Utah Core Standards

- Close writing is tied to close reading.
Remember that close reading includes:

- Reading shorter passages
- Re-reading to dig deeper
- Annotating text and taking notes
- Text dependent question
- Challenging texts
- Ties to Core Standards
What is Close Writing?

- Writing **tied to text** means that students must read the text and must give information from the text as part of the response to the prompt.
- Aligned with Utah ELA core
- Forum to teach writing skills
- Daily practice
- Includes 3 Types of Writing
  - Opinion/Argument
  - Informative/Explanatory
  - Narrative
“Read like a detective. Write like a reporter.”

—David Coleman
What it is not?

- Writer’s Workshop
- Just one type of writing, i.e. stories
- Only “Creative Writing”
- All the same format, i.e. 5 paragraph essays
- Just my own thoughts or feelings, or just loosely tied to text
How to do Close Writes:

- Read, discuss, and gather evidence from a text together.
- Pose a “text-dependent” question.
- Model how to write to the prompt.
- Discuss the rubric.
- Do shared or interactive writing.
- Release students to do independent writing.
- Students share.
- Revise as needed, publish occasionally, edit using language conventions.
Keep in Mind:

- Not every piece goes to publishing
- Teacher does not need to formally grade every piece.
- Students should write every day.
- Language conventions are a separate domain.
Writing Instruction includes:

- **Modeled Writing**: The teacher “thinks aloud” while writing a response to the prompt while the students listen and watch.

- **Shared Writing**: The teacher writes a response to the prompt with input from the class.

- **Interactive Writing**: The teacher does some of the writing and the students do some of the writing. Sometimes called “sharing the pen.”

- **Independent Writing**: Students write their own response to the prompt.
Opinion/Argument Writing

Students will

* introduce a topic
* state an opinion
* provide reasons or facts to support their opinion
* create an organizational structure
* provide a concluding statement or section
* K-5 students will write opinion pieces.
* 6th grade students will write argument pieces by making a claim and supporting that claim with reasons and relevant evidence.
* Teachers: check your grade level core for specific details.
Informative/Explanatory Writing

Students will:

* introduce a topic
* group related information together
* develop topic with facts, definitions, details, and illustrations, when needed
* provide a concluding statement or section
* Teachers: check your grade level core for specific details.
Narrative Writing

Students will

* develop real or imagined experiences or events
* establish a situation or problem
* introduce narrator or characters
* organize event sequence that unfolds naturally
* use dialogue and descriptions to develop characters
* use temporal words or phrases to signal event order
* provide a sense of closure

* Teachers: check your grade level core for specific details.
Hints

1. Use the Utah ELA Core Writing Standards as your guide for teaching.

2. Don’t expect that with a Text Dependent prompt students will magically become great writers. They will need explicit instruction. Along with explicit instruction, do a lot of modeled and shared writing with students.

3. Write EVERY day. That doesn’t mean writing a new 10-page paper every day. Do quick writes. Write as partners and small groups. Do a variety of genres within the types. Revise or continue what was written previously. Variety!

4. Make sure to do all 3 types continuously throughout the year. NOT an “Opinion Unit”, then an “Informative unit”, etc.