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**Professional Development Series for Grades 3-12:  
Step-by-Step Foundational Supports: LIFT (Literacy  
Interventions and Foundational Tools)**

**Session 3: How to Conduct a Foundational Skills  
Code Knowledge Inventory**

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September 28, 2022



# Objectives

- Participants will be able to
  - explain the purpose of a foundational skills code knowledge inventory and how to administer one to struggling readers.
  - determine targeted next steps for students from the code knowledge inventory.



# Agenda

- Review of Last Session
- Purpose of a Foundational Skills Code Knowledge Inventory
- How to Administer a Foundational Skills Code Knowledge Inventory
- Intervening on Foundational Skills
- Next Steps
- Closure



# Review of LIFT

- [LIFT](#) stands for Literacy Interventions and Foundational Tools.
- LIFT allows teachers to diagnose what gaps may exist for students in foundational areas such as:
  - fluency,
  - code knowledge,
  - phonics, and
  - phonemic and phonological awareness.
- Diagnosing gaps in reading foundations is an important first step in supporting students who are struggling to read or master grade-level content.
- LIFT provides the diagnostic assessment as well as a library of over 70 interventions to use with students once gaps have been identified.



# Review of Fluency Probe

- The National Reading Panel (2000) defines reading fluency as the ability to read text with the appropriate rate, accuracy, and prosody.
- Monitoring and developing a student's fluency sets them up for success in being able to read and comprehend grade level content.
- The fluency screener is the first step in the LIFT kit and in diagnosing students' literacy needs.
- Students falling below the 50th percentile on the screener need further screening using the code knowledge inventory.
- Students above the 50th percentile, but not at 90th percentile, would benefit from interventions around building fluency.



# Foundational Skills Code Knowledge Inventory is...

- an inventory that assesses students' ability to decode (match letters and sounds for the purpose of reading) and encode (match letters and sounds for the purpose of spelling/writing).
- a measure that builds on complexity of spelling patterns from
  - basic (CVC), short vowel/basic consonants
  - double letter spellings (ff, ll...)
  - consonant digraphs (ch, sh, wh...)
  - r-controlled vowels (ar, er, ir, or, ur)
  - long vowels
  - diphthongs (oi, oy)
  - schwa
  - multisyllabic



# Purpose of a Foundational Skills Code Knowledge Inventory

- For students who are not able to read with sufficient fluency to support comprehension, there are often significant gaps in knowledge of basic and advanced phonetic code. The “code” refers to the many different graphemes or spellings for each of the 44 different phonemes (sounds) in the English language. Pinpointing gaps in code knowledge is an effective way for teachers to identify where they should provide additional support for students in third grade and beyond.
- Assess where deficits occur for students scoring below the 50th percentile on fluency.



# Code Knowledge Inventory in LIFT

- The second part of the LIFT diagnostic is a code knowledge inventory which can be found in the [Complete LIFT Administration Materials](#) and [Complete LIFT Student Recording Packet](#).
- You will need only one administration materials packet, but you will need a student recording packet for each student you are administering the diagnostic to.
- This inventory is not timed.



# Administering Code Knowledge Inventory: Set-Up

- Foundational skills inventories are most effective when administered one on one and in a setting where you can truly hear what the student is reading.
- Here is what is needed for the administration of the inventory:
  - the administration materials in front of the student while they are reading the words
  - student recording sheet from the student recording packet with the words listed



# Administering the Code Knowledge Inventory

- Pages 9-14 of the administration materials contains words for students to read from during administration. This corresponds with pages 9-12 of the Student Recording Packet.
- As students read the words, it is helpful to record the phonetic spelling the students produce so that you can determine patterns they are missing. (Example: Student read then instead of thin.)
- This inventory is not timed; however, students should be able to fluently read the words. If a student is working hard to decode these words they need more practice with the spelling patterns in whatever section they are struggling with.
- If a student is not able to read the CVC words, discontinue and administer the phonemic/phonological awareness inventory.



# Scoring the Code Knowledge Inventory

- Scores will be recorded on page 2 of the recording packet.
- When recording the code knowledge inventory, enter the correct number of words read for each section.
- When entering scores for sentence reading and writing, enter the number of errors or misspelled words.
- Once scores have been entered, there is a checklist below the scoring sheet on pages 3 and 4 of the student recording packet. This checklist helps identify struggles within the spelling pattern so that the proper intervention can be selected.



## Next Steps

- Review the mistakes made in the inventory and how students scored on each category to determine what interventions to start with.
- If a student struggles with the inventory, and is not even able to read the CVC words, they may benefit from further screening with the phonemic/phonological awareness inventory. We will review this inventory in the next session of this series on Wednesday, October 5th.





## Further Developing Code Knowledge

- Once you have identified the area(s) where students need more support, select the appropriate intervention from the LIFT Kit Library.
- Interventions can be found toward the bottom of the library, and are structured from basic to more complex skills.
- The interventions all contain the same components:
  - rationale for importance of strategy
  - materials required (minimal)
  - process to perform the activity
  - tracker to track student progress
- To build teacher knowledge of the code, a great resource is *Uncovering the Logic of English* by Denise Eide.
- Feel free to refer students back to the spelling rules as often as you need before you jump into a new activity.



# Code Knowledge Intervention in Small Groups

- Small groups should be no more than four students.
- Students should be grouped according to the skills that you are intervening on: students needing CVC practice grouped together, r-controlled vowels, and so on.
- Start students in groups based on their most basic need (CVC and progress to multisyllabic, if that is what they need).
- Explain to students the purpose of the intervention and explain the rationale and/or spelling rule in terms they can understand prior to starting on a new skill.
- Feel free to include reference sheets or anchor charts as needed for students to refer to as they progress through their work on that skill.
- Another great resource to utilize in this work is a [sound wall](#), that shows students mouth placement when making the sounds.



# ANCHOR CHART

## Spelling Patterns for /oi/

oi  
Comes at the beginning or middle of a word

oil  
boil  
coin  
join  
voice

oy  
comes at the end of a word or syllable

boy  
toy  
joy  
royal  
voyage





# Code Knowledge Intervention in Small Groups Continued

- Other groups/students that are not in your teacher group should be working on an independent assignment that they will be held accountable for while you are pulling students.
- Be sure to track student progress on the trackers and share progress data with the students so that they can see their progress.

\*Some students will progress faster than others. As students master the skill(s) feel free to push them to the next level group. If a student is progressing slower, it doesn't mean it isn't working. Dyslexic students will need as many as 100 exposures to a rule before it sticks.



# Closure

- The foundational skills code knowledge inventory in LIFT allows teachers to pinpoint exactly where gaps exist in a student's ability to decode.
- The LIFT Kit offers over 70 intervention activities based on the student need identified in the diagnostic.
- 5-10 minutes of repeated small group instruction on a particular piece of code can close foundational gaps in students, and produce more fluent readers.



# Questions or Comments

If you have any questions or comments you can reach out to [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov).

