Sonnet 90, William Shakespeare

Then hate me when thou wilt; if ever, now; Now, while the world is bent my deeds to cross, Join with the spite of fortune, make me bow, And do not drop in for an after-loss: Ah! do not, when my heart hath 'scaped this sorrow, Come in the rearward of a conquered woe; Give not a windy night a rainy morrow, To linger out a purposed overthrow. If thou wilt leave me, do not leave me last, When other petty griefs have done their spite, But in the onset come: so shall I taste At first the very worst of fortune's might; And other strains of woe, which now seem woe, Compared with loss of thee, will not seem so.

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| **Learning Target** | **4.0** | **3.0** | **2.0** | **1.0** |
| Depict and Cite Text Evidence  CCS Reading 1, 2, 3 | **I can** make a text’s meaning **abundantly clear** through a thoughtful description of text events, mature inferences, and **abundant, specific evidence.** | **I can** make a text’s meaning **appropriately** **clear** through a description of text events, basic inferences, and **satisfactory, clear evidence.** | **I can** make a text’s meaning **clear** through a basic description of text events, some inferences, and **evidence that may be lacking in abundance or quality.** | **I struggle to** make a text’s meaning **clear** through a description of text events, inferences, and evidence. **My evidence is either lacking, superficial, and/or inaccurate**. |

Literal paraphrase of the sonnet:

|  |  |  |  |  |
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| **Learning Target** | **4.0** | **3.0** | **2.0** | **1.0** |
| Evaluate Text as a Whole  CCS Reading 7, 8, 9 | **I can** make a text’s universality, effectiveness and/or theme **abundantly clear**. I can make **mature, unpredictable connections** between the text as a whole and the world around me | **I can** make a text’s universality, effectiveness and/or theme **appropriately clear**. I can make **logical, consistent connections** between the text as a whole and the world around me. | **I can** make a text’s universality, effectiveness and/or theme **clear**. I can make **basic, accurate connections** between the text as a whole and the world around me. | **I struggle to** make a text’s universality, effectiveness and/or theme **clear**. I struggle to make **connections** between the text as a whole and the world around me that are helpful and/or accurate. |

Theme and how couplet reflects this:

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| **Learning Targets** | **4.0** | **3.0** | **2.0** | **1.0** |
| Analyze Author’s Craft  CCS Reading 4, 5, 6 | **I can** make it **abundantly clear** how specific text features create meaning, were a direct intent of the author and **enhance a text.** | **I can** make it **appropriately clear** how specific text features create meaning, were an author’s choice and are an **important part of a text**. | **I can** make it **clear** how text features influence meaning, were reflection of the author and **are a part of a text.** | **I struggle to** make it clear how text features are evident, contribute to meaning and/or were **tools used specifically by the author.** |

Function/purpose/”how was it said” of each quatrain and how each influences the theme:

First quatrain:

Second quatrain:

Third quatrain:

**SONNET 99**

The forward violet thus did I chide:   
Sweet thief, whence didst thou steal thy sweet that smells,  
If not from my love's breath? The purple pride   
Which on thy soft cheek for complexion dwells   
In my love's veins thou hast too grossly dyed.  
**The lily I condemned for thy hand,   
And buds of marjoram had stol'n thy hair:  
The roses fearfully on thorns did stand,   
One blushing shame, another white despair;   
A third, nor red nor white, had stol'n of both   
And to his robbery had annex'd thy breath;**   
*But, for his theft, in pride of all his growth   
A vengeful canker eat him up to death.*   
More flowers I noted, yet I none could see   
But sweet or colour it had stol'n from thee.

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| **Learning Target** | **4.0** | **3.0** | **2.0** | **1.0** |
| Depict and Cite Text Evidence  CCS Reading 1, 2, 3 | **I can** make a text’s meaning **abundantly clear** through a thoughtful description of text events, mature inferences, and **abundant, specific evidence.** | **I can** make a text’s meaning **appropriately** **clear** through a description of text events, basic inferences, and **satisfactory, clear evidence.** | **I can** make a text’s meaning **clear** through a basic description of text events, some inferences, and **evidence that may be lacking in abundance or quality.** | **I struggle to** make a text’s meaning **clear** through a description of text events, inferences, and evidence. **My evidence is either lacking, superficial, and/or inaccurate**. |

Literal paraphrase of the sonnet:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Target** | **4.0** | **3.0** | **2.0** | **1.0** |
| Evaluate Text as a Whole  CCS Reading 7, 8, 9 | **I can** make a text’s universality, effectiveness and/or theme **abundantly clear**. I can make **mature, unpredictable connections** between the text as a whole and the world around me | **I can** make a text’s universality, effectiveness and/or theme **appropriately clear**. I can make **logical, consistent connections** between the text as a whole and the world around me. | **I can** make a text’s universality, effectiveness and/or theme **clear**. I can make **basic, accurate connections** between the text as a whole and the world around me. | **I struggle to** make a text’s universality, effectiveness and/or theme **clear**. I struggle to make **connections** between the text as a whole and the world around me that are helpful and/or accurate. |

Theme and how couplet reflects this:

|  |  |  |  |  |
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| **Learning Targets** | **4.0** | **3.0** | **2.0** | **1.0** |
| Analyze Author’s Craft  CCS Reading 4, 5, 6 | **I can** make it **abundantly clear** how specific text features create meaning, were a direct intent of the author and **enhance a text.** | **I can** make it **appropriately clear** how specific text features create meaning, were an author’s choice and are an **important part of a text**. | **I can** make it **clear** how text features influence meaning, were reflection of the author and **are a part of a text.** | **I struggle to** make it clear how text features are evident, contribute to meaning and/or were **tools used specifically by the author.** |

Function/purpose/“how was it said” of each quatrain and how each influences the theme:

Underlined text:

Bold text:

Italics text: