.”

From *Call Me Hero*

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 the dog had a big part in the man finding people that were trapped after the hurricane.
- Students might say they noticed a dependent phrase, contraction, comma, or conjunctions.
- Students should understand that the parts of this sentence are dependent clause + comma + independent clause + period.
- They should understand that the dependent clause answers the question “How was the man able to find the people?”

4. Display or project:

If it weren’t for the current pulling me toward the holes, the volunteers wouldn’t know where to do their work.

5. Ask: “How is this sentence similar to the mentor sentence in the way that it is constructed?”

#### Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an dependent clause followed by a comma and then an independent clause.
- They should also identify that the introductory phrase answers the question “What would happen if”
- Both sentences begin with *If it weren't for...*

6. Say: “Now let’s build a quality sentence about the actions of Hero in the story.”
7. 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 it weren't for Hero barking, the snake would have struck us.*

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

**Student Look-Fors:**

- *If it weren't for \_\_\_\_\_, \_\_\_\_\_.*

10. 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.

## *Call Me Hero*

### Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

“If it weren’t for your dog, I never would have heard you in there.”

From *Call Me Hero*

If it weren’t for \_\_\_\_\_, \_\_\_\_\_.

Explain Hero’s impact on the community during the hurricane.

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, “Explain how Hero impacted people’s lives during the hurricane rescue efforts.”
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 prepositional phrases that answer “what would happen if.”
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 it weren’t for Hero leading the way, the herd of cows would not have gotten food or water.
  - If it weren’t for Hero, many lives would have been lost.
- The introductory prepositional phrase should have a clear relationship with the clause that follows it. For example in the first look-for above, the introductory prepositional phrase explains what led to the cows being able to get food and water.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, “If it weren’t for Hero, \_\_\_\_\_.”