EBP	Definition	Linked CCSS
Process Writing Instruction	Instruction 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).	W-1, W-2, W-3, W-4, W-5, W-10, L-3, L-6
Comprehensive Writing Instruction	A process-based approach plus strategy instruction, skill instruction, and/or text structure instruction (and may include technology applications).	W-1, W-2, W-3, W-4, W-5, W-6, W-10, L-1, L-2, L-3, L-6
Strategy Instruction (e.g., Self-Regulated Strategy Development, SRSD)	Instruction 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; strategies invoke a series of steps to solve a problem.	W-1, W-2, W-3, W-4, W-5, W-6, W-10, L-1, L-2, L-3, L-6
Teaching Prewriting/Planning/ Drafting	Activities (e.g., using graphic organizers or brainstorming ideas or 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.	W-1, W-2, W-3, W-4, W-5, W-8
Teaching Editing	Strategies that involve using 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.	W-5, L-1, L-2, L-3, L-6
Using a Word Processor	Students use a computer application as a primary tool for the production (including composition, editing, formatting, and possibly printing) of any sort of printable material.	W-5, W-6, L-1, L-2, L-3, L-6
Assistive Technology	Students use computers that are packaged with other software or hardware that supports the writer. Supports include 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.	W-5, W-6, L-1, L-2, L-3, L-6

EBP	Definition	Linked CCSS
Rubrics	Set of criteria embodied in a scale or set of questions for scoring writing as part of instruction in order to engage students in applying the criteria and formulating possible revisions or ideas for revisions.	All CCSS
Peer Collaboration	Students cooperatively work with their peers to plan, draft, revise, and/or edit their compositions.	W-5, W-6
Providing Extra Time for Writing	Duration and/or frequency of sustained student writing are increased (e.g., write frequently).	W-10
Feedback	Verbal or written information, including praise, in response to an author's work or a group's efforts at any point in the writing process received from peers and/or adults.	All CCSS
Text Models	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.	W-1, W-2, W-3, W-4
Summarization Instruction	Teach students how to summarize text through explicit and systematic instruction. Instruction can include strategies for summarizing text or activities designed to improve students' text summarization skills. Summary writing is the focus.	W-7, W-8, W-9
Inquiry Instruction	Teach students to develop content for writing by analyzing immediate and concrete data derived from investigations/experimentation, textual/source analysis, or information provided a priori.	W-7, W-8, W-9
Paragraph Structure Instruction	Teaching ways to organize information in paragraphs.	W-4
Text Structure Instruction	Teach students how different types of texts are structured and formed.	W-1, W-2, W-3, W-4
Creativity/Imagery Instruction	Teach students to use visual images or other means to enhance creativity in writing.	L-3
Writing to Learn	Writing is used as a mechanism for learning content area or topical information and the writing process and features parallel learning processes and features in that they are active, personal, and constructive and refined by feedback.	W-7, W-8, W-9

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EBP	Definition	Linked CCSS
Self-Regulation & Metacognitive Reflection	Student regulates quality and productivity of writing or content learning through monitoring, reflection, and evaluating his or her behaviors and performance through tracking.	W-5, W-10, L-1, L-2, L-3, L-6
Setting Product Goals	Teachers or students set observable, specific, and individual goals for what students are to accomplish in their writing such as how much students should write.	W-10, L-1, L-2, L-3, L-6
Decreasing Spelling Errors	The use of varied means to identify and correct spelling errors in students' written work and understanding that misspelled words influence the readers' judgments about the message and the person who wrote it.	L-2
Decreasing Grammar Errors	The use of varied means to identify and correct grammar errors in students' written work and understanding how the grammar errors influence the evaluation of writing.	L-1
Transcription Skills Instruction	Focus on process of teaching students spelling, handwriting, and keyboarding (typing) skills to improve quality of writing.	L-2, W-6
Sentence-Combining Instruction	Involves teaching students to construct more complex and sophisticated sentences through exercises in which two or more basic sentences are combined into a single sentence.	L-1, L-2, L-3