

11.4.1 Lesson 3

Introduction

In this lesson, students read and analyze pages 52-58 of “On the Rainy River” from *The Things They Carried* (from “Looking back after twenty years, I sometimes wonder” to “I was a coward. I went to the war”), in which the narrator confronts his decision to flee the United States and the draft.

Students discuss the conclusion of the text, including the relationship between the narrator and Elroy, and how point of view develops central ideas, and complete an Evidence Collection Tool. Students then use the 11.4.1 Lesson 3 Evidence Collection Tool to guide small group discussions about how the narrator’s point of view develops central ideas in the text. Student learning is assessed via a Quick Write at the end of the lesson: How does the narrator’s point of view develop two or more related central ideas?

For homework, students respond briefly in writing to the following prompt: What purpose does telling the story serve for the narrator? Additionally, students continue to read their Accountable Independent Reading (AIR) texts.

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Standards

Assessed Standard(s)	
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Addressed Standard(s)	
W.11-12.9.a	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>
SL.11-12.1.a, c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. 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>c. 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>

Assessment

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Assessment(s)

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.

- How does the narrator's point of view develop two or more related central ideas?

High Performance Response(s)

A High Performance Response should:

- Determine two or more central ideas in the text (e.g., conviction and shame).
- Analyze how the narrator's point of view contributes to the development of two or more related central ideas (e.g., The point of view of the narrator, as an older person reflecting on his youthful self, develops the interaction of the central ideas of shame and conviction. Because the narrator has perspective on his past conflict and decision, he struggles with a different shame in the present-day from the shame of his youth. As a kid who "couldn't make [him]self be brave," the narrator's "embarrassment" comes from the thought that family and peers might judge or shame him if he does not go to war (p. 57). This imagined embarrassment causes the narrator to ignore his convictions and submit to self-inflicted shame; he describes himself as "a coward" who "went to the war" (p. 58). As an adult, the narrator feels ashamed that he did not follow his convictions, an experience he describes as "the paralysis that took [his] heart. A moral freeze" (p. 54).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- configurations (n.) - the ways the parts of something are arranged
- comport (v.) - to bear or conduct (oneself); behave
- pretense (n.) - a false show of something
- threadbare (adj.) - meager, scanty, or poor
- pipe dream (n.) - a hope, wish, or dream that is impossible to achieve or not practical
- turncoat (n.) - a person who stops being a member of a group in order to join another group that opposes it
- impassive (adj.) - without emotion; apathetic; unmoved

Vocabulary to teach (may include direct word work and/or questions)

- None.

Additional vocabulary to support English Language Learners (to provide directly)

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- hovering (v.) - staying very close to a person or place
- rawness (n.) - the state of being natural, not treated or prepared
- daydream (n.) - pleasant thoughts about your life or your future that you have while you are awake
- tangible (adj.) - real or actual, rather than imaginary or visionary
- vigil (n.) - an event or period of time when a person or group stays in a place and quietly waits, prays, etc.
- frontier (n.) - a distant area where few people live
- pity (n.) - a strong feeling of sadness or sympathy for someone or something
- paralysis (n.) - a state of being unable to function, act, or move
- bawling (v.) - crying very loudly
- crushing (adj.) - very bad, harmful, or severe
- sorrow (n.) - a feeling of sadness or grief caused especially by the loss of someone or something
- swell (n.) - an increase in the strength of an emotion
- sensation (n.) - a particular feeling or effect that your body experiences
- overboard (adv.) - over the side of a ship into the water
- hallucination (n.) - something (such as an image, a sound, or a smell) that seems real but does not really exist and that is usually caused by mental illness or the effect of a drug
- ridicule (n.) - the act of making fun of someone or something in a cruel or harsh way
- submitted (v.) - stopped fighting or resisting something; agreed to do or accept something that you have been resisting or opposing
- mute (adj.) - not able or willing to speak

Lesson Agenda/Overview

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Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.2, RL.11-12.6, W.11-12.9.a, SL.11-12.1.a, c Text: “On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien, pages 52-58 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Evidence Collection 4. Small Group Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 30% 3. 20% 4. 30% 5. 10% 6. 5%

Materials

- Copies of the 11.4.1 Lesson 3 Evidence Collection Tool for each student
- Copies of the 11.4 Speaking and Listening Rubric and Checklist for each student
- Student copies of the Short Response Rubric and Checklist (refer to 11.4.1 Lesson 1)

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Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<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

5%

Begin by reviewing the agenda and assessed standards for this lesson: RL.11-12.2 and RL.11-12.6. In this lesson, students analyze how the narrator's point of view contributes to the development of central ideas. Students work in small groups, reading and analyzing the excerpt using the 11.4.1 Lesson 3 Evidence Collection Tool.

- Students look at the agenda.

Activity 2: Homework Accountability

30%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read and annotate pages 52-58 of "On the Rainy River" (from "Looking back after twenty years, I sometimes wonder" to "I was a coward. I went to the war")). Instruct students to form pairs to discuss their responses.

- Student pairs discuss their annotations from the previous lesson's homework.
- Student annotation may include:
 - Boxes near the words "paralysis" (p. 54), "hallucination" (p. 55), and "submitted" (p. 57) because they are unfamiliar or are used in a different context.
 - Arrow near:

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- “Even now I can see myself as I was then” because it demonstrates another instance where the narrator reflects on this powerful memory from his present day point of view (p. 52).
 - “And I want you to feel it” (p. 54) because this statement connects back to the narrator wanting to “relieve at least some of the pressure on [his] dreams” (p. 37); the narrator wants to unburden himself to the reader.
 - Star near:
 - “All around us, there was a vastness to the world, an unpeopled rawness, just the trees and the sky and the water reaching out toward nowhere” because the description is very detailed and gives the impression of isolation (pp. 52-53).
 - “It struck me then that he must’ve planned it” because although Elroy appears passive, he takes the narrator to the place where he must act on his decision (p. 53).
 - “I would go to the war—I would kill and maybe die—because I was embarrassed not to” because this statement demonstrates both the narrator’s decision and motivation for that decision (p. 57).
 - Exclamation point near:
 - “[B]ut then it occurred to me that at some point we must’ve passed into Canadian waters, across that dotted line between two different worlds” because the narrator realizes he now must act on his decision to flee to Canada (p. 53).
 - “I was a coward. I went to the war” because this statement sounds contradictory (p. 58).
 - Question mark near “I saw faces from my distant past and distant future” (p. 56)
How is it possible for the narrator to see people from his future?
 - This annotation supports students’ engagement with W.11-12.9.a, which addresses the use of textual evidence in writing.
-

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson’s homework.

- Students may identify the following words: *configurations*, *comport*, *pretense*, *threadbare*, *pipe dream*, *turncoat*, and *impassive*.

- **Differentiation Consideration:** Students may also identify the following words: *hovering, rawness, daydream, tangible, vigil, frontier, pity, paralysis, bawling, crushing, sorrow, swell, sensation, overboard, hallucination, ridicule, submitted, and mute.*
 - Definitions are provided in the Vocabulary box in this lesson.
-

Instruct students to form small groups and talk about their responses to the prompts from the previous lesson's homework assignment. (After completing reading and annotation, respond briefly in writing to 2 of the 3 following prompts of your choice.)

- Not all students will have prepared responses to the same 2 prompts. Consider arranging groups so that all three prompts are covered in each group.

What is the effect of the narrator addressing the reader in this excerpt?

- Student responses may include:
 - The narrator's direct address of the reader draws the reader into the story, so the reader can better understand the narrator and his conflict. The narrator wants empathy from readers and accomplishes this by asking readers to imagine themselves in his position: "You're at the bow of a boat on the Rainy River. You're twenty-one-years-old, you're scared, and there's a hard squeezing pressure in your chest" (p. 54).
 - The narrator seeks validation for his failure to act on his own convictions by asking a series of hypothetical questions, starting with the open-ended phrase "[w]hat would you do?" (p. 54). The effect of the narrator's direct address is that the reader thinks about what he/she would do if they were in his situation, thus validating the narrator's decisions made in that moment.

Why has the narrator never shared his story before?

- The narrator has never shared his story before because he remains embarrassed still by "the paralysis that took [his] heart," or the fact that he could not act on his convictions (p. 54). The narrator thought he knew the choice he was going to make, but when he actually had the opportunity, he had "[a] moral freeze" and "couldn't decide ... couldn't act" (p. 54). The narrator describes his figurative paralysis as a memory that "always will" embarrass him, which indicates that he shares his story because it continually haunts him (p. 54).

What is Elroy's role in this excerpt?

- Student responses may include:

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- Elroy plays the role of “guide,” responsible for bringing the narrator up “against the realities” of his conflict (p. 53). While Elroy seems like a passive character, he becomes the one who places the narrator in a specific place—on the river—to “[choose] a life for [himself]” (p. 53).
- Elroy serves a “witness” or God-like figure who observes the narrator without judgment, “in absolute silence,” while “we make our choices or fail to make them” (p. 57).

Elroy’s absence during the last “morning” further demonstrates his role as a witness to the narrator’s decision. When the narrator tells Elroy that he plans to leave, Elroy “nod[s] as if he already knew,” acknowledging that he realizes the narrator has made a decision finally (p. 58). The narrator describes Elroy’s absence as “appropriate” (p. 58), since he already made his decision and no longer needs Elroy as a “witness” (p. 57).

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Evidence Collection

20%

Display and distribute the 11.4.1 Lesson 3 Evidence Collection Tool. Explain that during this activity, students use the Evidence Collection Tool to guide the discussion.

- Students follow along.

Instruct students to independently review pages 52-58 of “On the Rainy River” (from “Looking back after twenty years, I sometimes wonder” to “I was a coward. I went to the war”), and record evidence and analysis in response to the following discussion prompt:

How does the narrator’s point of view develop two or more related central ideas?

- Students independently review pages 52-58 of “On the Rainy River” and complete the 11.4.1 Lesson 3 Evidence Collection Tool.
- See the Model 11.4.1 Lesson 3 Evidence Collection Tool at the end of this lesson for sample student responses.
- Reading and discussion activities in this lesson differ from previous lessons to allow students greater independence in analyzing the text.
- This activity supports students’ engagement with W.11-12.9.a, which addresses the use of textual evidence in writing.
- **Differentiation Consideration:** Consider modeling the 11.4.1 Lesson 3 Evidence Collection Tool to support student understanding during this activity.

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- **Differentiation Consideration:** Consider facilitating a discussion about the text's central ideas if students need more support.

Activity 4: Small Group Discussion

30%

Display or distribute the 11.4 Speaking and Listening Rubric and Checklist. Explain to students that they should refer to the 11.4 Speaking and Listening Rubric and Checklist for standards SL.11-12.1.a, c during the following discussion. Instruct students to review the relevant portions of the 11.4 Speaking and Listening Rubric and Checklist.

- Students independently review the relevant portions of the 11.4 Speaking and Listening Rubric and Checklist.

Instruct students to form small groups of 3-4 to discuss their analysis from the previous activity. Instruct student groups to discuss their evidence and ideas and record them on their copies of "On the Rainy River." Encourage students to continue to return to the text to find new evidence to support their analysis.

- Students form small groups and discuss their analysis from the previous activity.
- See the Model 11.4.1 Lesson 3 Evidence Collection Tool at the end of this lesson for sample student responses.
- Consider reminding students of their previous work with SL.11-12.1.a, as this discussion requires that students come to class having read the material and asks them to explicitly draw on evidence from the text to support their discussion.
- Consider reminding students of their previous work with SL.11-12.1.c, as this discussion requires that students pose and respond to questions and qualify or justify their own points of agreement and disagreement with other students.

Activity 5: Quick Write

10%

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

How does the narrator's point of view develop two or more related central ideas?

Instruct students to look at their annotations to find evidence. 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.
- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

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

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to respond briefly in writing to the following prompt:

What purpose does telling the story serve for the narrator?

Ask students to use this lesson's vocabulary wherever possible in their written responses.

Additionally, students should continue to read their AIR texts through the lens of a focus standard of their choice and prepare for a 3-5 minute discussion of their texts based on that standard.

- Students follow along.

Homework

Respond briefly in writing to the following prompt:

What purpose does telling the story serve for the narrator?

Use this lesson's vocabulary wherever possible in your written responses.

Also, continue reading your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3-5 minute discussion of your text based on that standard.

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11.4.1 Lesson 3 Evidence Collection Tool

Name:		Class:		Date:	
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Directions: Use this tool to collect and identify evidence in preparation for the small group discussion and Quick Write. Read pages 52-58 of “On the Rainy River” and identify evidence of how the narrator’s point of view develops two or more related central ideas.

Central ideas:	
Evidence of point of view	How does the narrator’s point of view develop two or more related central ideas?

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Model 11.4.1 Lesson 3 Evidence Collection Tool

Name:		Class:		Date:	
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Directions: Use this tool to collect and identify evidence in preparation for the small group discussion and Quick Write. Read pages 52-58 of “On the Rainy River” and identify evidence of how the narrator’s point of view develops two or more related central ideas.

Central ideas: Shame and conviction	
Evidence of point of view	How does the narrator’s point of view develop two or more related central ideas?
“I’d slipped out of my own skin, hovering a few feet away while some poor yo-yo with my name and face tried to make his way toward a future he didn’t understand and didn’t want.” (p. 52)	From his present day point of view, the narrator describes his younger self with sympathy because only through twenty years of reflection can he fully comprehend the tough decision of choosing between his own shame and his convictions. The narrator’s description of “a future he didn’t understand and didn’t want” (p. 52) demonstrates how difficult the decision is for him; he does not want to go to war because of his convictions and yet he does not “understand” (p. 52) how to deal with the shame or embarrassment if he were to flee to Canada.
“Even now as I write this, I can still feel that tightness. And I want you to feel it—the wind coming off the river, the waves, the silence, the wooded frontier. You’re ... on the Rainy River. You’re twenty-one years old, you’re scared, and there’s a hard, squeezing pressure in your chest.” (p. 54)	Through the narrator’s reflective point of view and his use of direct address, the narrator explains the “squeezing pressure” (p. 54) he felt when he was twenty-one and realized that he was not capable of being a “hero” (p. 55) like his younger self had hoped. The narrator asks readers to place themselves in his situation, to bear some of the burden of his past decision because of his ongoing shame and lack of conviction in going to war. The narrator remains embarrassed of his past decision, because he allowed shame to overtake his conviction; thus, he can still feel the same tightness today in his chest as he did then.

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<p>“I saw faces from my distant past and distant future.” (p. 56)</p>	<p>The narrator describes a “hallucination ... as real as anything I would ever feel” (p. 55). This extensive hallucination conveys the mounting pressure the narrator feels when he confronts his decision of whether to succumb to shame or act on his conviction. These numerous “faces” belong to the community or world of the narrator’s youth and his future (p. 56). The “faces” of his past or his hometown community are the ones that represent those who might shame him (p. 56). The perceived pressure and shame the narrator feels from these “faces” is what ultimately convinces him to forego his convictions (p. 56).</p>
<p>“I was a coward. I went to the war.” (p. 58)</p>	<p>The narrator describes how he “went to the war” or gave in to his shame, and he calls himself “a coward” because he still lives with the fact that his conviction was not strong enough (p. 58). As a young person, he becomes a “coward” because he goes to war as an alternative to being embarrassed (p. 58). As an adult, he feels like a “coward” because he allowed embarrassment to challenge his convictions (p. 58).</p>

11.4 Speaking and Listening Rubric

____ / ____ (Total points)

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Command of Evidence and Reasoning</p> <p>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.</p> <p>CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.11-12.1.a 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>The extent to which the speaker propels conversations by posing and</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.11-12.1.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.11-12.1.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.11-12.1.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.11-12.1.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.11-12.1.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.11-12.1.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.11-12.1.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.11-12.1.c)</p>

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Collaboration and Presentation</p> <p>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.</p> <p>CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.11-12.1.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>The extent to which the speaker addresses diverse perspectives; synthesizes comments, claims, and evidence made on all sides of an issue; resolves contradictions when</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.11-12.1.b)</p> <p>Skillfully address 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.11-12.1.d)</p> <p>Consistently seek to understand other perspectives and cultures and communicate thoughtfully and effectively with audiences or individuals from varied backgrounds. (SL.11-12.1.e)</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.11-12.1.b)</p> <p>Effectively address 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.11-12.1.d)</p> <p>Frequently seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. (SL.11-12.1.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.11-12.1.b)</p> <p>Somewhat effectively address 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.11-12.1.d)</p> <p>Occasionally seek to understand other perspectives and cultures and communicate somewhat effectively with audiences or individuals from varied backgrounds. (SL.11-12.1.e)</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.11-12.1.b)</p> <p>Ineffectively address 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.11-12.1.d)</p> <p>Rarely seek to understand other perspectives and cultures and communicate ineffectively with audiences or individuals from varied backgrounds. (SL.11-12.1.e)</p>

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- 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.

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11.4 Speaking and Listening Checklist

Assessed Standards: _____

	Does my response...	✓
Command of Evidence and Reasoning	Explicitly draw on evidence from texts and other research on the topic or issue? (SL.11-12.1.a)	<input type="checkbox"/>
	Pose and respond to questions that probe reasoning and evidence? (SL.11-12.1.c)	<input type="checkbox"/>
	Ensure a hearing for a full range of positions on a topic or issue? (SL.11-12.1.c)	<input type="checkbox"/>
	Clarify, verify, or challenge ideas and conclusions? (SL.11-12.1.c)	<input type="checkbox"/>
	Promote divergent and creative perspectives? (SL.11-12.1.c)	<input type="checkbox"/>
Collaboration and Presentation	Work with peers to promote civil, democratic discussions and decision-making? (SL.11-12.1.b)	<input type="checkbox"/>
	Work with peers to set clear goals and deadlines? (SL.11-12.1.b)	<input type="checkbox"/>
	Work with peers to establish individual roles, if necessary? (SL.11-12.1.b)	<input type="checkbox"/>
	Respond to diverse perspectives? (SL.11-12.1.d)	<input type="checkbox"/>
	Synthesize comments, claims, and evidence made on all sides of an issue? (SL.11-12.1.d)	<input type="checkbox"/>
	Resolve contradictions when possible? (SL.11-12.1.d)	<input type="checkbox"/>
	Determine what additional information or research is required to deepen the investigation or complete the task? (SL.11-12.1.d)	<input type="checkbox"/>
	Seek to understand other perspectives and cultures? (SL.11-12.1.e)	<input type="checkbox"/>
	Communicate effectively with audiences or individuals from varied backgrounds? (SL.11-12.1.e)	<input type="checkbox"/>

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