

## 10.7

## Lesson 7

## Introduction

In this lesson, students listen to a masterful reading of an excerpt from Act 1.5 of *Hamlet* that includes Hamlet's interaction with the Ghost and Hamlet's subsequent "O all you host of heaven" soliloquy. Then, small groups read and analyze the soliloquy in lines 99–119 (from "O all you host of heaven! O Earth!" to "It is 'adieu, adieu, remember me.' / I have sworn 't"), in which Hamlet commits to follow the Ghost's advice and seek revenge against Claudius. Students engage in discussions about the impact of Shakespeare's word choices on the development of central ideas such as revenge and action vs. inaction. Student learning is assessed via a Quick Write at the end of the lesson: How do specific word choices contribute to the development of two central ideas in Hamlet's "O all you host of heaven!" soliloquy?

For homework, students carry out a brief investigation into the figures of Hecuba and Priam in mythology.

## Standards

Assessed Standard(s)	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Addressed Standard(s)	
SL.9-10.1. b, d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate</p>

	views), clear goals and deadlines, and individual roles as needed.  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
L.9-10.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

## Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>How do specific word choices contribute to the development of two central ideas in Hamlet’s “O all you host of heaven!” soliloquy?</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify two central ideas developed in the soliloquy (e.g., mortality, revenge, action vs. inaction, etc.).</li> <li>Cite specific word choices that develop the two identified central ideas (e.g., Hamlet uses the word “villain” multiple times to describe Claudius (lines 113, 115), establishing Claudius as his enemy. Hamlet also repeats the words “remember” (lines 102, 104, 118) and “memory” (lines 103, 105). Together the words “villain,” “remember,” and “memory” develop the central idea of revenge by demonstrating Hamlet’s intention to honor the Ghost’s request to kill his enemy, Claudius. Although he is alone during the soliloquy, Hamlet speaks to his own “heart” (line 100), his “sinews” (line 101), which provide physical strength, and his “distracted globe” (line 104), which describes his mind. Hamlet’s appeal to his emotions, his body, and his mind develops the central idea of action vs. inaction by addressing the different aspects of Hamlet’s character that must work together in order for Hamlet to take the action required to avenge his father’s death.).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>host (n.) – a multitude or great number of persons or things</li> <li>sinews – (n.) tendons</li> <li>baser (adj.) – of little or no value; worthless</li> <li>pernicious (adj.) – causing harm or ruin</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>None.</li> </ul>
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> <li>bear (v.) – to support the weight of something</li> <li>trivial (adj.) – not important</li> <li>adieu (n.) – goodbye</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.2, RL. 9-10.4, SL. 9-10.1.b, d, L. 9-10.5.a</li> <li>Text: <i>Hamlet</i> by William Shakespeare, Act 1.5: lines 99–119 (Masterful Reading: Act 1.5: lines 1–119)</li> </ul> <p>📘 In order to provide additional context, the masterful reading extends beyond the lines students read and discuss during the lesson.</p> <b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Masterful Reading</li> <li>4. Reading and Discussion</li> <li>5. Quick Write</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 10%</li> <li>3. 10%</li> <li>4. 50%</li> <li>5. 10%</li> <li>6. 10%</li> </ol>

## Materials

- Student copies of the Common Core Learning Standards Tool (refer to 11.1.1 Lesson 1)
- Copies of the Central Ideas Tracking Tool for each student
- Copies of the Speaking and Listening Rubric for standards SL. 9-10.1.b, d for each student (refer to 11.1.2 Lesson 4)
- Excerpt from Gregory Doran's *Hamlet* (31:47–39:15) (optional)
- Student copies of the Short Response Rubric and Checklist (refer to 11.1.1 Lesson 1)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
<b>10%</b>	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
📘	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

**10%**

Begin by reviewing the agenda and the assessed standards for this lesson: RL. 9-10.2 and RL. 9-10.4. In this lesson, students listen to a masterful reading of Hamlet's interactions with his father's ghost and Hamlet's subsequent soliloquy. Students then engage in a reading and discussion of the soliloquy. Students consider the impact of Shakespeare's word choices on the development of central ideas such as the influence of the supernatural, family duty, and revenge.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new substandard: SL. 9-10.1.d. Instruct students to individually read these substandard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with substandard SL.11-12.1.d.

Instruct students to talk in pairs about what they think this substandard means. Lead a brief discussion about this substandard.

🗨 Student responses may include:

- Students respond to others without criticizing their perspective.
- Students resolve arguments that arise during a discussion.
- Students determine what new information is needed to advance the discussion.
- Students try to understand other perspectives in the discussion.

## Activity 2: Homework Accountability

**10%**

Instruct students to take out their responses to the previous lesson's homework assignment. (Reread all of Act 1.3, lines 1–145 and respond briefly in writing to the following question: In Act 1.3, how does Polonius's tone toward Ophelia differ from Laertes's tone toward Ophelia? Use evidence from the text to support your response.) Instruct students to share their responses in pairs.

🗨 Student responses may include:

- Both Polonius and Laertes use a serious tone with Ophelia, but Polonius's tone is more severe and direct. Polonius uses phrases like "Running it thus, you'll tender me a fool" (line 118).
- Polonius's tone about Hamlet's affection is less understanding than Laertes's tone. Laertes gives Hamlet the benefit of the doubt when he says, "Perhaps [Hamlet] loves you now" (line 17) but Polonius says, "Do not believe his vows" (line 136).

## Activity 3: Masterful Reading

**10%**

Have students listen to a masterful reading of Act 1.5 lines 1–119 (from "Whither wilt thou lead me? Speak. I'll go no / further" to "It is 'adieu, adieu, remember me.' I have sworn 't"). Ask students to note what the Ghost reveals to Hamlet and how Hamlet reacts.

- ▶ Students follow along, reading silently.

① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**How does Hamlet change as a result of the Ghost's visit in Act 1.5?**

## Activity 4: Reading and Discussion

**50%**

Explain to students that the excerpt they read in this lesson is rich in central ideas, in particular the idea of revenge and the tension of action vs. inaction. Instruct students to annotate for evidence related to the development of these central ideas as they read and discuss the focus excerpt.

Distribute the Central Ideas Tracking Tool. Inform students that they will use this tool in order to keep track of evidence of the development of central ideas in the play to support their responses to the End-of-Unit Assessment prompt.

- ▶ Students listen and examine the Central Ideas Tracking Tool.

- ① The central ideas of mortality, revenge, madness, and action vs. inaction appear throughout 11.1.2. The Central Ideas Tracking Tool identifies these central ideas to scaffold students' work with RL.9-10.2, which asks students to determine two or more central ideas in a text and analyze how those ideas develop, interact, and build on one another. In lieu of or in addition to this scaffolded tool, consider providing a blank Central Ideas Tracking Tool to support students' independent analysis of the text.

Instruct students to form groups. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss.

Distribute and ask students to briefly review the SL.9-10.1.b, d portions of the Speaking and Listening Rubric and Checklist.

As students read and discuss in small groups, circulate and monitor discussions. Consider using vocabulary from the 11.1 Speaking and Listening Rubric to provide students with specific feedback.

- ① This discussion activity supports students' engagement with SL.9-10.1.b, d which addresses participation in civil, democratic discussion.

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Instruct student groups to read lines 99–104 (from “O all you host of heaven! O Earth!” to “whiles memory holds a seat / In this distracted globe”) and discuss the following questions before sharing out with the class.

Provide students with the following definitions: *host* means “a multitude or great number of persons or things” and *sinews* means “tendons.”

- ① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the group.
  - ▶ Students write the definition of *host* and *sinews* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definition: *bear* means “to hold up; support.”
  - ▶ Students write the definitions of *bear* on their copies of the text or in a vocabulary journal.

**What do the words “heaven,” “[e]arth,” and “hell” on lines 99–100 suggest about Hamlet’s understanding of the Ghost?**

- ☞ Hamlet’s use of “heaven,” “earth,” (line 99), and “hell” (line 100) suggests Hamlet is not sure of where the Ghost comes from or if the Ghost is good or evil.

**How does Hamlet react to the Ghost in lines 101–102? What causes Hamlet to react this way?**

- ☞ Hamlet is afraid and says, “And you, my sinews, grow not instant old, / But bear me stiffly up” (lines 101–102). He is asking his muscles to be strong and support him.

**What is the “distracted globe” Hamlet refers to in line 104? What does Hamlet mean when he says “whiles memory holds a seat / In this distracted globe” (lines 103–104)?**

- ☞ The explanatory notes suggest that the “distracted globe” is Hamlet’s head. Hamlet means he will remember the Ghost as long as he has memories in his brain.

① Consider drawing students’ attention to their application of standard L.11-12.5.a through the process of interpreting figurative language.

Lead a brief whole-class discussion of student responses.

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Instruct student groups to read lines 104–119 (from “Remember thee? / Yea from the table of my memory” to “It is ‘adieu, adieu, remember me.’ / I have sworn ‘t’”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *baser* means “of little or no value; worthless” and *pernicious* means “causing insidious harm or ruin.”

① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the group.

- ▶ Students write the definitions of *baser* and *pernicious* on their copies of the text or in a vocabulary journal.

① **Differentiation Consideration:** Consider providing students with the following definitions: *trivial* means “not important” and *adieu* means “goodbye.”

- ▶ Students write the definitions of *trivial* and *adieu* on their copies of the text or in a vocabulary journal.

**What is the “commandment” Hamlet refers to when he says, “thy commandment all alone shall live / Within the book and volume of my brain” (lines 109–110)?**

- ☞ The “commandment” (line 109) is the Ghost’s order to seek revenge and kill the King.

① **Differentiation Consideration:** To support comprehension, consider asking the following questions:

**Read Act 1.5, lines 66–80. What caused Hamlet’s father’s death?**

- While he was “sleeping within [his] orchard” (line 66), his brother Claudius snuck up and “did pour” (line 70) “juice of cursed hebona” (line 69), or poison, in his ear, thus killing him.

**Read Act 1.5, lines 89–98. What “act” does the Ghost want Hamlet to commit?**

- The Ghost wants Hamlet to remove Claudius from “the royal bed of Denmark” (line 89) so that it will no longer be “a couch for ... incest” (line 90). In other words, the Ghost wants Hamlet to kill Claudius.

**Refer to the Ghost’s final words on line 98. What do Hamlet’s responses to his own “remember thee?” questions (lines 102 and 104) suggest about the role of mystical or supernatural forces in the play?**

- Hamlet repeats the question “Remember thee?” and confirms that he will remember the Ghost’s words. This suggests supernatural forces influence Hamlet’s decisions.

**What decision does Hamlet make in response to the Ghost’s visit? How does Hamlet’s decision develop a central idea of the play?**

- Hamlet ultimately decides to seek revenge and kill Claudius: “So, uncle, there you are. Now to my word” (line 117). This decision introduces the central idea of revenge as Hamlet seeks what the Ghost advises: “to revenge his [father’s] foul and most unnatural murder” (line 31).

① **Remind students to use the Central Ideas Tracking Tool to record central ideas they identify and discuss.**

**How does Hamlet understand revenge in this excerpt?**

- Hamlet understands revenge as a family duty that he owes to his father because he promises to keep his “word” to the Ghost who asked that “if [Hamlet] ever didst [his] dear father love” (line 29), he would “revenge his foul and most unnatural murder” (line 31).

① **Differentiation Consideration:** If students struggle, remind them to consider the repetition of the phrase “Remember me” in lines 102 and 104 and Hamlet’s reference to his father’s commandment in line 109.

**How does Hamlet develop as a character when he decides to take revenge?**

- By pledging to “[r]emember” (lines 102 and 104) his father and giving his “word” (line 117) to take revenge, Hamlet, who has previously been a passive character, commits himself to taking action.



- ① Consider drawing students' attention to the emergence of the central idea of action vs. inaction in the play. Remind students to cite evidence of this idea on the Central Ideas Tracking Tool.

**Who does Hamlet describe in lines 112 and 113 when he says, "O most pernicious woman! / O villain, villain, smiling, damnèd villain"? What do these descriptions suggest about Hamlet's perception of these characters?**

- ☞ The "pernicious woman" (line 112) Hamlet describes is Gertrude, the queen. The "smiling damnèd villain" (line 113) is Claudius, the king. These descriptions suggest that Hamlet perceives Gertrude as a harmful person and Claudius as a dishonest, corrupt person.

**What impact does Hamlet's repetition of the Ghost's words have on the tone of soliloquy?**

- ☞ Hamlet references the Ghost's words when he asks the question, "Remember thee" (lines 102 and 104). At the end of the soliloquy, Hamlet writes the Ghost's words: "'adieu, adieu, remember me'" (line 118). By repeating the words of the Ghost, Shakespeare creates a somber, serious, and even scary tone in the soliloquy.

**Refer to the explanatory note for line 117. How does Hamlet's "word" develop some of the play's central ideas?**

- ☞ Hamlet's "word" is his commitment to avenge his father's murder. Hamlet swears to "remember" (line 118) the Ghost by not allowing "the Royal bed of Denmark [to] be / A couch for luxury and damnèd incest" (lines 89–90). Hamlet's promise or "word" is also his decision to take action against Claudius, and therefore develops the central idea of action vs. inaction.

Lead a brief whole-class discussion of student responses.

Ask students to independently self-assess their participation in this discussion using the 11.1 Speaking and Listening Rubric and Checklist.

- ① Consider showing a film interpretation of *Hamlet* to support students' analysis of the text from this lesson. Gregory Doran's *Hamlet* presents the lines from this lesson's reading in 7 minutes and 28 seconds (31:47–39:15).

## Activity 5: Quick Write

10%

Instruct students to respond briefly in writing to the following prompt:

**How do specific word choices contribute to the development of two central ideas in Hamlet's "O all you host of heaven!" soliloquy?**

Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.
- 🗣 See the High Performance Response at the beginning of this lesson.

## Activity 6: Closing

10%

Display and distribute the homework assignment. For homework, instruct students to conduct a brief investigation into the figures of Hecuba and Priam in mythology in preparation for 11.1.2 Lesson 8's reading.

Introduce standard RL. 9-10.3 as the focus standard and model what applying the focus standard looks like. For example, RL. 9-10.3 asks students to "Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme" Students who read Hamlet's "O all you host of heaven!" soliloquy might say, "In lines 109–110, Hamlet says, 'thy commandment alone shall live within the book and volume of my brain.' This commandment is referring to the Ghost's request to kill Claudius. This line represents a turning point in Hamlet's development because rather than talking about a conflict, Hamlet commits to act and seek revenge for his father's death. This point of Hamlet's development also drives the plot in a new direction."

- ▶ Students follow along.

## Homework

Carry out a brief investigation into the figures of Hecuba and Priam in mythology in preparation for 11.1.2 Lesson 8's reading.

## Central Ideas Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
<b>Directions:</b> As you read, record evidence of central ideas as well as explanations of how the evidence is connected and/or demonstrates the development of the central ideas in the text.					
<b>Text:</b>	<i>Hamlet</i> by William Shakespeare				

Act/Scene/ Line #	Central Ideas	Evidence, Connections, and Development
	Mortality	
	Revenge	
	Madness	
	Action vs. inaction	

## Model Central Ideas Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** As you read, record evidence of central ideas as well as explanations of how the evidence is connected and/or demonstrates the development of the central ideas in the text.

<b>Text:</b>	<i>Hamlet</i> by William Shakespeare
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Act/Scene/ Line #	Central Ideas	Evidence, Connections, and Development
Act 1.2, lines 92– 111	Mortality	<p>Claudius connects mortality and duty in Act. 1.2 with “mourning duties” (line 92), “filial obligation” (line 95), and “obsequious sorrow” (line 96).</p> <p>Claudius in Act 1.2: “But you must know your father lost a father ... obsequious sorrow” (lines 93–96)</p> <p>Links mortality, duty, and gender roles in his critique of Hamlet’s reaction to his father’s death, which he calls “unmanly grief” (Act 1.2, line 98).</p> <p>In line 111 of the same speech, he refers to “unprevailing woe” to emphasize the foolishness of failing to accept the inevitability of mortality.</p>
Act 1.5, lines 102– 110	Revenge	<p>Hamlet says in Act 1.5, lines 109–110 “thy commandment all alone shall live / Within the book and volume of my brain.”</p> <p>Hamlet decides in Act 1.5 to take revenge for his father by killing Claudius.</p> <p>Hamlet seems to see revenge as a family duty in Act 1.5: he repeats “Remember thee?” in lines 102 and 104 and speaks of his father’s “commandment” in line 109.</p>
Act 1.5	Action vs. inaction	<p>Hamlet’s decision to kill Claudius is a turning point in Act 1.5, moving the character from inaction to a commitment to action.</p>

## 11.1 Speaking and Listening Rubric

\_\_\_\_ / \_\_\_\_ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p><b>Command of Evidence and Reasoning</b></p> <p><b>The extent to which the speaker demonstrates preparation for the discussion by explicitly drawing on evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</b></p> <p><b>CCSS.ELA-Literacy.SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CCSS.ELA-Literacy.SL.9-10.1.a</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>The extent to which the speaker propels conversations by posing and responding to questions that probe reasoning and evidence; ensures a hearing for a full range of positions on a topic or issue; clarifies, verifies, or challenges ideas and conclusions; and</b></p>	<p>Demonstrate thorough preparation for the discussion by explicitly drawing on precise and sufficient evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL. 9-10.1.a)</p> <p>Skillfully propel conversations by consistently posing and responding to questions that probe reasoning and evidence; frequently ensure a hearing for a full range of positions on a topic or issue; consistently clarify, verify, or challenge ideas and conclusions; and frequently promote divergent and creative perspectives. (SL. 9-10.1.c)</p>	<p>Demonstrate preparation for the discussion by explicitly drawing on relevant and sufficient evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL. 9-10.1.a)</p> <p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (SL. 9-10.1.c)</p>	<p>Demonstrate partial preparation for the discussion by inconsistently drawing on relevant or sufficient evidence from texts and other research on the topic or issue, occasionally stimulating a thoughtful, well-reasoned exchange of ideas. (SL. 9-10.1.a)</p> <p>Somewhat effectively propel conversations by inconsistently posing and responding to questions that probe reasoning and evidence; occasionally ensure a hearing for a full range of positions on a topic or issue; inconsistently clarify, verify, or challenge ideas and conclusions; and occasionally promote divergent and creative perspectives. (SL. 9-10.1.c)</p>	<p>Demonstrate a lack of preparation for the discussion by rarely drawing on relevant or sufficient evidence from texts and other research on the topic or issue, rarely stimulating a thoughtful or well-reasoned exchange of ideas. (SL. 9-10.1.a)</p> <p>Ineffectively propel conversations by rarely posing or responding to questions that probe reasoning and evidence; rarely ensure a hearing for a full range of positions on a topic or issue; rarely clarify, verify, or challenge ideas and conclusions; and prevent divergent and creative perspectives. (SL. 9-10.1.c)</p>

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p><b>promotes divergent and creative perspectives.</b></p> <p><b>CCSS.ELA-Literacy.SL. 9-10.1.c</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>				
<p><b>Collaboration and Presentation</b> <b>The extent to which the speaker works with peers to promote civil, democratic discussions and decision-making, setting clear goals and deadlines and establishing individual roles as needed.</b></p> <p><b>CCSS.ELA-Literacy.SL. 9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CCSS.ELA-Literacy.SL. 9-10.1.b</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>The extent to which the speaker responds to diverse perspectives; synthesizes comments, claims,</b></p>	<p>Skillfully work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (SL. 9-10.1.b)</p> <p>Skillfully respond to diverse perspectives; skillfully synthesize comments, claims, and evidence made on all sides of an issue; frequently resolve contradictions when possible; and precisely determine what additional information or research is required to deepen the investigation or complete the task. (SL. 9-10.1.d)</p>	<p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (SL. 9-10.1.b)</p> <p>Effectively respond to diverse perspectives; accurately synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and accurately determine what additional information or research is required to deepen the investigation or complete the task. (SL. 9-10.1.d)</p> <p>Frequently seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. (SL. 9-10.1.e)</p>	<p>Work somewhat effectively with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (SL. 9-10.1.b)</p> <p>Somewhat effectively respond to diverse perspectives; with partial accuracy, synthesize comments, claims, and evidence made on all sides of an issue; occasionally resolve contradictions when possible; and determine with partial accuracy what additional information or research is required to deepen the investigation or complete the task. (SL. 9-10.1.d)</p>	<p>Work ineffectively with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, or establish individual roles as needed. (SL. 9-10.1.b)</p> <p>Ineffectively respond to diverse perspectives; inaccurately synthesize comments, claims, and evidence made on all sides of an issue; rarely resolve contradictions when possible; and inaccurately determine what additional information or research is required to deepen the investigation or complete the task. (SL. 9-10.1.d)</p>

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>and evidence made on all sides of an issue; resolves contradictions when possible; and determines what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>CCSS.ELA-Literacy.SL. 9-10.1.d</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>The extent to which the speaker seeks to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</b></p>				

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

## 11.1 Speaking and Listening Checklist

Assessed Standards: \_\_\_\_\_

	Does my response...	✓
<b>Command of Evidence and Reasoning</b>	Explicitly draw on evidence from texts and other research on the topic or issue? (SL. 9-10.1.a)	<input type="checkbox"/>
	Pose and respond to questions that probe reasoning and evidence? (SL. 9-10.1.c)	<input type="checkbox"/>
	Ensure a hearing for a full range of positions on a topic or issue? (SL. 9-10.1.c)	<input type="checkbox"/>
	Clarify, verify, or challenge ideas and conclusions? (SL. 9-10.1.c)	<input type="checkbox"/>
	Promote divergent and creative perspectives? (SL. 9-10.1.c)	<input type="checkbox"/>
<b>Collaboration and Presentation</b>	Work with peers to promote civil, democratic discussions and decision-making? (SL. 9-10.1.b)	<input type="checkbox"/>
	Work with peers to set clear goals and deadlines? (SL. 9-10.1.b)	<input type="checkbox"/>
	Work with peers to establish individual roles, if necessary? (SL. 9-10.1.b)	<input type="checkbox"/>
	Respond to diverse perspectives? (SL. 9-10.1.d)	<input type="checkbox"/>
	Synthesize comments, claims, and evidence made on all sides of an issue? (SL. 9-10.1.d)	<input type="checkbox"/>
	Resolve contradictions when possible? (SL. 9-10.1.d)	<input type="checkbox"/>
	Determine what additional information or research is required to deepen the investigation or complete the task? (SL. 9-10.1.d)	<input type="checkbox"/>