

Book Study Guide

Write Like This by Kelly Gallagher

Note: It is intended that teachers complete this book study as part of a team, grade level, or school-based professional learning community (PLC). Successful completion of this course and submission of approved portfolio will earn the teacher 20 hours (2.0 CEUs) of renewal credit.

The structure of the book is organized around six basic purposes for writing. After chapter one, each real-world writing purpose is dedicated to a specific chapter. Begin by previewing the book. Notice Appendix 1 (p. 239) which identifies the six real-world writing purposes. It is important to also note Gallagher associates a mentor text example to each purpose for readers to clearly see how writing for that purpose would look in the real world!

As you read the book, use the **Teaching Strategies Grid** to record specific strategies or lesson ideas you may want to remember and implement. The grid includes a place to record the name of the strategy, a description or the steps involved for implementation, and the purpose or application specific for your classroom. You will reference this list again later. You may also want to note the page number(s) on your grid as well to make future referencing easier.

Read Chapter 1. Discuss the following questions with your PLC members:

1. What is a mentor text and how is it useful to help students with their writing?
2. Why is teacher modeling of writing so important?
3. Discuss the quote: "In the real world, good writing almost always starts with lousy first drafts." (p. 16)

After your discussion, write a brief summary of the discussion surrounding each question.

Notice the examples on page 19. The topic is Outdoor Science Camp and the author has identified six different purposes for writing about this one topic. This relates to the examples on pages 13 and 14 and Appendix 2: 1 Topic = 18 Topics.

Now you try it! Use Appendix 2 and the samples provided in chapter 1 to work with your students to identify a general topic and complete the rest of the chart. Once the topic is identified, use the chart to identify the six writing purposes and create three possible writing topics for each purpose (in this way, one topic becomes 18 topics!). Save a sample for your course portfolio evidence.

PLC Collaborative Overview Activity: After reading chapter 1, preview the remainder of the book using this collaborative activity. Divide your PLC into six groups. Each group should receive an assignment slip relating to one of the six real-world writing purposes. In about 15 minutes, read the suggested pages, noting the specific strategy or strategies highlighted. Discuss the relationship between the identified writing purpose and the suggested strategies. How could you implement this in your classroom? With the whole group back together, present your group's writing purpose, strategies, and discussion about how this might look in your classrooms. Remember to make notes on your Teaching Strategies Grid as other groups present!

Read Chapter 2 (Express and Reflect) and Chapter 3 (Inform and Explain). Note the differences between writing to express and writing to reflect. Also note the use of the mentor texts “A Mistake that Should Last a Lifetime” and “Weighted Down by Too Much Cash?” Gallagher offers numerous strategies and writing ideas for these purposes. Note at least four on your Teaching Strategies Grid. Discuss possible ideas for implementation with your PLC.

Read Chapter 4 (Evaluate and Judge) and Chapter 5 (Inquire and Explore). Gallagher says, “More than any other writing purpose found in this book, evaluating and judging promises to play a continuous and significant role in our students’ lives” (p. 103). Pay close attention to the web site evaluation, the mentor text examples, and the writing ideas offered for each purpose. Again, note at least four ideas on your Teaching Strategies Grid. After reading these two chapters, discuss ideas presented with your PLC.

Read Chapter 6 (Analyze and Interpret) and Chapter 7 (Take a Stand/Propose a Solution). Notice the deeper reading visual text example on page 143, the use of mentor texts, and the Four-Square Argument Chart. Record at least four possible ideas for your classroom on your Teaching Strategies Grid. Discuss these chapters with your PLC. Begin to create specific reading/writing lesson plans for the different writing purposes.

Read Chapter 8 (Polishing the Paper) and Chapter 9 (The Wizard of Oz Would Have Been a Lousy Writing Teacher). Discuss the following questions with your PLC members:

1. What is the difference between revising and editing your writing?
2. How can you use RADaR with your students?
3. How can the six writing purposes be blended for real-world writing?
4. Of the ten core beliefs about the teaching of writing, which ones do you think are most important and why?
5. How are the six purposes for writing related to the Common Core State Standards for Writing (Standards W-1, W-2, and W-3)?

After your discussion, write a brief summary of the discussion surrounding each question.

Final Assignment: After reading the book, select strategies and writing ideas to implement in your classroom instruction. Create three different lesson plans demonstrating the opportunity for students to write for at least three different purposes. Highlight the part of the plan where writing instruction is included for each purpose. Include any supplemental handouts that are part of the lesson. Submit a student work sample for each purpose. This means you will submit three lesson plans and three student work samples.

To Earn Course Credit: Complete the requirements listed on the Course Portfolio to earn 2.0 renewal CEU’s. Once you have assembled all the requirements on the list, turn your portfolio in to the Course Facilitator at your school for credit.

Course Portfolio for Credit
***Write Like This* by Kelly Gallagher**

Teacher's Name: _____

School: _____

MyPD School Contact or Facilitator: _____

Date Completed	Requirements for Credit	MyPD Contact, Administrator, or Facilitator's Signature
	Teaching Strategies Grid- This should contain at least 12 ideas for implementation in your classroom.	
	Chapter 1 Discussion Questions (Written Summary)	
	Appendix 2 Example- Provide a sample that you and your students created using one general topic and creating eighteen possible writing ideas from that topic.	
	Chapter 8 Discussion Questions (Written Summary)	
	Lesson Plans and Student Work Samples- Three lesson plans showing how you incorporated three different writing purposes and student work samples for each purpose.	

Teaching Strategies Grid

Strategy Name	Description/Steps	Purposes/Applications

Sharing Writing Strategies and Ideas

Today you will be reading about writing to **express and reflect**. Please read pages 24-26 about 6 word memoirs and 140 character tweets. How could you use this in your classroom? Be ready to summarize this strategy and explain how it relates to the purpose of writing to express and reflect!

Sharing Writing Strategies and Ideas

Today you will be reading about writing to **inform and explain**. Please read pages 84-85 about “What Is the Perfect _____?” How could you use this in your classroom? Be ready to summarize this strategy and explain how it relates to the purpose of writing to inform and explain!

Sharing Writing Strategies and Ideas

Today you will be reading about writing to **evaluate and judge**. Please read pages 103-107 “Evaluate a Print Ad” and “Television Commercial.” How could you use this in your classroom? Be ready to summarize this strategy and explain how it relates to the purpose of writing to evaluate and judge!

Sharing Writing Strategies and Ideas

Today you will be reading about writing to **inquire and explore**. Please read pages 118-121 that shows a mentor text and explains how to get started with exploratory writing with students. How could you use this in your classroom? Be ready to summarize this strategy and explain how it relates to the purpose of writing to inquire and explore!

Sharing Writing Strategies and Ideas

Today you will be reading about writing to **analyze and interpret**. Please read pages 161-162 “What Would Have Happened If _____?” How could you use this in your classroom? Be ready to summarize this strategy and explain how it relates to the purpose of writing to analyze and interpret!

Sharing Writing Strategies and Ideas

Today you will be reading about writing to **take a stand/propose a solution** . Please read pages 185-192 about “Proposing Solutions.” This incorporates “Five Things You Can Do To _____.” How could you use this in your classroom? Be ready to summarize this strategy and explain how it relates to the purpose of writing to take a stand/propose a solution!

Dear PD Contact,

Please use the following course template to set up the book study based on Kelly Gallagher’s book **Write Like This** for your school. As the training will occur at your school site, please use the MyPD sign-in sheets at each meeting and issue credits following established MyPD procedures. If you have any questions concerning course set-up, feel free to contact Kate McNally (kate.mcnally) at 980-343-2804.

Course Name	INS ### FA12 Write Like This PLC book study NOTE: ### is your school Courier Number		
Course Introduction	This course will assist teachers in creating opportunities for including writing in lesson plans that are aligned with CCSS expectations for literacy.		
Course Overview	<p>Objective: Teachers will...</p> <ul style="list-style-type: none"> • Explore and teach the six purposes for writing. • Use mentor texts to teach writing purposes. • Complete a teaching strategies grid to capture ideas for classroom use. • Discuss critical questions and ideas for classroom implication with PLC group. • Create and submit three different lesson plans demonstrating the opportunity for students to write for at least three different purposes. • Submit student work samples to support each lesson plan. • Submit portfolio of required tasks for CEU credit. <p>Product: Teachers will use their PLC group to read, discuss, and implement information from the book. Teachers must submit a portfolio of completed tasks as evidence of classroom implementation to receive credit.</p> <p>Technology: Teachers may opt to create their portfolio using web-based, online resources.</p> <p>Materials: Resource book copy, book study guide, portfolio, lesson plans, student work samples</p>		
Meeting Dates	Suggested Meetings: Select six meeting dates of two hours each to discuss the book and complete PLC work. Create two additional homework dates of four hours each for teachers to create lesson plans, collect and analyze student work samples, and complete their portfolio for submission. Total hours should equal 20 (2.0 CEUs).		
Standards	Standard 3 Standard 4	Categories	CCSS/ES
Credits	Continuing Education Hours: 20 Continuing Education Units: 2	Participants	All Teachers
Location	Your School	Groups	Choose the Group: your school from the drop-down)