

Rubrics and resources that validate *what works well* in the classroom and show *what's next* on your staff's journey as writing teachers.

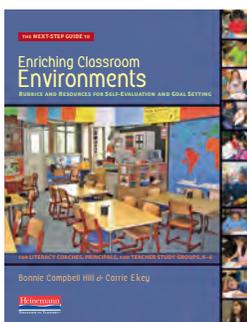
“ I believe everyone should read this book. If you're a novice to writing workshop, this book will help you on your journey as a teacher of writing. If you've been teaching writing for many years and consider yourself an expert, this book will inspire you further and to help you incorporate new ideas. If you're a literacy coach or a principal of a school, this book will help you sift through the breadth of information to help others teach writing more effectively. ”

—Georgia Heard
Author of *The Revision Toolbox*

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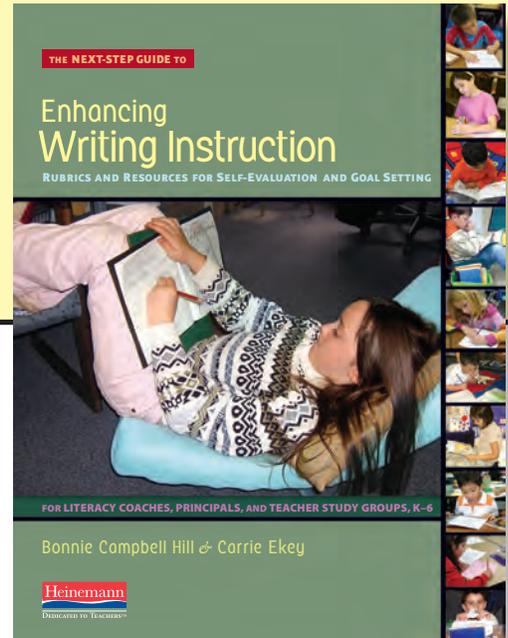
Use the powerful tools in ***The Next-Step Guide to Enhancing Writing Instruction*** to take the guesswork out of identifying best practices and growing your writing instruction program.

The Next-Step Guide to Enhancing Writing Instruction synthesizes cutting-edge ideas in writing instruction with two detailed rubrics to help you create classrooms in which young writers can flourish:

- A **rubric for leaders** helps principals, staff developers, and literacy coaches ascertain what works at your school and what's next so that together you can set schoolwide goals and provide time, resources, and professional development opportunities for writing instruction and word study.
- A **rubric for teachers** helps them assess their strengths and areas for growth in teaching writing and word study.

Each chapter walks through one strand of the rubrics and provides opportunities to develop common language and practices for writing instruction and word study:

- **ponder boxes** guide book study, stimulate discussion, and suggest next steps
- **book lists** point the way to further professional learning
- **classroom photographs and vignettes** from exemplary classrooms burst with practical examples and ready-to-use ideas



Writing Instruction (Teacher Rubric)

	NOVICE	APPRENTICE	PRACTITIONER	LEADER
Writing Process	<input type="checkbox"/> I teach writing primarily through whole-group assignments, after which students work independently. I provide writing time once or twice a week; otherwise writing is integrated throughout the day and focuses mostly on other content areas; I determine writing topics and/or provide story starters or writing prompts; I am the primary audience for student writing as students write. I circulate work.	<input type="checkbox"/> I am beginning to incorporate writing workshop with some instruction and minilessons; I teach writing two or three times a week for thirty minutes a day; I direct the writing and occasionally allow students to choose topics or give students free rein during writing workshop; during writing workshop, I monitor student writing or work at my desk during writing workshop; students occasionally share.	<input type="checkbox"/> I have implemented writing workshop with minilessons, independent writing, and some sharing; I also teach writing through some modeled, shared, and interactive writing; I teach writing with a predictable schedule three or four days a week for thirty to forty minutes a day; students write independently, often on topics they have chosen themselves; students write in a variety of genres and text types; students.	<input type="checkbox"/> I have implemented writing workshop with clear components (minilessons, independent writing, sharing, and some guided writing when necessary); I also teach writing through modeled, shared, and interactive writing; I teach writing with a predictable schedule for forty-five to sixty minutes a day, as well as across the curriculum; students write independently on topics they choose themselves, often within a unit of study; at

Writing Instruction (School Rubric)

	NOVICE	APPRENTICE	PRACTITIONER	LEADER
Writing Workshop and Writing Process	<input type="checkbox"/> Most teachers teach writing primarily through whole-group assignments, after which students work independently; teachers provide writing time once or twice a week at most; otherwise writing is integrated throughout the day and focuses mostly on other content areas; teachers determine writing topics and/or provide story starters or writing prompts; in most classrooms, teachers are the primary audience for student writing; most teachers work at their desks when students are writing; in most classrooms, student writing is completed as a draft that is transcribed neatly into a final copy with little or no revision; little student writing is displayed in classrooms or hallways.	<input type="checkbox"/> Some teachers are beginning to incorporate writing workshop with some instruction and minilessons; in most classrooms, writing is taught two or three times a week for thirty minutes a day; most teachers direct the writing and occasionally allow students to choose topics or give students free rein during writing workshop; during writing workshop, most teachers monitor student writing or work at their desks during writing workshop; in some classrooms, students share their writing with peers (author's chair); in most classrooms, student writing is taken through the writing process and published a few times during the year, often for a writing contest, class book, bulletin board display, or celebration; teachers display some student writing in classrooms and hallways.	<input type="checkbox"/> Most teachers have implemented writing workshop with minilessons, independent writing, and some sharing; in all classrooms, writing is also taught through some modeled, shared, and interactive writing; writing is taught with a predictable schedule three or four days a week for thirty to forty minutes a day; in most classrooms, students write independently, often on topics they have chosen themselves; in most classrooms, students write in a variety of genres or text types; in most classrooms, students regularly share their writing with peers (author's chair) and begin to share in writing partnerships; in most classrooms, student writing is taken through the writing process and published and shared often during the year; teachers display a variety of student writing in classrooms and hallways throughout the school.	<input type="checkbox"/> All teachers have implemented writing workshop with clear components (minilessons, independent writing, sharing, and some guided writing when necessary); in all classrooms, writing is also taught through modeled, shared, and interactive writing; writing is taught daily with a predictable schedule for forty-five to sixty minutes a day, as well as across the curriculum; in all classrooms, students write independently on topics they choose themselves, often within a unit of study; at times they choose their own genres or text types; in all classrooms, students share their writing with writing partners, in writing groups, with peers (author's chair), and with authentic audiences outside the classroom; each teacher fosters a risk-taking environment in which students are comfortable giving and receiving peer and teacher feedback; in all classrooms, student writing is taken through the writing process and published and shared frequently and consistently, often in connection with units of study; student writing is displayed in classrooms and hallways throughout the school that reflects range, variety, and the steps in the writing process.



The rubrics in ***The Next-Step Guide to Enhancing Writing Instruction*** arise from **Bonnie Campbell Hill** and **Carrie Ekey's** consulting experience in hundreds of schools worldwide. They bring the latest research in instruction and staff development to literacy initiatives so teachers can grow in understanding and effectiveness. Bonnie (left) is a former teacher and author of *Supporting Your Child's Literacy Learning* (2007). Carrie (right) is a former teacher, staff developer, and curriculum specialist. Bonnie and

Carrie co-authored ***The Next-Step Guide to Enriching Classroom Environments*** (2010), the first book in this series. Visit bonniecampbellhill.com for additional photographs and annotations linked to their books.