***Hamlet* Act IV, scene i Reading Practice** Student name:

We currently have four reading learning targets. Each of them asks you to show proficiency in different skills: build vocabulary from context, literally comprehend a text, analyze author’s craft, and make inferences. Read act IV, scene i from *Hamlet* four times…yes, four times. Each time, use the text to practice a different reading learning target.

The first time you read the text, look only for words (How many? That is up to you, consult the rubric.) with which you are unfamiliar. When you find a word, use context clues, the word’s part of speech, and the word’s parts (prefix, suffix, Greek/Latin root) to discuss your best guess for the word. Rationalize your responses. Here is a 3.0 example: *As I was reading, I saw the word “profound”. Immediately, I noticed the prefix “pro” which probably means this word is good in some kind of way because I know “pro” is the opposite of “con” and usually means something good. Also, I noticed that it describes “heaves”. Since it is a word that describes a noun, I know “profound” is an adjective. From the context, I can infer that it probably means heavy or strong because it is another way to describe the sighs that are mentioned earlier.*

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Build **vocabulary** by determining meanings of unknown words by using context, word parts & parts of speech. | **I can** accurately master unfamiliar words accurately & incorporate these words into **my own** **writing** seamlessly beyond teacher’s expectations. | **I can** accurately learn unfamiliar words consistently & incorporate these words into **my own** **writing** plainly and regularly. | **I can** partially learn unfamiliar words somewhat consistently & inconsistently. I incorporate these words into **my own writing**. | **I struggle to** personalizeunfamiliar words and/orincorporate these words into **my own writing**. **I need** **teacher help to do this proficiently.**  |

***Hamlet* Act V, scene i. A room in the castle. Foster paraphrased (words)**

*Enter KING CLAUDIUS, QUEEN GERTRUDE, ROSENCRANTZ, and GUILDENSTERN*

**KING CLAUDIUS**

There's matter in these sighs, these **profound** heaves: You must translate: 'tis fit we understand them. Where is your son?

**QUEEN GERTRUDE**

(To R & G: Leave us alone in) this place a little while.

*Exeunt (Rose and Guild)*

Ah, my good lord, what have I seen to-night!

**KING CLAUDIUS**

What, Gertrude? How does Hamlet?

**QUEEN GERTRUDE**

Mad as the sea and wind, when both contend Which is the mightier: in his lawless fit, Behind the arras hearing something stir, Whips out his rapier, cries, 'A rat, a rat!'
And, in this brainish apprehension, kills
The unseen good old man.

**KING CLAUDIUS**

O heavy deed!
It had been so with us, had we been there: His liberty is full of threats to all;
To you yourself, to us, to **everyone**.
Alas, how shall this bloody deed be answer'd?
It will be laid to us, whose (judgment and authority) Should have kept short, restrain'd and out of haunt, This mad young man: but so much was our love, We would not understand what was most fit; But, like the owner of a foul disease, To keep it from divulging, let it feed (like Hamlet’s madness has fed). Where is he gone?

**QUEEN GERTRUDE**

To (dispose of) the body he hath kill'd:
O'er whom his very madness, like some ore Among a mineral of (nasty) metals,
Shows itself pure; he weeps for what is done.

**KING CLAUDIUS**

O Gertrude, come away!
The sun shall touch the mountains soon, (and when it does) we will ship him hence: and this vile deed We must, with all our majesty and skill, (ship it away from us too). Ho, Guildenstern!

*Re-enter ROSENCRANTZ and GUILDENSTERN*

Friends both, go join you with some further aid: Hamlet in madness hath Polonius slain,
And from his mother's closet hath he dragg'd him: Go seek him out; speak fair, and bring the body Into the chapel. I pray you, haste in this.

*Exeunt ROSENCRANTZ and GUILDENSTERN*

Come, Gertrude, we'll call up our wisest friends; And let them know, both what we mean to do, And what's untimely done. O, come away! My soul is full of discord and dismay.

*Exeunt*

The second time you read the text, focus on literal comprehension. What does the text mean? Summarize or paraphrase the text. Rationalize your response with specific text evidence.

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Comprehend** and explain the **literal** main ideas & details & **cite text** **evidence** | **I can** insightfully explain author’s meaning byciting text evidenceaccurately beyond teacher’s expectations. | **I can** plainly explain the author’s meaning by citing text evidencerelatively accurately &consistently. | **I can** just mention the author’s meaning byciting text evidencesomewhat accurately and somewhat consistently. | **I struggle to** identify theauthor’s meaning byciting text evidence.I have some inaccuracies and/or **need teacher** **assistance.** |

The third time you read the text, focus on author’s craft. This answers the, “How was it said?” question. Find literary devices (How many? That is up to you, consult the rubric.) and explain how they are important in the text. Rationalize your responses with specific text evidence. Here is a 3.0 example: *As I was reading, I saw a hyperbole in the word “everyone.” This is hyperbole because hyperbole means an exaggeration. Claudius doesn’t think that Hamlet is a threat to literally every person. He is exaggerating so that the reader can understand that Claudius is frightened by Hamlet, thinks he is a huge danger, and that Hamlet needs to be “dealt with.” The hyperbole makes his declaration more powerful by exaggerating how many people are in danger because of Hamlet’s actions and intentions.*

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Determine the **author’s craft of narratives, informational and persuasive texts.**  | **I can** insightfully explain all examples of author’s craft accurately beyond teacher’s expectations. | **I can** plainly explain several examples ofauthor’s craft relatively accurately and consistently. | **I can** mention some examples of author’s craft somewhat accurately and somewhat consistently. | **I struggle to** identify examples of author’s craft. I analyze A. C. with some inaccuracies & **need teacher assistance**. |

The fourth, and final, time you read the text, focus on infer. As a review, inferring is making a logical guess about plot events or author’s intent by combining evidence from the text and from your brain. Make logical inferences (How many? That is up to you, consult the rubric.) and rationalize your response(s) with specific evidence. Here is a 3.0 example: *As I was reading, I logically inferred that Hamlet will not tell anyone that he killed Polonius. This is not obviously stated anywhere in the text. However, I know that Hamlet likes to use the trickery of putting on one face for the royalty and the people and then actually being another person when they are not looking. Also, in the text, Gertrude said about Hamlet “from his mother’s closet he hath dragged him,” so I know Hamlet took care of the Polonius’ dead body. I am not 100% sure, but am pretty sure that he doesn’t want anyone else to know that he killed Polonius because it was an accident; if people knew, that would change their opinion of Hamlet; and it would really upset Ophelia and Laertes.*

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Make **inferences** while reading fiction & nonfiction | **I can** insightfully make inferences from text evidence accurately beyond expectations. | **I can** plainly make inferences from text evidence relatively accurately & consistently. | **I can**  make some inferences from text evidence somewhat accurately and somewhat consistently. | **I struggle to** make inferences. I make inferences with some inaccuracies **& need teacher** **assistance** to do so. |