

Grade 04: American Revolution

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.¹

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.²

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.

¹ 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>

² 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

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.

George vs. George

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

“Not everyone realized it at the time, but the Revolutionary War had just begun.”

From George vs. George

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 Revolutionary War had begun but people did not know it.

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.

George vs. George

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

1. Display or project:

“Not everyone realized it at the time, but the Revolutionary War had just begun.”

From George vs. George

- 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. “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.

MENTOR SENTENCES

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 the people were not aware that the Revolutionary War had started.
 - There is a conjunction - *but*. The conjunction helps the reader understand a connection between two ideas: The war had started and people did not know it.
 - There is a comma before *but*.
 - This is a compound sentence because it is made up of two independent clauses joined by a conjunction.

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.³ It is acceptable for students not to understand the full meaning of the sentence on this day.

³ 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.

MENTOR SENTENCES

George vs. George

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

1. Display or project:

“Not everyone realized it at the time, but the Revolutionary War had just begun.”

From *George vs. George*

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.

WHO/WHAT?

not everyone

(Did/will) **DO WHAT?**

realized that the war had begun

WHEN did who do what?

N/A

WHERE did who do what?

N/A

WHY did who do what?

N/A

HOW did who do what?

N/A

- 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?

Not everyone

realized the war had begun

in 1775

Lexington

To gain independence

A shot was fired

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

Student Look-Fors:

- In 1775, the Revolutionary War, a battle to gain independence, began when a shot was fired in Lexington, but not everyone realized it.

- After several minutes, ask a few students to share their statements with the class.
- Prompt students to revise or adjust their written responses based on what their classmates shared.

George vs. George

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

1. Display or project:

“Not everyone realized it at the time, but the Revolutionary War had just begun.”

From *George vs. George*

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 colonists did not realize that a war had begun between the Americans and the British.
- Students might say they noticed two phrases, a comma, or conjunctions.
- Students should understand that the parts of this sentence are independent clause + comma + conjunction + independent clause + period.
- They should understand that the conjunction *but* shows a contrast between the two independent clauses.

4. Display or project:

Men were away from home fighting in the war, so women had to run farms and manage businesses.

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

Student Look-Fors:

MENTOR SENTENCES

- Students should identify that the structures are similar--this example, like the mentor sentence, has two independent clauses with a coordinating conjunction.
- They should also identify that the coordinate conjunction *so* shows a cause and effect relationship between the two sentences.

- Say: "Now let's build a quality sentence about life during the Revolutionary War."
- 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:

- The Declaration of Independence was adopted by Americans, so some loyalists left and others stayed quiet about their feelings.

- 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."
- Prompt students to identify other coordinating conjunctions used to join two independent clauses together. Record those conjunctions. 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 + comma + conjunction + independent clause + punctuation
- _____, and _____.
- _____, but _____.
- _____, so _____.

- 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.

MENTOR SENTENCES

George vs. George

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

“Not everyone realized it at the time, but the Revolutionary War had just begun.”

From George vs. George

_____, and _____.

_____, but _____.

_____, so _____.

Briefly explain an impact of George Washington or King George III during the Revolutionary War.

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. Say, “Briefly explain an impact of George Washington or King George III during the Revolutionary War. Ask, “What impact did George Washington have on his army during the war?” Then ask, “How did King George III’s decisions affect the colonies?”
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 that compound sentences are two complete sentences combined with a comma and a coordinating conjunction.
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:
 - George Washington freed the colonies, and George III lost the colonies.
 - George Washington did not have experience leading a large army, but he was a strong leader.
 - King George III was in debt, so he taxed the colonists.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For

MENTOR SENTENCES

example, "King George III was in debt, so _____."

"Paul Revere's Ride"

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

When he saw the lanterns in the church window, Paul Revere got on his horse and hurried to warn the villagers.

This sentence means...

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

Student Look-Fors:

- The sentence means that Paul Revere got on his horse to warn the villagers when the lanterns were put into the church's window.

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.

"Paul Revere's Ride"

Mentor Sentence 2: What do I notice about this sentence?

1. Display or project:

When he saw the lanterns in the church window, Paul Revere got on his horse and hurried to warn the villagers.

- 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 does the introductory phrase tell the reader?"
 - e. "Are there any conjunctions in this sentence? What do those conjunctions mean?"
 - f. "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.

MENTOR SENTENCES

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 explains Paul Revere's actions when he saw the lanterns in the church window.
 - "When he saw the lanterns in the church window" describes when Paul Revere got on his horse to ride to warn the villages.
 - *When* is a conjunction that begins the introductory phrase.
 - This is a complex sentence because it is made up of an independent and dependent clause.
 - "When he saw the lanterns in the church window" is a dependent clause. "Paul Revere got on his horse and hurried to warn the villagers" is an independent clause.

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.⁴ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁴ 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.

"Paul Revere's Ride"

Mentor Sentence 2: What do I know this sentence means?

1. Display or project:

When he saw the lanterns in the church window, Paul Revere got on his horse and hurried to warn the villagers.

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.

WHO/WHAT?

Paul Revere

Did/will **DO WHAT?**

got on his horse and hurried to warn the villagers

WHEN did who do what?

when he saw the lanterns in the church window

WHERE did who do what?

N/A

WHY did who do what?

N/A

HOW did who do what?

N/A

MENTOR SENTENCES

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?

Paul Revere

Did/will DO WHAT?

got on his horse and hurried to warn the villagers

WHEN did who do what?

when he saw the lanterns in the church window

WHERE did who do what?

Through the village and farms

WHY did who do what?

the British were coming

HOW did who do what?

by shouting

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 he saw the lanterns in the church window, Paul Revere got on his horse and hurried to warn the villagers by shouting through the village and farms that the British were coming.

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.

“Paul Revere’s Ride”

Mentor Sentence 2: What is the structure of this sentence?

1. Display or project:

When he saw the lanterns in the church window, Paul Revere got on his horse and hurried to warn the villagers.

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 Paul Revere went to warn the villagers when he saw the lanterns in the church’s window.
- Students might say they noticed a dependent clause, and independent clause, commas, or conjunctions.
- Students should understand that the parts of this sentence are: introductory phrase + comma + independent clause + period.
- They should understand that the dependent clause answers the question “When did Paul Revere get on his horse to go warn the villagers?”
- Students should understand that the conjunction *and* connects two actions: got and hurried.

4. Display or project:

After Paul Revere’s ride, the villagers were alerted and prepared to defend their land.

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

Student Look-Fors:

MENTOR SENTENCES

- 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 one subject and two predicates connected with the conjunction *and*.
- They should also identify that the introductory phrase answers the question "When?"

6. Say: "Now let's build a quality sentence about Paul Revere's ride."
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 he waited, Paul Revere patted his horse and gazed at the landscape looking for the light.

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 subordinating conjunctions below."
9. Prompt students to identify other subordinating conjunctions which signal when an event occurred. Record those conjunctions. 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 + comma + independent clause + punctuation
- After _____, _____ and _____.
- Before _____, _____ and _____.
- Since _____, _____ and _____.

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.

"Paul Revere's Ride"

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

When he saw the lanterns in the church window, Paul Revere got on his horse and hurried to warn the villagers.

After _____, _____ and _____.

Before _____, _____ and _____.

Since _____, _____ and _____.

Describe one detail of Paul Revere's ride.

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 happened during Paul Revere's ride?"
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:
 - After speaking to his friend, Paul Revere rode across the water and prepared to alert the villagers.
 - Since Paul Revere alerted the village, the farmers were ready and fought back against the British.
- 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 phrase tells when Paul Revere rode.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "After speaking to his friend, _____."

And Then What Happened, Paul Revere?

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

“One of the officers shouted, ‘If you go an inch farther, you are a dead man.’”

From And Then What Happened, Paul Revere?

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 Paul Revere’s life was threatened by British officers.

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.

And Then What Happened, Paul Revere?

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

1. Display or project:

“One of the officers shouted, ‘If you go an inch farther, you are a dead man.’”

From And Then What Happened, Paul Revere?

- 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 do the quotation marks 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.

MENTOR SENTENCES

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 tells us that a British Officer threatened Paul Revere's life during his ride to warn the villagers.
 - There are quotation marks around the words that the officer said to Paul Revere - *"If you go an inch farther, you are a deadman."*
 - There is a comma after the dialogue tag. A dialogue tag tells who is talking.
 - There is a dependent clause "If you go an inch farther" and an independent clause "you are a dead man".
 - There is a comma between the dependent and independent clause.
 - This is a complex sentence because it is made up of an independent and dependent clause.

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.⁵ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁵ 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.

MENTOR SENTENCES

And Then What Happened, Paul Revere?

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

1. Display or project:

“One of the officers shouted, ‘If you go an inch farther, you are a dead man.’”

From And Then What Happened, Paul Revere?

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.

WHO/WHAT?	one of the officers
Did/will DO WHAT?	shouted
WHEN did who do what?	N/A
WHERE did who do what?	N/A
WHY did who do what?	N/A
HOW did who do what?	N/A

- 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?

one of the British officers

Did/will **DO WHAT?**

Shouted that Paul Revere would be killed if he moved

WHEN did who do what?

after Paul Revere was captured

WHERE did who do what?

N/A

WHY did who do what?

he was warning the villagers

HOW did who do what?

N/A

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

Student Look-Fors:

- After Paul Revere was captured, one of the British officers shouted to Paul Revere that he would be killed if he moved because he was warning all of the villagers that the British were coming.

- After several minutes, ask a few students to share their statements with the class.
- Prompt students to revise or adjust their written responses based on what their classmates shared.

And Then What Happened, Paul Revere?

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

1. Display or project:

“One of the officers shouted, ‘If you go an inch farther, you are a dead man.’”

From And Then What Happened, Paul Revere?

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 officer is telling Paul Revere that if he moves any more he will be a dead man.
- Students might say they noticed the commas and quotation marks.
- Students should understand that the parts of this sentence are the dialogue tag + comma + quotation marks + the quote + period + quotation marks.
- They should understand that the dialogue tag tells who is speaking.

4. Display or project:

Papa came running and shouted, “Get your mother! Hide in the woods. The rebels are coming!”

From And Then What Happened, Paul Revere?

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 a dialogue tag followed by a comma. The words that are being spoken are have quotation marks around them.
- The ending punctuation mark should be inside the quotation marks.

6. Say: "Now let's build a quality sentence about what the kids might reply back to their Papa."
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:

- Katie said, "Where do we go?"

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 commas and quotation marks."
9. Prompt students to identify 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:

- Dialogue tag + comma + quotation marks + spoken words + punctuation + quotation marks
- _____, "_____."

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.

And Then What Happened, Paul Revere?
Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

“One of the officers shouted, ‘If you go an inch farther, you are a dead man.’”

From And Then What Happened, Paul Revere?

_____, “_____.”

What is something that Paul Revere might have said during his ride?

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 would Paul Revere be saying during his ride?”
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 have quotation marks around the words that were spoken. A comma should separate the dialogue tag and the quote.
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:
 - Paul Revere shouted, “The British are coming!”
 - Paul Revere said, “You need to leave town before the Redcoats get here.”

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, Paul Revere shouted, “_____.”

Those Rebels, John and Tom

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

John and Tom were very different people, but they both cared deeply about the American colonies.

This sentence means...

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

Student Look-Fors:

- The sentence means that John and Tom were very different, and they had something in common. They both cared about the American colonies.

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.

Those Rebels, John and Tom

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

1. Display or project:

John and Tom were very different people, but they both cared deeply about the American colonies.

- 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. "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.

- 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 John and Tom shared the characteristic of caring about the American people, even though they were different.
 - There are two complete sentences joined by a conjunction, *but*. *But* joins two ideas together.
 - There is a comma before *but*.
 - This is a compound sentence because it is made up of two independent clauses joined by a conjunction.

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.⁶ It is acceptable for students not to understand the full meaning of the sentence on this day.

⁶ 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.

Those Rebels, John and Tom

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

1. Display or project:

John and Tom were very different people, but they both cared deeply about the American colonies.

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.

WHO/WHAT?

John and Tom

Did/will **DO WHAT?**

cared about the American colonies

WHEN did who do what?

N/A

WHERE did who do what?

N/A

WHY did who do what?

N/A

HOW did who do what?

N/A

MENTOR SENTENCES

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?

John and Tom

Did/will DO WHAT?

cared about the American colonies

WHEN did who do what?

N/A

WHERE did who do what?

N/A

WHY did who do what?

they did not care for King George

HOW did who do what?

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:

- John and Tom cared about the American colonies, and they did not care for King George.

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.

Those Rebels, John and Tom

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

1. Display or project:

John and Tom were very different people, but they both cared deeply about the American colonies.

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 even though John and Tom were different, they had something in common. They both cared about the American colonies.
- Students might say they noticed two complete sentences combined with a comma and a conjunction.
- Students should understand that the parts of this sentence are independent clause + comma + conjunction + independent clause + punctuation.
- They should understand that the conjunction *but* shows a contrast between the two clauses.

4. Display or project:

John and Tom thought that something needed to change, so they both joined the delegation.

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 two independent clauses joined by a comma and a conjunction.

MENTOR SENTENCES

- They should also identify that the conjunction *so* shows a cause and effect relationship between the two sentences.

- Say: "Now let's build a quality sentence about John and Tom. How were Tom and John different?"
- 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:

- John had bad manners, but Tom had gracious manners.

- 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."
- Prompt students to identify other coordinating conjunctions which signal when an event occurred. Record those conjunctions. 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 + comma + conjunction + independent clause + punctuation.
- _____, and _____.
- _____, but _____.
- _____, so _____.

- 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.

Those Rebels, John and Tom
Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

John and Tom were very different people, but they both cared deeply about the American colonies.

_____, and _____.

_____, but _____.

_____, so _____.

Explain what John and Tom did to help America.

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 did John and Tom do to help America?"
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 have two complete sentences combined by a conjunction.
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:
 - Tom wrote the Declaration of Independence, and John prepared for the debate to vote on independence.
 - Tom included slavery in the Declaration of Independence, but the delegates took it out.
 - The Declaration of Independence was completed, so it was read aloud to Americans.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Tom wrote the Declaration of Independence, and _____."