

Assessment - Formative - Quick Writes, Annotations, Exit Tickets, Thesis Drafts, Peer Feedback. Summative - Analytical Essay (10/29), Review Quiz (10/30), and Unit 2 Test (10/31)

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
10/27	I am learning to identify and explain how ethos, pathos, and logos is used effectively in Queen Elizabeth I’s 'Farewell Speech.'	SC1: I can cite textual evidence for each appeal. SC2: I can explain how each appeal effectively supports Elizabeth’s purpose and credibility.	Quick Write: 'What makes an ethical appeal so convincing?' Students share via Think-Pair-Share to activate prior knowledge.	Modeling with Guided Paragraph Cluster Organizer: Using paraphrased speech sample, teacher will demonstrate one CER sample for ethos, what makes it a good example and how this strengthens queen's message per rubric.	Guided Paragraph Cluster Organizer: Teacher will prompt each student to now locate one highlighted/annotated sample of logos from last week to complete one CER sample for logos, what makes it a good example and how this strengthens queen's message per rubric.	Collaborative Annotation: In pairs students will locate one highlighted/annotated sample of pathos from last week to complete one CER sample for logos, what makes it a good example and how this strengthens queen's message per rubric.	CER Peer Review: using rubric provided, students will provide feedback to a peer for each entry today, paying attention to sample on board (concise claim, smooth transition to evidence, citation, thorough reasoning/elaboration of how each appeal is working and strengthens queen's	Exit Ticket: CER Peer Review Rubric & one student's CER Paragraph Cluster Organizer.	Any student who is absent or falls behind each day should take pictures of task handout to complete work on their own paper at home and catch up. Anyone who needs one-on-one help, come after school!
10/28	I am learning to identify and explain how ethos, pathos, and logos is used effectively in Queen Elizabeth I’s 'Farewell Speech.'	SC1: I can cite textual evidence for each appeal. SC2: I can explain how each appeal effectively supports Elizabeth’s purpose and credibility.	Quick Write: 'What makes a logical appeal so convincing?' Students share via Think-Pair-Share to activate prior knowledge.	Modeling with Guided Paragraph Cluster Organizer: Using paraphrased speech sample, teacher will demonstrate second CER sample for ethos, what makes it a good example and how this strengthens queen's message per rubric.	Guided Paragraph Cluster Organizer: Teacher will prompt each student to now locate one highlighted/annotated sample of logos from last week to complete second CER sample for logos, what makes it a good example and how this strengthens queen's message per rubric.	Collaborative Annotation: In pairs students will locate one highlighted/annotated sample of pathos from last week to complete second CER sample for logos, what makes it a good example and how this strengthens queen's message per rubric.	CER Peer Review: using rubric provided, students will provide feedback to a peer for each entry today, paying attention to sample on board (concise claim, smooth transition to evidence, citation, thorough reasoning/elaboration of how each appeal is working and strengthens queen's	Exit Ticket: CER Peer Review Rubric & one student's CER Paragraph Cluster Organizer.	

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