

#LATEACHERLEADERS



# SUMMIT 2022

**MAKING A COMEBACK!**



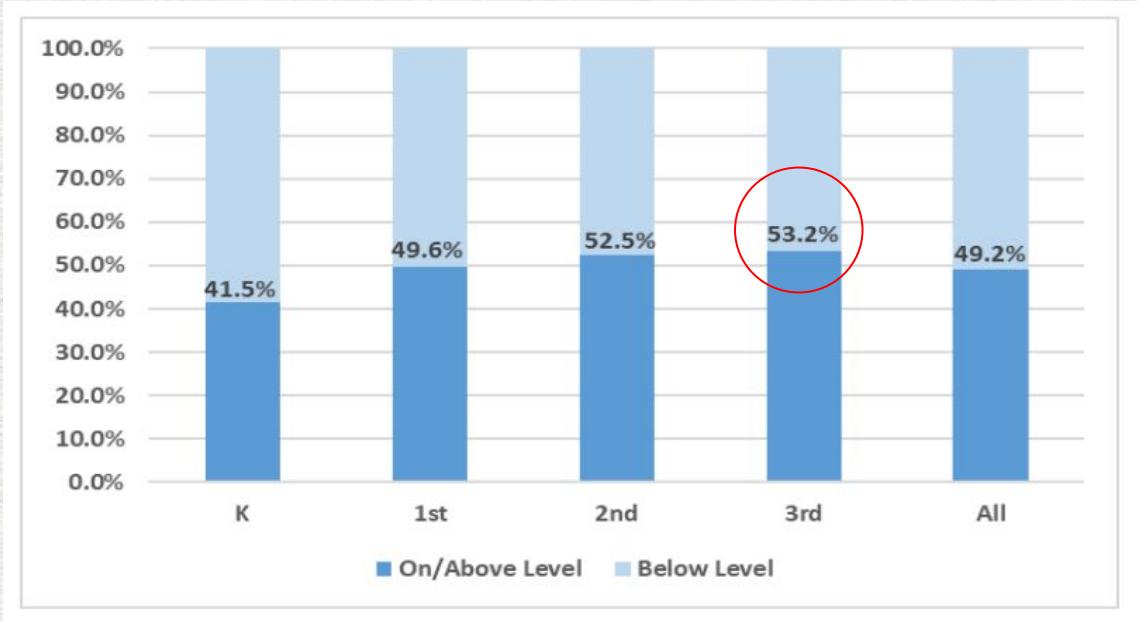
# **LIFT: Literacy Interventions Foundational Toolkit**

**Sarah Stohlman**

**Literacy Division**

**LDOE**

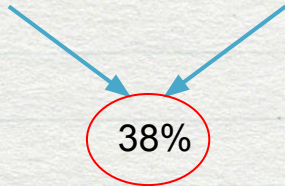
# LIFT: Foundational Skills Interventions



# LIFT: Foundational Skills Interventions

2020-2021 Third Grade LEAP

<b>Advanced</b>	<b>Mastery</b>	<b>Basic</b>	<b>Approaching Basic</b>	<b>Unsatisfactory</b>
5%	33%	23%	19%	19%



# LIFT: Foundational Skills Interventions

## Two things:

- Identify any gaps in foundational skills and provide students with explicit instruction focused specifically on those gaps.
- Continue to provide ongoing, systematic, and explicit instruction in foundational skills (focused on advanced spelling patterns, morphology, and grammar not taught in grades K-2).

# LIFT: Foundational Skills Interventions

- For students entering third grade in the 2022-2023 school year, it's possible there may be even greater gaps in foundational skills knowledge than ever before.
- It's essential for teachers to be able to have a clear sense for what those gaps are and what they can do to support students.
- The LIFT tool is designed to help teachers pinpoint specific gaps in foundational skills for upper elementary students (and possibly beyond).

**Knowledge  
-Building  
Curriculum  
RL/RI  
Standards**

**Foundational  
Skills  
Curriculum/  
 Screener/  
RF Standards**

**THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING**

**LANGUAGE COMPREHENSION**

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

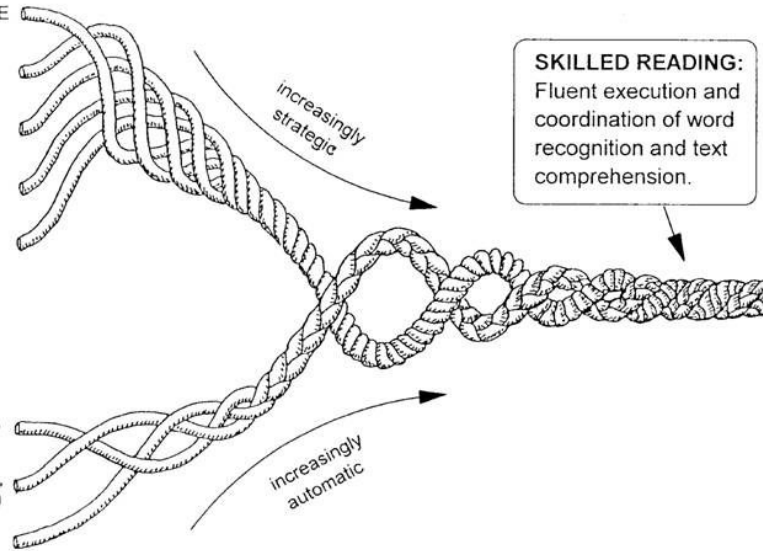
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

**WORD RECOGNITION**

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



**SKILLED READING:**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension.

# A Student's Learning-to-Read Progression

## WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)





# LIFT: Foundational Skills Interventions

- The LIFT tool assesses students reading fluency and compares WCPM to national norms. For students who are reading below the 50th percentile for reading fluency, a code-knowledge diagnostic is administered.
  - Remember - WCPM is only relevant for *accurate* readers - those reading a passage with at least 95% accuracy.
- The code-knowledge diagnostic assists teachers in identifying which gaps in code-knowledge may be preventing students from reading with sufficient fluency to support comprehension.
- For students with significant gaps in code-knowledge, a phonemic and phonological awareness screener is administered.

# LIFT: Foundational Skills Interventions

- In addition to providing information on which skills need support, it also provides direct access to short lessons that teachers can use to support those specific skills.
- Lessons are designed to be administered quickly, and provide a description of how this work supports students' reading to grow teachers' understanding of foundational skills instruction.
  - You will need a copy of the [student recording document](#) for each student, although you may not administer all assessments to each student.
  - You will also need one copy of the [teacher administration document](#).

# LIFT: Foundational Skills Interventions

Let's take some time to explore the tool and the lessons!

- [Fluency Assessment](#)
- Code-Knowledge Diagnostic
- Phonemic/Phonological Awareness Screener
- Student Profile Sheet
- [Lessons](#)