

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?

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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?

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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?

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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?

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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?

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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?

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Chapter 7

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 CWP's 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?

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Chapter 8

Revising: Revisiting and Revisioning

- 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?

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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?

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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?

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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?