

Top Score Writing is a Research-Based Program

Top Score Writing Curricula's Application of Evidence-Based Practices in Writing Instruction



Evidence-Based Practice from Literature Review	Example of How Top Score Writing Applies This Practice
Provide students with daily time to write	Top Score Writing provides students with daily time to write about a variety of topics for a variety of purposes, with 80 or more lessons available in Grades 2 through 5.
Teach students to use the writing process for a variety of purposes	Top Score Writing elementary school curricula teach expository, informative, opinion, and narrative writing. Lessons for each writing type scaffold students in developing procedural strategies to draft a complete text that fulfills the outline's purpose and prompt.
Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing	Top Score Writing regularly breaks instruction down to the most basic building blocks of written composition, in addition to addressing the broader purposes of writing.
Create an engaged community of writers	All Top Score Writing elementary school curricula emphasize community-building via student-teacher conferences and peer revision activities. Teachers and students work collaboratively to improve student writing and establish a support system that students can utilize in future writing instruction cycles.

Top Score Writing Instructional Process



Top Score utilizes a consistent process for writing strategy instruction that gradually transfers responsibility to the students. The teacher models, gives students opportunities for guided practice with teacher assistance, and then provides independent practice opportunities.

- The teacher provides an explanation and modeling of what the strategy is and how it is used.
- Support is provided for student practice of the strategy (e.g., in the form of guiding questions, examples, graphic organizers, and anchor charts).
- The teacher guides the class through one or more examples in applying the strategy.
- Students practice applying the strategy individually, with the teacher circulating to provide help as needed.
 - o The teacher evaluates and provides feedback.
 - o The process is often repeated multiple times for key strategies or strategies students are likely to find particularly challenging.