

Resources Needed to Implement the Toolkit to Support Evidence-Based Writing Instruction in Grades 2 Through 4

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Implementing the [Toolkit to Support Evidence-Based Writing Instruction in Grades 2 Through 4](#) requires several key resources. These resources include:

Time for instruction, planning, and supporting staff. The toolkit recommends providing students with one hour of instructional time in writing each day, which could be incorporated into previously scheduled literacy time or by scheduling more time for writing. Teachers will also need time to plan and implement new writing lessons and strategies in the classroom and participate in the eight one-hour Professional Learning Community (PLC) sessions and 1:1 coaching meetings. Other staff and leaders in the school will need time to plan for and support the PLC sessions, provide 1:1 coaching, and support changes in instructional practices.

Materials. Educators can access the toolkit online through a computer or using printed hard copies. Classroom materials for providing writing instruction include a projector, poster pad paper, journals or writing paper, and writing utensils for students and teachers. PLC sessions should be held in a large enough space for all participants to sit and engage comfortably, and where a projector is available to present the optional slides.

The table below lists each of the required resources, along with the quantity needed and a description of the resource. This list of resources assumes implementation of the full toolkit—that is, the Introduction, Modules 1–3, Teacher’s Guide, Facilitator’s Guide, and School Leader’s Guide—over the course of one academic year.

Resources Needed to Implement the Toolkit to Support Evidence-Based Writing Instruction in Grades 2 Through 4

Resource	Quantity	Description
Time for instruction, professional learning, and supporting staff		
Classroom writing time	Per classroom: <ul style="list-style-type: none"> 1 hour per school day in the academic year 	Classroom time spent either in a dedicated writing block or in another subject where students are engaged in learning about and implementing writing strategies

Resource	Quantity	Description
Teacher professional learning time	Per teacher: <ul style="list-style-type: none"> • Professional Learning Community (PLC) sessions: 8 hours • 1:1 coaching meetings: 3 hours • Independent activities: 5 hours 	Time for participating elementary teachers to attend the eight one-hour collaborative PLC sessions, engage in 1:1 coaching meetings to discuss writing goals and progress, and complete independent activities to practice instructional strategies
Facilitator time	Per facilitator: <ul style="list-style-type: none"> • Facilitate PLC: 8 hours • Preparation time: 4 hours 	Time for the facilitator (such as school leader, assistant principal, instructional coach, or lead teacher) to facilitate and plan for the eight PLC sessions
Coach time	Per coached teacher: <ul style="list-style-type: none"> • 1:1 coaching meetings: 4.5 hours (3 hours for meetings, 1.5 hours for preparation) • Additional classroom observation time: as needed 	Time for the coach (such as school leader, assistant principal, or instructional coach) to engage in 1:1 coaching sessions with teachers to discuss writing goals and progress and, as needed, to observe classroom instruction
School leader time	<ul style="list-style-type: none"> • Set vision and goals: at least 1 hour • Establish PLC sessions: at least 1 hour • Monitor implementation: 2 hours • Support non-literacy teachers (optional): 2 hours 	Time for the school leader to set a shared vision and goals for writing; establish PLC sessions; monitor implementation; and, optionally, support non-literacy teachers who may benefit from integrating writing in their classroom
Materials		
Materials to access toolkit	For each teacher and facilitator, access to: <ul style="list-style-type: none"> • Computer • Printer 	Access to a computer to enable online use of the toolkit; printer for printing hard copies of toolkit materials
Classroom materials	Per classroom: <ul style="list-style-type: none"> • Projector, document reader, or smart board • Poster paper pad Per student: <ul style="list-style-type: none"> • Journal, 100 sheets of writing paper, or online writing tools • Writing utensils (such as standard pencils, crayons, markers) Per teacher: <ul style="list-style-type: none"> • Writing utensils (such as pencils, markers, and highlighters) 	Projector equipment for displaying writing prompts and teacher or student writing; large poster paper for creating and displaying anchor charts; writing paper and utensils that are developmentally appropriate for students; writing utensils for teachers
Materials for PLC sessions	<ul style="list-style-type: none"> • Meeting room • Projector 	Large room for holding PLC sessions; projector to display optional slides