**FIRST DAY:**

***Introduction:***

* Overview
* Text-types Activity
* Common Core State Standards for Opinion/Argumentative Writing
* The “Big Shifts”
* How do Persuasive and Argumentative writing differ?
* Parts of the Program

***Lesson 1: Review of Fundamentals of Theme Writing***

* What are 10th, 11th, and 12th grade teachers currently doing to review?
* What does Lesson 1 suggest? Cue Cards 1-5
* Discussion of Ideas for Review Activities

***Lesson 2: Short Persuasive Themes***

* Describe – Cue Cards 6-19
* Model
  + Hands-On Activity
  + Code List Activity-- Highlighting an already written Persuasive Theme
  + Carousel Activity--Planning and writing a Persuasive Theme together
* Practice – What practice options can be considered?
* Scoring Practice with diagrams and themes
* How does persuasive writing fit with teaching literature?

***Lesson 3: Short Argumentative Themes***

* Describe – Major addition is EVIDENCE – Cue Cards 20-25
* Optional (We will not cover this today – will be covered as part of Informative Themes.)
  + Note Cards – Cue Card 26
  + Reference List (MLA) – Cue Card 27
  + In-text citations (MLA) – Cue Cards 28-33
* Model
  + Code List Activity: Highlighting an already written Argumentative Theme
  + Discussing how to adapt materials to NYS CC Regents by underlining and annotating passages as opposed to research and notecards
  + Regents format for in-text citations
* Practice – What practice options can be considered?

***Lesson 4: Themes with Counterclaims***

* Persuasive Version I – Separate Counterclaim Paragraph – Cue Cards 34-43
  + Describe
  + Model
    - Examine “Free the Animals”
    - Carousel Activity: Adding a Counterclaim Paragraph to diagram and theme on the wall
  + Practice – Discuss options
* Persuasive Version II – Counterclaim within Reasons Paragraphs –Cue Cards 44-53
  + Describe – Three versions
  + T-chart Activity
  + Model
    - Examine three options with three Reasons Paragraphs on “Biking: A Good Way to Commute”
    - Look at sample NYS Regents Reasons Paragraphs to compare
  + Practice – Discuss options
* Argumentative Version I – Separate Counterclaim Paragraph
  + Same format as Persuasive Version I (Cue Cards 54-58)
* Argumentative Version II – Counterclaim within Reasons Paragraph
  + Same three structures as Persuasive Version 2
* Discussion of Counterclaim Lesson as it relates to Regents exam

**SECOND DAY:**

***Lesson 5: Themes with Examples***

* Describe – Cue Cards 59-67
* Model
  + Hands-On Activity
  + Code List Activity-- Highlighting an already written Persuasive Theme With Examples
  + Carousel Activity--Planning and writing a theme together
* Practice – What practice options can be considered?
* Scoring Practice with diagrams and themes
* Discussion: How does this type of theme fit with teaching literature? With history courses? With science courses?

***Lesson 6: Long Themes***

* Describe – Cue Cards 68-74
* Model
  + Hands-On Activity
  + Code List Activity-- Highlighting an already written Long Theme
  + Carousel Activity--Planning and writing a Long Theme together
* Practice – What practice options can be considered?
* Scoring Practice with diagrams and themes
* Discussion: How does long theme writing fit with teaching literature? With teaching history courses? With teaching science courses?



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