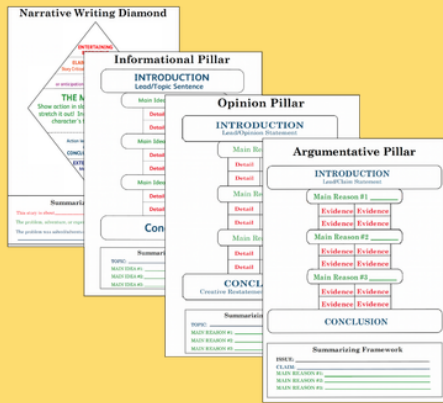


Supporting Evidence Based Practices in Writing Instruction

This document illustrates how instructional practices within Empowering Writers align with evidence-based recommendations for writing instruction identified in peer-reviewed research, practice guides, and national guidance documents. The chart is intended to demonstrate alignment between research-supported practices and EW instructional resources.

Practice	Source	Alignment in EW Instruction	Connection
Explicit Strategy Instruction	Troia, Gary (September 2014) Evidence-Based Practices for Writing Instruction. CEEDAR Document No. IC-5 Booker, Laura and Claiborne, Christina (2026). Evidence-Based Practices for Teaching Writing in Middle and High School. Ed Research for Action	EW instruction provides teachers with clear, objective-driven lessons that establish foundational writing concepts and build toward increasingly sophisticated writing skills. Lessons focus on the specific characteristics of effective informational, opinion, narrative, and response-to-text writing, while providing explicit instruction in the discrete skills students need to become successful writers.	<u>Laying the Foundation: Why Good Writing Starts with the Teacher</u> <u>Key Skills to Teach Narrative Writing</u> <u>What is Informational Writing?</u>
Summarization	Graham, Steve and Perin, Dolores. (2007). Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. A Report to Carnegie Corporation of New York	Through the Literacy Launch, students are introduced to EW graphic tools and summarizing frameworks - first on the awareness level and then on the generative level. This is referred to as “Reading with Author’s Eyes.” In teaching how to summarize, teachers can use it to measure reading comprehension, a method of formative assessment in gauging understanding of the text/story, and a pre-writing plan. Summarization activities provide opportunities for students to interact actively with text and practice strategic reading behaviors.	<u>How Empowering Writers Instruction Reinforces Reading Development</u> 

Practice	Source	Alignment in EW Instruction	Connection
Teacher Modeling and Collaborative Writing	Booker, Laura and Claiborne, Christina (2026). Evidence-Based Practices for Teaching Writing in Middle and High School. Ed Research for Action. Graham, Steve and Perin, Dolores. (2007). Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. A Report to Carnegie Corporation of New York	EW teaches teachers what modeling <u>is</u> and <u>is not</u>. It is the core of our 4 step Methodology – <u>Step One: Introduce and Define the Skill</u> Teachers learn to identify the salient skill with the use of literature and published examples through the exploration and notation of age-appropriate written work. These reading sources can include novels, short stories, magazine articles, and non-fiction books. <u>Step Two: Model</u> Modeling involves the teacher stepping into the role of author, verbalizing the thought and the questioning processes. Modeling provides opportunities for teachers to develop academic vocabulary by making thinking processes visible and engaging students in structured discussion. Over time students internalize the questions and apply them independently to their own writing.	<u>How to Teach Writing</u> <u>Laying the Foundation: Why Good Writing Starts with the Teacher</u>
Scaffolding - Pedagogical Implications	Graham, Steve and Bollinger, Alisha and Olson Booth, Carol and D’Aoust, Catherine, and MacArthur, Charles and McCutchen, Deborah and Olinghouse, Natalie. (October 2018) Teaching Elementary School Students to Be Effective Writers. What Works Clearinghouse Busse, Vera and Cao, Yucheng and Kischnick, Johanne Marie and Sieveke, Pia and Graham, Steve (March 2026) Improving writing through evidence-based teaching. ElSevier – Science Direct	EW resources provide graduated instructional supports that align with research-based scaffolding practices, moving students from awareness to guided application and independent performance - K to grade 8 in all genres. Teachers jump from developmentally appropriate literature, district/campus reading programs, content based text, or EW embedded pieces in each teacher resource. All grades and lessons begin with the reading writing connection - Literacy Launch lessons – followed by multiple lessons with the salient features in each genre – building on rigor and complexity from year to year – using the same academic language for a strong vertical alignment and assured experiences from grade to grade.	<u>Key Skills to Teach Narrative Writing</u> <u>What is Informational Writing?</u> <u>Laying the Foundation: Why Good Writing Starts with the Teacher</u> <u>Writing’s Role in the Science of Reading</u>

Practice	Source	Alignment in EW Instruction	Connection
Daily Writing Time	Graham, Steve and Bollinger, Alisha and Olson Booth, Carol and D'Aoust, Catherine, and MacArthur, Charles and McCutchen, Deborah and Olinghouse, Natalie. (October 2018) Teaching Elementary School Students to Be Effective Writers. What Works Clearinghouse Troia, Gary (September 2014) Evidence-Based Practices for Writing Instruction. CEEDAR Document No. IC-5 Van der Weel. RF (Ruud), Van der Meel, Audrey (January 2024) Handwriting but not typewriting leads to widespread brain connectivity: a high-density EEG study with implications for the classroom. Frontiers Psychology, Volume 14 - 2023 https://doi.org/10.3389/fpsyg.2023.1219945	EW offers multiple planning and pacing documents designed to serve as a guide for instruction that allows teachers to customize pacing according to classroom needs. Skills are taught in isolation, breaking the writing process into manageable chunks. Lessons are strategically designed to provide direct and explicit instruction. There are multiple opportunities to develop oral language with recommendations for multi-sensory pen to paper, art, academic and enrichment connections.	<u>Scope & Sequence Guides</u> <u>Laying the Foundation: Why Good Writing Starts with the Teacher</u> <u>Integrating Writing with Your Reading Adoption</u> <u>When Do I Teach Editing and Revising</u> <u>Quick Writes</u>
Process Writing Approach	Graham, Steve and Bollinger, Alisha and Olson Booth, Carol and D'Aoust, Catherine, and MacArthur, Charles and McCutchen, Deborah and Olinghouse, Natalie. (October 2018) Teaching Elementary School Students to Be Effective Writers. What Works Clearinghouse	EW lessons and teacher background outlines the steps necessary to empower students and teachers to move through the writing process in an effective, timely way. This method reinforces prior learning and holds students accountable for the application of skills previously taught. Each step in the foundational learning process creates a predictable approach to literacy that students can rely on and internalize.	Informational Writing Guide Section 5: Authentic Writing Tasks in Informational Writing Guides Narrative Writing Guide - Section 6: Prompts and Processing Writing <u>A 4th Grade Informational Student Writing Sample</u>
Writing for a Variety of Purposes and Audience with Clear Objectives	Graham, Steve and Bollinger, Alisha and Olson Booth, Carol and D'Aoust, Catherine, and MacArthur, Charles and McCutchen, Deborah and Olinghouse, Natalie. (October 2018) Teaching Elementary School Students to Be Effective Writers. What Works Clearinghouse	Before students can write or even read strategically, they need to be clear about genre and purpose. The lessons in our Literacy Launch section help students develop the foundational concepts needed for both reading and writing, knowledge in multiple genres, how to identify key characteristics of each genre, the organizational structure and author's purpose.	Every lesson, each genre, grade specific resource begins with a clear objective. Sampling of grade level previews. <u>Getting Ready to Write Kindergarten</u> <u>Grade 2 Narrative Writing Guide</u> <u>Grade 3 Informational & Opinion Writing Guide</u>

Practice	Source	Alignment in EW Instruction	Connection
	Graham, Steve and Bollinger, Alisha and Olson Booth, Carol and D'Aoust, Catherine, and MacArthur, Charles and McCutchen, Deborah and Olinghouse, Natalie. (October 2018) Teaching Elementary School Students to Be Effective Writers. What Works Clearinghouse Booker, Laura and Claiborne, Christina (2026). Evidence-Based Practices for Teaching Writing in Middle and High School. Ed Research for Action	All resources contain objective-driven lessons that cover foundational concepts, and specific skills that are the characteristics of effective genre and response to text writing. This approach provides teachers and students with a structured framework for understanding genre-specific expectations and writing skills. Teachers begin to look at writing in more objective terms. Students benefit from instruction that breaks a complex process into manageable components. The wide range of lessons develop critical thinking – some very directed, others requiring more independence on the part of the student.	<u>Grade 4 Narrative Writing Guide</u> <u>Grade 6 Informational Writing Guide</u> <u>The Foundations of Literacy - the Literacy Launch</u> <u>Strategies and Lessons</u>
Self-Directed and Goal Setting	Graham, Steve and Bollinger, Alisha and Olson Booth, Carol and D'Aoust, Catherine, and MacArthur, Charles and McCutchen, Deborah and Olinghouse, Natalie. (October 2018) Teaching Elementary School Students to Be Effective Writers. What Works Clearinghouse Booker, Laura and Claiborne, Christina (2026). Evidence-Based Practices for Teaching Writing in Middle and High School. Ed Research for Action Graham, Steve., & Perin, Dolores. (2007). Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. A Report to Carnegie Corporation of New York	<u>Methodology:</u> <u>Step Three: Guided Practice</u> Students have the opportunity to practice the skill they've observed in published pieces and have experienced through modeling - a focused, specific, discrete skill, rather than on an entire piece of writing. <u>Step Four: Application</u> Students emulate the process independently, internalizing and applying acquired writing skills that demonstrate increasing independence and application of writing skills. <u>EW Rubrics include several elements:</u> 1.Match the language of instruction 2.Indicators at each score point that use specific language. 3.Examples at each score point to measure student writing. 4.Show growth over time that is reasonable.	<u>How Empowering Writers' Instruction Reinforces Reading Development</u> <u>Empowering Writers Rubrics</u>

Practice	Source	Alignment in EW Instruction	Connection
Engaged Community of Writers	Graham, Steve and Bollinger, Alisha and Olson Booth, Carol and D'Aoust, Catherine, and MacArthur, Charles and McCutchen, Deborah and Olinghouse, Natalie. (October 2018) Teaching Elementary School Students to Be Effective Writers. What Works Clearinghouse	<i>Methodology</i> <i>Step Two: Modeling</i> Through modeling the teacher elicits verbal and nonverbal responses from students and incorporates these responses into powerful writing. Student writers always know more than can be articulated. Experiences and feelings often exceed the ability to express them. Modeling in this way supports student engagement and provides tools students can apply independently. Classroom modeling and peer discussions enrich oral language and develop social/emotional skills in a safe, nurturing environment, benefiting all learners (MLL, ESL, SPED, GT) and maximizing teacher instructional time.	<u>Laying the Foundation: Why Good Writing Starts with the Teacher</u> <u>WIDA Alignment</u>
Learning Through Writing – Across Content Areas -	Troia, Gary (September 2014) Evidence-Based Practices for Writing Instruction. CEEDAR Document No. IC-5. Booker, Laura and Claiborne, Christina (2026). Evidence-Based Practices for Teaching Writing in Middle and High School. Ed Research for Action. Graham, Steve., & Perin, Dolores. (2007). Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. A Report to Carnegie Corporation of New York	Empowering Writers’ students develop into strong strategic readers, gleaning information and insight from a variety of texts. Writing becomes a tool for further exploration, helping students clarify, differentiate, sort and express information and opinions about what has been learned. Writing becomes a vehicle for clear thinking; organizing, refining, and communicating ideas. Learning to become strong writers of informational, opinion, and response to source text requires students to read more closely. Research highlights the importance of side by side literature connections and exposure to multiple genres of writing, just as students are exposed to many types of text in different content areas throughout the school day.	<u>Literature Connections Charts</u> Webinar - <u>Writing Across Content Webinar</u> <u>Integrating Writing Skills with Social Studies: Supporting the Standards</u> <u>Write About Social Studies</u> resource <u>Write About Science</u> resource

Practice	Source	Alignment in EW Instruction	Connection
Actionable Feedback	Booker, Laura and Claiborne, Christina (2026). Evidence-Based Practices for Teaching Writing in Middle and High School. Ed Research for Action.	<i>Methodology – Step Three: Guided Practice</i> Students get the opportunity to practice the skill observed in published pieces and modeling. Lessons provide teacher background and direction on how to circulate, reiterate detail generating questions, ways to offer feedback and encouragement. Teachers are able to stay focused on specific, discrete skills, rather than on an entire piece of writing, which can be overwhelming. EW genre specific rubrics reflect the instruction, help monitor student progress, ways to adjust teacher instruction based on the results gathered. Rubrics may be used as formative or summative assessments with a diagnostic quality matching the language of instruction. Each skill area has an example of what the writing should look like, with two formats– skill based and holistic.	<u>Laying the Foundation: Why Good Writing Starts with the Teacher</u> <u>Empowering Writers Rubrics</u>
Authentic and Transferrable - Grammar Instruction and Sentence Construction	Booker, Laura and Claiborne, Christina (2026). Evidence-Based Practices for Teaching Writing in Middle and High School. Ed Research for Action Graham, Steve., & Perin, Dolores. (2007). Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. A Report to Carnegie Corporation of New York	With EW instruction students learn sentence structure and become accustomed to the language and style of text/story. Lessons provide the “how and why” of grammar, mechanics, and punctuation that students need to use language effectively in grades K-8. Included in instruction are opportunities to apply these skills to authentic pieces of narrative, informational, and opinion writing knowing consistency is key in all grade levels.	<u>Laying the Foundation: Why Good Writing Starts with the Teacher</u> <u>When Do I Teach Editing and Revising?</u> <i>Sample reference pages:</i> <u>A Sentence a Day Kindergarten</u> <u>A Sentence a Day Grade 2</u> <u>A Sentence a Day Grade 2 Spanish</u> <u>Editing and Revising Grade 3</u>