

**FY 2020 APPLICATION– COMPREHENSIVE LITERACY STATE DEVELOPMENT PROGRAM
EVIDENCE DOCUMENTATION – YOUR STATE**

Proposed Activity, Intervention, or Practice	Program Requirement	Citation of Study or Systematic Review of Evidence	Evidence Tier	Justification for Evidence Tier and Relevant Population
Develop awareness of the segments of sounds in speech and how they link to letters*		Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). <i>Foundational skills to support reading for understanding in kindergarten through 3rd grade</i> (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Strong	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1 / Strong Evidence for students in grades K-3 (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elementary_Guides.pdf and https://ies.ed.gov/ncee/wwc/PracticeGuide/21)
Integrate writing and reading to emphasize key writing features*		Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Moderate	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 2 / Moderate Evidence for students in grades 6-12 (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Secondary_Guides.pdf and https://ies.ed.gov/ncee/wwc/PracticeGuide/22)
Individualized Student Instruction*		Connor, C. M., Morrison, F. J., Schatschneider, C., Toste, J. R., Lundblom, E., Crowe, E. C., & Fishman, B. (2011). “Effective classroom instruction: Implications of child characteristics by reading instruction interactions on first graders’ word reading achievement.” <i>Journal of Research on Educational Effectiveness</i> , 4(3), 173-207..	Strong	Description of What Works Clearinghouse review of this study includes a rating of Tier 1 / Strong Evidence for the study’s finding on comprehension outcomes for students in Grade 1 (https://ies.ed.gov/ncee/wwc/Study/85766)
Promoting Adolescents' Comprehension of Text*		Vaughn, S., Martinez, L. R., Wanzek, J., Roberts, G., Swanson, E., & Fall, A (2017). “Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial.” <i>Journal of Educational Psychology</i> , 109(1), 22-34.	Moderate	Description of What Works Clearinghouse review of this study includes a rating of Tier 2 / Moderate Evidence for the study’s finding on reading comprehension outcomes for students in Grade 8 (https://ies.ed.gov/ncee/wwc/Study/85559)

*For example purposes only. Add additional rows as needed.