Close Writing Book Study Guide  
Chapter 1  
Learning to Look

- How closely do your students read their writing? What are the implications you have observed for those who do and for those who don’t.

- How closely do you read your writing? Can you think of a time when you needed to?

- What concerns do you have for your students’ writing? Are they shared concerns?
Close Writing Book Study Guide
Chapter 2
The Key to Close Writing: Close Reading

● What does close reading mean to you? What does it look like for your students?

● Who are some of the giants on whose shoulders you stand? What theories have influenced your teaching?

● How could you help your writers take on an authorial reading stance?

● What are some ways that you could teach for transfer in your own classroom?
Close Writing Book Study Guide
Chapter 3
Close Listening: Developing Our Writer’s Ear

- When do your students read their writing? While drafting? Revising? Conferring? When they are “done”?

- What do you notice about the way they read their writing?

- How might developing a writer’s ear, or writer reading benefit your students?

- What authors have your students heard reading aloud their work? What authors would they like to hear? What would they notice? How might it help them?

- How might oral rehearsal help your students to organize and draft?
Close Writing Book Study Guide
Chapter 4
Close Looking: Learning from Mentor Texts

- What is your process for selecting mentor texts?

- How do you approach the teaching of the desired techniques, ideas, or structures?

- How do you know whether students have learned what you taught?

- Would you consider your approach more teacher directed or student directed?

- What is something you would like to try after reading this chapter?
Close Writing Book Study Guide
Chapter 5
Close Modeling: Learning from Mentor Authors

- What mentor authors have your students had opportunities to learn from?

- How could you bring authors to your community, school, or classroom?

- How do you present your writing identity to your students? Do you consider yourself a writer? Do you feel comfortable sharing your writing with others?

- What is something you might try after reading this chapter?
Close Writing Book Study Guide  
Chapter 6  
Increasing Volume and Stamina

- What are your expectations regarding volume of writing in your classroom? How have you shared that with your students?

- What does writing stamina look like to you? What does it look like to your students?

- What factors have you noticed with your students that might be inhibiting their writing volume or stamina? How have you, or can you and your students, address them?

- Can you recognize the type of mindset your students have toward learning? How have you seen it affect their writing?

- What is something you might try after reading this chapter?
Rereading and Reflecting

- How self-regulated is your students’ practice of closely reading or rereading their writing?

- How often do your students reflect on a piece of their writing, a collection of writing, or their writing identity?

- Are there any CWPs that you or your students notice that are prevalent in their drafts?

- What questions would you pose to your students to encourage reflection on their writing identities?

- What is something you might try after reading this chapter?
How do your students perceive and approach revision? What does it mean to them?

How do you teach and support revision into your writing workshop?

Who decides what revisions will be made and when the piece of writing is ‘done’?

What are some things you might try after reading this chapter?
Close Writing Book Study Guide
Chapter 9
Eyes and Ears of an Editor

● How do your students perceive and approach editing? What does it mean to them (purpose)?

● How do you teach and encourage your students to edit?

● What are some of the challenges and successes you have experienced when teaching your students about editing?

● What are some things you might try after reading this chapter?
Close Writing Book Study Guide
Chapter 10
Assessment and Feedback for Close Writing

- How do you assess student writing? How does it promote close writing strategies and thinking?

- How do you convey intended learning to your students? Do you use learning targets?

- How do your students know whether they are successful with their writing?

- How does your school or district develop and/or assess common expectations for writing throughout the K–6 span?

- What are some things you might try after reading this chapter?
Chapter 11
Publishing and Performing: The Process and the Product

- How do you decide when and how your students will publish or present their writing? What role do students have in that decision?

- What are some of the ways you publish? What are some ways you and your students would like to try?

- How does publishing or presenting writing improve your students’ writing?

- Think about a recent writing project that you published in your classroom. What look-fors would you post to showcase the learning? What look-fors would your students come up with?

- What is something you are thinking about or might try after reading this chapter?