

Assessment - Formative (Highlighting/Annotating, Peer Discussion) Performance Task (Group Preplanning - CER A1:J14Paragraph)

Teacher: Ms. Brown

Subject: British Literature

Course: 12th Grade

10/13/25 - 10/17/25

Standards - ELAGSE12RL4, ELAGSE12RL2, ELAGSE12RL5, ELAGSE12RL10 – Determine the meaning of words and phrases (including figurative and connotative meanings); analyze how diction, imagery, juxtaposition, and paradox shape theme and tone in poetry.

Assessment - Formative (Highlighting/Annotating, Peer Discussion) Performance Task (Group Preplanning - CER Paragraph)

Day	Learning Target (LT)	Success Criteria (SC)	Activation of Learning (5 min)	Focused Instruction – I DO (10 min)	Guided Instruction – WE DO (10 min)	Collaborative Learning – Y’ALL DO (10 min)	Independent Learning – YOU DO (10 min)	Closing (5 min)	Homework
10/13	NO SCHOOL								
10/14	NO SCHOOL								
10/15	I can use highlighting and annotating to see how diction and word choice shape meaning and tone in Spenser’s “Sonnet 30.”	SC1 I can define and paraphrase lines of the sonnet to show understanding SC2 Through paraphrasing, I can arrive at subject and meaning of poem.	Think,Pair, Share “How can a poet’s word choice (‘diction’) reveal emotion or attitude?”	Modeling with Think-Aloud - Teacher models annotating diction in the first quatrain; students to also annotate on their handouts for diction, tone, theme.	Graphic Organizer Class paraphrases lines 5–8 together using highlighting and annotating. Teacher provides prompts and cues.	Collaborative Annotation – Groups annotate lines 9–14 for diction and theme using color-coded highlights.	Reading Apprenticeship – Students independently paraphrase the couplet and summarize the poem’s subject and theme.	Exit Ticket – Highlighting/annotating of poem (paraphrases, definitions, subject, theme)	
10/16	I can analyze how imagery, juxtaposition, and paradox develop the theme in “Sonnet 30.”	SC1 I can identify examples of imagery, juxtaposition, and paradox within the poem. SC2 I can explain how these devices reveal the poem’s central theme about love’s contradictions.	Anticipation Guide - Students respond True/False to “Fire and ice cannot coexist.” Brief discussion introduces paradox.	Mini-lesson defining imagery, juxtaposition, and paradox.	Reciprocal Teaching - Groups analyze quatrains, annotating and sharing out how imagery, juxtaposition and paradox impact meaning.	Discussion: “How does Spenser use imagery, juxtaposition, and paradox to express tension between reason and emotion?”	Groups will preplan an analytical paragraph on how imagery, juxtaposition, and paradox convey theme in Spenser's Sonnet 30.	Group Preplanning - CER Paragraph cluster– How juxtaposition and paradox enhance meaning in the sonnet.	
10/17	Using feedback provided for Unit 2 Project Step 1, students will make necessary corrections and proceed to uploading Project Step 2							Final Group PowerPoint Presentation uploaded to Step 2 Assignment folder.	