1. **The Text-Types Activity:**

After defining the three types of writing (Persuasive, Informative, & Narrative), hand out the Text-Types Handout to the participants. Read each example topic/title aloud to the group, and have the group respond with the type of writing the topic represents. Alternatively, have the participants work in pairs or groups to identify the type of writing.

1. **The Key Shifts Activity:**

Use a power-point slide and the Key Shifts Handout to explain the three big shifts that are being emphasized in relation to the standards. Ask the participants to jot down notes during the conference when they see or hear something related to the program that is relevant to a Key Shift. At the end of the workshop (Please be certain to leave enough time!), have the participants work in groups to identify how the program relates to the key shifts, activities they can add to the program, and other SIM programs that relate to the Key Shifts.

1. **The Claims Activity:**

After defining a claim for participants, distribute the handout “The Claims Activity” to them. Using choral responding, read off one of the items on the handout and ask the participants to identify whether the statement is a claim. Discuss certain items where there is confusion.

**Variation 1:** After defining a “major reason” for participants, read off one of the claims on the same handout “The Claims Activity.” Call on individual participants to name a major reason that would support the claim. Proceed like this until the participants understand what to do. Then assign certain claims to small groups of participants, and ask them to identify three major reasons that would support each claim. Be sure to caution the participants to identify **major** reasons and not details. Have the groups report their results to the whole group.

**Variation 2:** After defining a counterclaim and major reasons that support the counterclaim, repeat Variation 1 above. Read off one of the claims and ask for the counterclaim. Then ask for a major reason that supports the counterclaim. Once they understand the activity, have the small groups identify counterclaims and major reasons that support those counterclaims.

1. **The Hands-on Sentence Activity:**

Before the workshop, cut up three paragraphs from a well-written Persuasive Theme into strips. The three paragraphs should be the Introductory Paragraph, one Detail Paragraph, and the Concluding Paragraph. Each strip should contain one sentence. Keep the paragraphs separate, and put the strips related one paragraph in an envelope. You will have three envelopes for each pair (or trio) of participants. Make enough groups of three envelopes so that each pair of workshop participants will receive one group of three different envelopes. Gather together colored markers. You will need 7 different colored markers per table. During the workshop, after you introduce a type of paragraph and show an example of that type of paragraph, hand out the relevant envelope (e.g., after introducing the Introductory Paragraph, hand out the Introductory Paragraph envelope). Ask the participants to work with a partner to put the sentences in the correct order for the paragraph. Circulate among the participants and prompt them to look for the transitions to help them figure out the order. Once they have organized a paragraph, ask them to color code the sentences using the markers (e.g., use red for the Topic Sentence, use blue for Lead-off Detail sentences, use yellow for Follow-up Detail Sentences, and use green for the Thesis Statement). Keep the color scheme the same for Topic Sentences, Lead-off Sentences, and Follow-up Sentences across the paragraphs. At the end of the activity, ask the participants to lay out all three paragraphs in front of them on the table and discuss what they see. Then lead a discussion about what the activity taught them. Ask them for ideas on how they can use the activity with their students. Ask them for ideas about variations for the activity.

**Variation 1:** Put some extra sentences in the paragraph envelope that do not belong in the

Paragraph. (Make the sentences related to the topic, but not appropriate for the given paragraph.) Warn the participants that they will need to discard some sentences that do not belong in the paragraph.

**Variation 2:** After you have done one of the activities above, conduct the activity again with a theme that was written by a student that has some errors. Ask the participants to discuss the feedback they would give to the student.

1. **The Theme Coding Activity:**

After explaining and showing one type of theme, give the participants an example theme and a coding sheet for that type of theme. Also give them colored pens and highlighters that they will need. Ask them to follow the instructions on the coding sheet to code the theme. Once they have coded the theme, discuss with them ideas they have related to using this activity with their students.

**Variation:** After they have coded a well-written theme, have them code a theme that has problems. Again, discuss with them ideas they have related to using this activity with their students.

**6. The Theme Planning and Writing Activity (the Carousel Activity):**

Before the workshop begins, put up large poster paper all around the room on the walls. There should be four pages at each station. One of the pages at each station should be a TOWER Diagram for the type of theme you are teaching. Write a Claim on the TOWER Diagram in the Topic/Claim box at each station. (Be sure to choose claims for which there is plenty of information already known by the participants. Feel free to choose topics that are fun or funny or related to current events. Not recommended are topics that are highly controversial.) After you have described creating the TOWER Diagram for a type of theme, divide the participants into small groups of about 3 or 4 participants. Ask each group to move to an assigned station to create a TOWER Diagram for one of the claims. Circulate and provide feedback. Ensure that they specify an appropriate reason and details for each subtopic. Then have them return to their seats. Cover one type of paragraph (e.g., the Introductory Paragraph). After you have explained and shown an example of that one type of paragraph, have the groups return to the stations but this time to the station to the right of their last station. Ask them to review and revise the details listed for the paragraph and then collaboratively write that type of paragraph on one of the pieces of paper. Do this for the Introductory Paragraph, one Detail Paragraph, and the Concluding Paragraph. In the end, there should be a TOWER Diagram and three paragraph sheets for each claim.

**Variation 1:** After you cover the concept of counterarguments, have the participants plan and write a Counterargument Paragraph at each station.

**Variation 2:** After you cover the concept of including a counter reason in each paragraph along with the original reason, show the participants the three different arrangements for this type of paragraph (i.e., with the reason first, the opposite reason first, and with the reasons mixed) and an example for each. (Use the “Three Counterclaim Structures Handout” to do this.) Then post at each station a claim, a reason, the counterclaim, and the opposite reason. Ask them to plan the details for the paragraph and to write the paragraph in different ways.

1. **The T-Chart Activity:**

Choose a claim that has opposing reasons. Practice filling in a T-Chart with the opposing reasons as a whole group, or place the participants in small groups to conduct the activity. An example claim might be “Allow students to leave school grounds during lunch” and the opposing claim might be “Keep students on campus during lunch.”

1. **The Diagram Scoring Activity:**

After modeling how to score a diagram using an example diagram that has errors in it, hand out a different diagram (also containing problems or omissions) and a *TOWER Diagram Score Sheet* to each participant. Have the participants work in pairs to score the diagram. Circulate and provide feedback and assistance. Debrief after the diagram has been scored. Repeat this activity each time a new type of diagram is introduced. Discuss with the participants ideas on how to streamline scoring of diagrams and how to save time.

1. **The Theme Scoring Activity.**

After modeling how to score a theme using an example theme that has errors in it, hand out a different theme (also containing problems and omissions) and a Theme Score Sheet to each participant. Have the participants work in pairs to score the theme. Circulate and provide feedback and assistance. If you are covering several types of themes in one session, have them score a theme (or a certain portion of a theme) for each type of theme directly after you have covered that type of theme. Debrief after the diagram has been scored. Discuss with the participants ideas on how to streamline the scoring of themes and how to save time.