

**Table 1**  
**Evidence-Based Writing Instruction and Assessment Practices Signaled by the Common Core State Standards for Writing and Language**

Evidence-Based Practice for Writing	Evidence Base	Signaled by CCSS-WL			
		Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<i>Providing Extra Time for Writing:</i> Duration and/or frequency of sustained student writing are increased (e.g., write frequently).	Strong	No	Yes	Yes	Yes
<i>Free Writing:</i> Permit students to write about their choice of topic without concern for grading (e.g., journaling).	Strong	No	No	No	No
<i>Process Writing Instruction:</i> An instructional approach with a focus on writing processes that involves: 1. writing for real/authentic/multiple purposes and audiences (e.g., other than teacher); 2. engaging in cycles of planning, translating, and reviewing; and 3. personal responsibility and ownership of writing projects (e.g., student choice and student-directed decision making).	Strong	No	No	No	No
<i>Comprehensive Writing Instruction:</i> An instructional approach with a focus on writing process plus strategy instruction, skill instruction, and/or text structure instruction.	Strong	No	No	No	No
<i>Strategy Instruction:</i> An instructional approach in which students are explicitly and systematically taught (through modeling and guided practice with feedback) one or more strategies for planning, drafting, revising, and/or editing text with the goal of independent strategy usage.	Strong	No	No	No	No
<i>Teaching Prewriting/Planning/Drafting:</i> Teach using activities (e.g., using graphic organizers, brainstorming ideas, strategies) that are designed to help students generate and/or organize ideas prior to writing and/or write a first draft that later will be reworked.	Strong	Yes	Yes	Yes	Yes
<i>Creativity/Imagery Instruction:</i> Teach students to use visual images or other means to enhance creativity in writing.	Strong	No	Yes	Yes	Yes
<i>Text Structure Instruction:</i> Teach students how different types of texts are structured and formed.	Strong	Yes	Yes	Yes	Yes
<i>Utilizing Text Models:</i> Students read and analyze examples of one or more texts in order to recognize and emulate the patterns or forms in these examples in their own writing.	Strong	Yes	No	No	No

(Table 1 continues)

**Table 1**  
**Continued**

Evidence-Based Practice for Writing	Evidence Base	Signaled by CCSS-WL			
		Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<i>Utilizing a Word Processor:</i> Students use a computer application as a primary tool for the production (including composition, editing, formatting, and possibly printing) of text.	Strong	Yes	Yes	Yes	Yes
<i>Utilizing Assistive Technology:</i> Students use computers that are packaged with other software or hardware that supports the writer, such as spelling and grammar checkers, software for formatting text, speech synthesis (typed text is converted to speech), speech recognition (writers' speech is converted to typed text), planning and outlining software, software for prompting students while writing, as well as software that provides feedback on specific aspects of the written text.	Strong	No	No	No	No
<i>Transcription Skills Instruction:</i> Teach students spelling, handwriting, and keyboarding (typing) skills to improve quality of writing.	Strong	Yes	Yes	Yes	Yes
<i>Sentence-Combining Instruction:</i> Teach students to construct more complex and sophisticated sentences through exercises in which two or more basic kernel sentences are combined into a single sentence.	Strong	Yes	Yes	No	No
<i>Decreasing Spelling Errors:</i> The use of varied means to help students identify and correct spelling errors in their written work and understand that misspelled words influence the readers' judgments about the message and the person who wrote it.	Strong	Yes	Yes	No	No
<i>Decreasing Grammar Errors:</i> The use of varied means to help students identify and correct grammar errors in their written work and understand that grammar errors influence the readers' judgments about the message and the person who wrote it.	Strong	No	Yes	Yes	No
<i>Taking Notes:</i> Teach students to take notes on texts, possibly using structured formats (e.g., a flowchart, outline, or concept map) to support note taking.	Strong	No	Yes	No	No
<i>Summarization Instruction:</i> Teach students how to summarize text through explicit and systematic instruction that focuses on either strategies for summarizing text or activities designed to improve students' text summarization skills.	Strong	No	No	No	No

(Table 1 continues)



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**Continued**

Evidence-Based Practice for Writing	Evidence Base	Signaled by CCSS-WL			
		Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<i>Writing to Learn:</i> Writing is used as a mechanism for learning content area or topical information using active, personal, and constructive processes that are refined by feedback.	Strong	No	No	No	No
<i>Write in Response to Text:</i> Teach students to read and respond to texts through brief (e.g., questions and answers) and extended (e.g., reactions, interpretations) responses.	Strong	Yes	Yes	Yes	Yes
<i>Self-Regulation &amp; Metacognitive Reflection:</i> Teach students to regulate the quality and productivity of their writing or their content learning through monitoring, reflection, and evaluation of behaviors and performance through tracking (e.g., graphing).	Strong	No	No	No	No
<i>Setting Product Goals:</i> Teachers or students set observable, specific, and individual goals for what students are to accomplish in their writing (e.g., how much students should write).	Strong	No	No	No	No
<i>Peer Collaboration:</i> Students cooperatively work with their peers to plan, draft, revise, and/or edit their compositions.	Strong	Yes	Yes	Yes	Yes
<i>Utilizing Rubrics:</i> Teach students to apply the criteria embodied by the scale or series of questions on the rubric and formulate possible revisions or ideas for revisions.	Strong	No	No	No	No
<i>Feedback:</i> Verbal or written information received from peers and/or adults, including praise, in response to an author's work or a group's efforts at any point in the writing process.	Strong	Yes	No	No	Yes
<i>Construct Representation and Scoring in Writing Assessment:</i> Evaluations of writing performance must be based on multiple samples of varied types of writing using consistent scoring methods and multiple raters.	Strong	No	No	No	No
<i>Presentation Effects on Writing Assessment:</i> Handwriting, spelling, and grammar errors have a significant detrimental impact on the evaluation of students' writing quality and/or content.	Strong	No	No	No	No
<i>Vocabulary Instruction:</i> Teach students genre- and topic-specific vocabulary to use in their compositions.	Moderate	No	Yes	Yes	Yes
<i>Inquiry Instruction:</i> Teach students to develop content for writing by analyzing data derived from investigations/experimentation, textual/source analysis, or already provided information.	Moderate	Yes	Yes	Yes	Yes

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Evidence-Based Practice for Writing	Evidence Base	Signaled by CCSS-WL			
		Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<i>Motivation:</i> Teachers reinforce positive student attitudes and beliefs toward writing, partly by encouraging a sense of ownership and pride in one's writing through sharing, public displays, and more formal publishing opportunities.	Moderate	No	No	No	No
<i>Teaching Revising and Editing:</i> Teach checking routines (e.g., read-aloud to locate and correct errors) or other means by which to correct errors in written work, including usage, capitalization, punctuation, and spelling mistakes.	Limited	Yes	Yes	Yes	Yes
<i>Paragraph Structure Instruction:</i> Teach students how to organize information into paragraphs.	Limited	No	Yes	No	No
<i>Grammar/Usage Instruction:</i> Teach students correct application of capitalization, punctuation, and grammatical knowledge in the context of composing text.	Limited	Yes	Yes	Yes	Yes
<i>Conferencing:</i> Discussion with teacher (or peer) about the writer's goals, thoughts, and behaviors, the writing process, the writing task, or the written product to promote growth as a writer.	Limited	No	No	No	No
<i>Teacher Modeling:</i> Teachers demonstrate enthusiasm for writing and regularly display the writing skills, strategies, and processes they wish students to emulate.	Limited	No	No	No	No
<i>Authentic and Relevant Writing Tasks:</i> Writing activities are personally relevant for students and undertaken for authentic purposes and audiences.	Limited	No	No	No	No
<i>Adaptations:</i> Teachers adapt the environment, tasks and materials, instruction, and evaluation to accommodate individual writer's needs.	Limited	No	No	No	No

*Note.* CCSS-WL = Common Core State Standards—Writing and Language; RCT = randomized clinical trial. Strong evidence base = at least four quasi-experimental studies with equivalent group pretest performance and independent replication by multiple research teams; *or* one RCT plus one quasi-experimental study with equivalent group pretest performance; *or* five or more single-case experimental studies with a demonstrated functional relationship between the treatment and outcomes and independent replication by multiple research teams). Moderate evidence base = at least three quasi-experimental studies with equivalent group pretest performance and independent replication by multiple research teams; *or* at least three single-case experimental studies with a demonstrated functional relationship between the treatment and outcomes and independent replication by multiple research teams. Limited evidence = at least one RCT; *or* at least one quasi-experimental study with equivalent group pretest performance; *or* one or more single-case experimental studies with a demonstrated functional relationship between the treatment and outcomes; *or* at least three qualitative studies with credible data sources.