**Mentor Sentence**

**Daily Grammar Routines**

*“A mentor sentences is a GREAT sentence that students explore throughout the week, from a grammatical perspective and a writing perspective.  Research says that students need to see correct sentences rather than incorrect sentences so that it's ingrained in their brains correctly, rather than incorrectly.  So, basically, if students work with a sentence that has mistakes all week, then those mistakes will be ingrained, not the corrections that are made later.”*

**Information to Know:**

* Grammar should not be taught in isolation. Students should see/discuss language in reading and use in writing.
* Encourage active participation by having students work on their own before discussing with the whole group. They can record thinking/ideas in a composition notebook prior to discussion and during discussion.
* Mentor sentences should be selected based on the “focus” standard of the week. We use the well written sentence to ingrain correct use of grammar. (TYPE the sentence for students to add to notebooks so they don’t copy the sentence incorrectly.)
* Mentor sentence routines should be 10-15 minutes with an explicit teaching point/emphasis.
* ALWAYS practice labeling and examining the sentence prior to presenting to students.
* Don’t get caught in a time trap-spending too much instructional time on material not previously covered or something that’s not a grade-level standard. It’s okay to briefly point out and move on, but be aware of the amount of time granted to the discussion.

**Day 1**: **Invitation to Notice**. Students tell you (after private think time) anything they notice about the sentence: what they like, don't like, parts of speech, figurative language- anything.  Guide them and write what they tell you (unless it's wrong and then talk about it).  
  
**Day 2**: **Invitation to Label.**  In the beginning of the year, guide them to model what you want them to see if they didn't notice it on Day 1.  By midyear, they’ll know how it works.  For example, if they didn't notice that the commas were there BECAUSE it was a series, guide them and talk about it.  If they had already noticed everything on Monday, you can begin to move to phrases, clauses, etc.

**Day 3**: **Invitation to Revise.** Students need to understand the difference between revise and edit.  Talk about how revision can make a great sentence and make it even better.  List all of the ideas on the white board.  Let them choose how they want to revise the sentence.  Don’t change the entire sentence because it's already a great sentence.  This should be seen in their own writing after a few weeks.  
  
**Day 4**: **Invitation to Imitate**. They write a sentence like the mentor sentence.  We discuss or list the criteria for writing the sentence.

**Day 5:** **Invitation to edit.**  This can be a grading opportunity.  Type the sentence with no punctuation and all lower case letters.  They edit it by making corrections. You can also have other similar sentences on the sheet with multiple choice answers (like the state test) and other questions based on the skill for this week.

**Resources:**

**Mechanically Inclined-Jeff Anderson**

**http://collaborationcuties.blogspot.com/2013/01/grammar-linky-mentor-sentences.html**