

Grade 12: Hamlet Language Task

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.

Hamlet

Mentor Sentence 1: What does this sentence mean?

1. Display or project:

The intricately complicated relationships between the characters are the cause of the constantly deepening conflict in Shakespeare's *Hamlet*.

This sentence means...

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

Student Look-Fors:

- The relationships between the characters in *Hamlet* are very complicated, and they cause a lot of conflict that gets worse and worse as the play goes on.
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.

Hamlet

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

1. Display or project:

The intricately complicated relationships of the characters are the cause of the constantly deepening conflict in Shakespeare's *Hamlet*.

- 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?"
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 describes the conflict in *Hamlet* and how it develops.
 - The intricately complicated relationships between the characters is the cause.
 - The constantly deepening conflict is the effect.
 - In Shakespeare's *Hamlet* is a prepositional phrase.
 - There are two adjective phrases: *intricately complicated* and *constantly deepening*. These phrases describe the noun that they proceed: *relationships* and *conflict*.

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 12, the skills that need to be reinforced in grade 12, and the skills that need to be explicitly taught in grade 12.

MENTOR SENTENCES

Hamlet

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

1. Display or project:

The intricately complicated relationships of the characters are the cause of the constantly deepening conflict in Shakespeare's *Hamlet*.

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?
- WHERE 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?	complicated relationships between the characters
Did/will DO WHAT?	cause conflict that gets worse and worse
WHERE did who do what?	In <i>Hamlet</i>

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

Student Look-Fors:

- The very complicated relationships between the characters cause conflict that heightens in *Hamlet*.

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

Hamlet

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

1. Display or project:

The intricately complicated relationships of the characters are the cause of the constantly deepening conflict in Shakespeare's *Hamlet*.

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:
- "What does this sentence mean?"
 - "What have you noticed about this sentence?"
 - "How is it put together?"

Student Look-Fors:

- This sentence means that the relationships between the characters in *Hamlet* are very complicated, and they cause a lot of conflict that gets worse and worse as the play goes on.
- Students might say they notice two adjective phrases and a prepositional phrase.
- Students should understand that the adjective phrases describe the nouns that they proceed.

4. Display or project:

The disgustingly immoral King Claudius betrayed his brother by killing him in a disconcertingly simple fashion.

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, includes two adjective phrases.
- These adjective phrases describe the nouns they proceed.
- The adjective phrases include an adjective that describes the noun. This adjective goes before the noun.

MENTOR SENTENCES

- It also includes another word, ending in -ly, that modifies the adjective in order to describe the noun in more detail.
- Overall, an adjective phrase describes a noun in very specific detail.

6. Say: "Now let's build a quality sentence about Rosencrantz and Guildenstern."
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:

- The comically insignificant characters of Rosencrantz and Guildenstern are thwarted by the confusingly enigmatic Hamlet.

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 two adjective phrases."
9. As a class, create sentence frames that illustrate the structure of the mentor sentence. Reinforce any other grammatical elements or spelling students may need to produce a quality sentence.

Student Look-Fors:

- The intricately complicated relationships of the characters are the cause of the constantly deepening conflict in Shakespeare's Hamlet.
- adjective phrase + noun + verb + adjective phrase + noun + punctuation.
- _____.

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.

Hamlet

Mentor Sentence 1: Can I write a quality sentence?

1. Display or project:

The intricately complicated relationships of the characters are the cause of the constantly deepening conflict in Shakespeare's *Hamlet*.

- adjective phrase + noun + verb + adjective phrase + noun + punctuation.
- _____.

Describe Hamlet's state of mind.

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 prompt, "Describe Hamlet's state of mind"
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 include two adjective phrases to describe the nouns in their sentence.
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:
 - Hamlet's confusingly unclear state of mind makes the reader question whether he is a reliably trustworthy character.
- The two adjective phrases describe nouns in the sentence. The adjective phrases precede the noun and are made up of two parts: the adjective and a word ending in -ly that modifies the adjective in order to describe the noun in more detail.

Note: More complete sentence stems may be provided, as needed, as a method of additional support. For example, "Hamlet's (adjective phrase) state of mind makes the reader question whether he is a (adjective phrase) character."

Hamlet

Mentor Sentence 2: What does this sentence mean?

1. Display or project:

Gertrude keeps Hamlet's secret from Claudius, but aligns with Claudius in his decision to send Hamlet away to be executed.

This sentence means ...

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

Student Look-Fors:

- **Gertrude does not tell Claudius about her conversation with Hamlet and how he admits that he is pretending to be mad, but she still agrees with Claudius to send Hamlet away to be killed.**

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.

Hamlet

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

1. Display or project:

Gertrude keeps Hamlet's secret from Claudius, but aligns with Claudius in his decision to send Hamlet away to be executed.

- 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.

- 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 how Gertrude does not reveal Hamlet's secret, regarding his madness, but still agrees to Claudius sending Hamlet away to be killed.
 - The part of the sentence before the comma is an independent clause.
 - The part of the sentence after the comma is a dependent clause because it is missing a subject - who aligns?
 - The sentences are joined by the conjunction *but* - this tells us that the two parts of the sentence are in contrast with each other.
 - The sentences could be split into two complete sentence: Gertrude keeps Hamlet's secret from Claudius. Gertrude aligns with Claudius in his decision to send Hamlet away to be executed. This changes the meaning because it makes the contrast between the two parts of the original sentence less obvious.
 - There is a comma before *but*.
 - There is a prepositional phrase (*with Claudius*).
 - There is an adverbial phrase (*in his decision to send Hamlet away to be executed*) that modifies *aligned*.
 - The adverbial phrase answers the question "how did Gertrude align?"
 - This is a complex sentence because it includes an independent and a 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.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 12, the skills that need to be reinforced in grade 12, and the skills that need to be explicitly taught in grade 12.

MENTOR SENTENCES

Hamlet

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

1. Display or project:

Gertrude keeps Hamlet's secret from Claudius, but aligns with Claudius in his decision to send Hamlet away to be executed.

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?**
- **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?

Gertrude

Did/will DO WHAT?

keeps Hamlet's secret from Claudius, but also agrees with Claudius

HOW did who do what?

in regard to the decision to send Hamlet away to be killed

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

Student Look-Fors:

- **Gertrude keeps Hamlet's secret from Claudius, but also agrees with Claudius in regard to the decision to send Hamlet away to be killed.**

7. After several minutes, ask a few students to share their statements with the class.

MENTOR SENTENCES

8. Prompt students to revise or adjust their written responses based on what their classmates shared.

Hamlet

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

1. Display or project:

Gertrude keeps Hamlet's secret from Claudius, but aligns with Claudius in his decision to send Hamlet away to be executed.

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:
- "What does this sentence mean?"
 - "What have you noticed about this sentence?"
 - "How is it put together?"

Student Look-Fors:

- This sentence means that Gertrude doesn't tell Claudius that Hamlet has admitted he is not mad, but she still agrees with Claudius in his decision to send Hamlet away to be killed.
- Students might say they noticed an independent and dependent clause joined by a conjunction; a prepositional phrase; and an adverbial phrase.
- Students should understand that the adverbial phrase modifies the verb (aligns) and answers the question "how did Gertrude align?"

4. Display or project:

Hamlet comes to the bedroom to speak with his mother and kills Polonius in the heat of the moment.

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

Student Look-Fors:

- Students should identify that the structures are similar--this example, like the mentor sentence, begins with an independent clause connected to a dependent clause by a conjunction (and).

MENTOR SENTENCES

- It also has an adverbial phrase (in the heat of the moment) that modifies the verb (kills) by answering the question “When did Hamlet kill?”

6. Say: “Now let’s build a quality sentence about Hamlet’s father.”
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:

- Hamlet’s father appears to Hamlet on the platform and asks Hamlet to support him in seeking revenge for his death.

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

Student Look-Fors:

- Independent clause + conjunction + dependent clause + adverbial phrase + punctuation
- _____.
- Adverbial phrases modify the verb in a sentence. They answer the questions: *When? Where? How?*

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.

Hamlet

Mentor Sentence 2: Can I write a quality sentence?

1. Display or project:

Gertrude keeps Hamlet's secret from Claudius, but aligns with Claudius in his decision to send Hamlet away to be executed.

Independent clause + conjunction + dependent clause + punctuation

- Include an adverbial phrase to modify a verb in the sentence.

Explain how Hamlet uses the players to test Claudius.

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, "Explain how Hamlet uses the players to test Claudius."
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 include at least one adverbial phrase in their explanation.
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:
 - Hamlet talks with one of the players in secret and asks the player to present a specific play that mirrors the betrayal Claudius committed.
- There should be an adverbial phrase that modifies a verb in the sentence by answering one of the following questions: When? Where? How?
- In the sentence above *in secret* modifies the verb *talks* and answers the question "How did Hamlet talk?"

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

Hamlet

Mentor Sentence 3: What does this sentence mean?

1. Display or project:

Claudius calms the rage burning in Laertes's blood, only to have Laertes riled up again when he hears of Ophelia's drowning.

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 Laertes was very angry about his father's death and Claudius was able to calm him down. Then Laertes found out about Ophelia's drowning and he was angry again.**

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.

- "Another way to say this sentence is..."
- "I made meaning of this sentence by..."
- "I looked at...."
- "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.

Hamlet

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

1. Display or project:

Claudius calms the rage burning in Laertes's blood, only to have Laertes riled up again when he hears of Ophelia's drowning.

- 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.
- "I noticed...which means..."
 - "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:
- "What are the parts of this sentence?"
 - "What phrases or clauses do you notice? How do those help you understand this sentence?"
 - "Are there any conjunctions in this sentence? What do those conjunctions mean?"
 - "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.
- "We noticed...which means..."
 - "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.

- "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 explains that Claudius made Laertes less angry, but then Laertes found out Ophelia drowned and he became angry again.
 - Claudius calmed the burning in Laertes's blood is an independent clause
 - Only to have Laertes riled up again when he hears about Ophelia's drowning is a dependent clause and only is the subordinate conjunction.
 - There is a comma between the independent and dependent clause.
 - Burning in Laertes's blood is a participial phrase. It starts with a participle and modifies the noun, rage.

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 12, the skills that need to be reinforced in grade 12, and the skills that need to be explicitly taught in grade 12.

Hamlet

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

1. Display or project:

Claudius calms the rage burning in Laertes's blood, only to have Laertes riled up again when he hears of Ophelia's drowning.

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?**
- **WHY 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?

Claudius

Did/will DO WHAT?

calms down Laertes

WHY did who do what?

because Laertes was angry about Polonius's death

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

Student Look-Fors:

- **Claudius calms down Laertes, who is extremely angry about Polonius's death, but then Laertes gets angry again when he finds out about Ophelia's death.**

7. After several minutes, ask a few students to share their statements with the class.

MENTOR SENTENCES

8. Prompt students to revise or adjust their written responses based on what their classmates shared.

Hamlet

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

1. Display or project:

Claudius calms the rage burning in Laertes's blood, only to have Laertes riled up again when he hears of Ophelia's drowning.

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:
- "What does this sentence mean?"
 - "What have you noticed about this sentence?"
 - "How is it put together?"

Student Look-Fors:

- This sentence means that Laertes is so angry, it is like the rage is burning inside him. Claudius calms him down, but then Laertes becomes angry again when he learns of Ophelia's death.
- Students might say they noticed an independent clause, a dependent clause, a subordinate conjunction, a comma, and a participial phrase.
- Students should understand that the parts of this sentence are independent clause connected to a dependent clause by a comma and a subordinate conjunction.
- They should understand that the independent clause contains a participial phrase. This phrase starts with a participle (burning) and modifies the noun (rage).

4. Display or project:

Hamlet's letter provokes the feeling of revenge threatening to take over Laertes.

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 both the mentor sentence and this sentence contain a participial phrase that begins with a participle (threatening to take over Laertes) and modifying a noun (feeling).
- A participial phrase begins with a participle (a verb ending in -ing in the present tense and -ed in the past tense)
- The participial phrase acts like an adjective. It modifies a noun in the sentence.

6. Say: “Now let’s build a quality sentence about Ophelia and include a participial phrase.”
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:

- The madness taking over Ophelia’s senses is a foil to Hamlet’s own madness.

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

Student Look-Fors:

- Claudius calms the rage burning in Laertes’s blood, only to have Laertes riled up again when he hears of Ophelia’s drowning.
 - subject + verb + direct object + participial phrase + comma + dependent clause + punctuation
- The madness taking over Ophelia’s senses is a foil to Hamlet’s own madness.
 - subject + participial phrase + predicate + punctuation

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.

Hamlet

Mentor Sentence 3: Can I write a quality sentence?

1. Display or project:

Claudius calms the rage burning in Laertes's blood, only to have Laertes riled up again when he hears of Ophelia's drowning.

subject + verb + direct object + dependent clause + punctuation

- Include a participial phrase to modify a noun in the sentence.

_____ , _____ .

Explain how Claudius manipulates Laertes in Act IV, Scene vii.

2. Say: "Now we are going to write our own quality sentences." Remind students of the elements of a quality sentence discussed in previous language links as well as other model sentences.
3. Read aloud the question, "How does Claudius manipulate Laertes in Act IV, Scene vii?"
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 include a participial phrase in their response.
6. Encourage students to use the unit texts to ensure they have an accurate response.

Student Look-Fors:

- An exemplar should follow the guidance in the box. For example:
 - Claudius manipulates Laertes into creating a plan to duel and kill Hamlet by capitalizing on the revenge simmering in Laertes's soul.
- The sentence should include a participial phrase that starts with a participle and modifies a noun in the sentence. In the above example, the participial phrase is *simmering in Laertes's soul* and the noun it modifies is *revenge*.

Hamlet

Mentor Sentence 4: What does this sentence mean?

1. Display or project:

Hand tightening around the hilt of the sword, Hamlet stabs Claudius with the poisonous blade.

This sentence means...

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

Student Look-Fors:

- **Hamlet stab Claudius with the Laertes's sword, which had poison on the blade. While he stabbed him, Hamlet's hand tightened around the hilt, or handle of the sword.**

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.

Hamlet

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

1. Display or project:

Hand tightening around the hilt of the sword, Hamlet stabs Claudius with the poisonous blade.

- 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. "What phrases or clauses do you notice? How do those help you understand this sentence?"
 - c. "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 describes how Hamlet killed Claudius.
 - *Hand tightening around the hilt of the sword* is dependent clause.
 - *Hamlet stabs Claudius with the poisoned blade* is the independent clause
 - The dependent clause and independent clause are joined together with a comma.
 - The dependent clause is an absolute phrase. It has a noun (*hand*) followed by a participle (*tightening*), then other modifiers (the prepositional phrase *around the hilt of the sword*). The absolute phrase modifies the entire 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.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 12, the skills that need to be reinforced in grade 12, and the skills that need to be explicitly taught in grade 12.

MENTOR SENTENCES

Hamlet

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

1. Display or project:

Hand tightening around the hilt of the sword, Hamlet stabs Claudius with the poisonous blade.

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?	Hamlet
Did/will DO WHAT?	stabs Claudius
WHY did who do what?	for revenge
HOW did who do what?	with the poisonous blade, while his hand is tightening around the handle

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

Student Look-Fors:

- Hamlet stabs Claudius with the poisonous blade of a sword to get revenge for his father's death. He does this while his hand is tightening around the handle of the sword.

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

Hamlet

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

1. Display or project:

Hand tightening around the hilt of the sword, Hamlet stabs Claudius with the poisonous blade.

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:
- “What does this sentence mean?”
 - “What have you noticed about this sentence?”
 - “How is it put together?”

Student Look-Fors:

- This sentence means Hamlet stabbed Claudius with a blade that had poison on it. Hamlet did this with his hand tightening around the handle of the sword.
- Students might say they noticed a dependent clause, an independent clause, and the two clauses connected by a comma.
- Students should understand that the dependent clause is an absolute phrase. This means that it has a noun (hand) followed by a participle (tightening) and other modifiers (the prepositional phrase *around the hilt of the sword*). The absolute phrase acts like an adjective, modifying the entire independent clause.

4. Display or project:

Head turning aside to the audience, King Claudius acknowledges that Gertrude is drinking from the cup laced with poison.

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 dependent clause that is an absolute phrase (*head turning aside to the audience*), followed by an independent clause (King Claudius acknowledges that Gertrude is drinking from the cup laced with poison).
- They should also identify that the absolute phrase has a noun (*head*) followed by a participle (*turning*) and other modifiers (the prepositional phrase *aside to the audience*).

6. Say: "Now let's build a quality sentence about Hamlet's final actions in Act V, Scene ii."
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:

- Voice raised in the seconds before death, Hamlet entreats Horatio to tell his story.

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

Student Look-Fors:

- noun + participle + modifiers + comma + independent clause + punctuation
- _____, _____.

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.

Hamlet

Mentor Sentence 4: Can I write a quality sentence?

1. Display or project:

Hand tightening around the hilt of the sword, Hamlet stabs Claudius with the poisonous blade.

- noun + participle + modifiers + comma + independent clause + punctuation
- _____, _____.

Describe the fate of the main characters at the end of *Hamlet*.

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, “Describe the fate of the main characters at the end of *Hamlet*.”
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 an absolute phrase.
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:
 - Eyes taking in the horror before him, Horatio comes to terms with the deaths of Laertes, Hamlet, Gertrude, and Claudius as Fortinbras and his men enter.
- The sentence starts with a dependent clause that is an absolute phrase, followed by an independent clause. The absolute phrase has a noun (eyes) followed by a participle (taking) and modifiers (in the horror before him).