

# Literacy Interventions and Foundational Tools

## LIFT



## Student Recording Packet

Student Name: \_\_\_\_\_

Administered By: \_\_\_\_\_ Date Administered: \_\_\_\_\_

You will need a copy of this packet for each student.



## Foundational Skills Student Profile At-a-Glance

Student Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

Fluency Passage: (circle)      Quest for the Best      OR      The French Quarter (advanced)

Words Correct Per Minute (WCPM): \_\_\_\_\_ Accuracy: \_\_\_\_\_

If the student's accuracy is 95% or greater, use the [fluency norms chart](#) to identify their reading percentile: \_\_\_\_\_  
(Any student who reads with less than 95% accuracy or is below the 50th percentile for WCPM will need to take the Code Knowledge Inventory.)

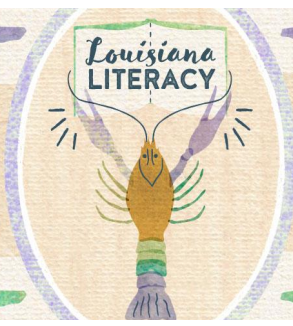
On a scale from 1 (reads with little or no expression) to 4 (reads very expressively), rate the student's [reading expression](#):

1-----2-----3-----4

If the student's accuracy is 95% or greater *and* their words correct per minute (WCPM) is above the 50th percentile for their grade level, *you may stop*.

<p><b>Code Knowledge Inventory</b> (number of correctly read words)</p> <p><a href="#">CVC/short vowels, basic consonants</a> _____/20</p> <p><a href="#">Double-Letter Spellings</a> _____/5</p> <p><a href="#">Consonant Digraphs</a> _____/10</p> <p><a href="#">R-Controlled Vowels</a> _____/5</p> <p><a href="#">Long Vowels</a> _____/5</p> <p><a href="#">Vowel Digraphs</a> _____/15</p> <p><a href="#">Diphthongs</a> _____/5</p> <p><a href="#">Schwa</a> _____/5</p> <p><a href="#">Multisyllabic Words</a> _____/10</p>	<p><b><u>Sentence Reading</u></b> (number of errors in each sentence)</p> <p>Sentence 1: _____</p> <p>Sentence 2: _____</p> <p>Sentence 3: _____</p> <p>Sentence 4: _____</p> <p>Sentence 5: _____</p> <p>Sentence 6: _____</p> <p>Sentence 7: _____</p> <p>Sentence 8: _____</p> <hr/> <p><b><u>Sentence Writing</u></b> (number of words spelled incorrectly in each sentence)</p> <p>Sentence 1: _____</p> <p>Sentence 2: _____</p> <p>Sentence 3: _____</p>
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If a student cannot read two or more words in any of the categories, carefully analyze the errors. Common error patterns are listed for each category. Activities to support students who demonstrate these common error patterns are linked in this document.

**Fluency** - Reading fluency refers to a students' ability to read with sufficient rate, accuracy, and prosody to support comprehension of grade-level texts.

- Is the student's reading inaccurate (<95% accuracy)?
- Is the student's reading accurate, but WCPM is below the 50th percentile for their grade level?
- Does the student read with poor expression/prosody (<3 on the expression scale)?

#### **CVC/short vowels, basic consonants**

- Does the student not know letter sounds?
- Does the student slowly decode the word but then recode incorrectly?
- Does the student incorrectly read beginning sounds?
- Does the student incorrectly read medial sounds?
- Does the student incorrectly read ending sounds?
- Does the student confuse short and long vowel sounds in words?

#### **Double-Letter Spellings**

- Is the student unable to read words containing double-letter spellings (ll, ff, ss, zz, ff)?

#### **Consonant Digraphs**

- Is the student unable to read words containing consonant digraphs (ch, sh, th, wh)?

#### **R-Controlled Vowels**

- Is the student unable to read words containing r-controlled vowels (ar, er, ir, or, ur)?

#### **Long Vowels**

- Is the student unable to read words containing long vowels (CVCe)?

#### **Vowel Digraphs**

- Is the student unable to read words containing vowel digraphs (oi, oy, ou, ow, au, aw, oo, ee, ea, ey, ei, ie, ee, ea, ey, ei, ie, oa, oe, ew, ue, eu)?

#### **Diphthongs**

- Is the student unable to read words containing diphthongs (oi, oy, ou, ow, au, aw, oo)?

#### **Schwa**

- Is the student unable to read words containing schwa spellings (a, e, i, o, u, y)?



**Multisyllabic Words**

- Is the student unable to read multisyllabic words?

**Sentence Reading**

- Does the student struggle to read words in sentences?
- Can the student read words in sentences that he/she cannot read in isolation?

**Sentence Writing**

- Does the child struggle to write words using conventional spelling patterns, particularly those that he/she is able to read?
- Is the student’s handwriting illegible?
- Does the student write some letters in reverse?

**Phonemic Awareness Inventory**

If a student struggles with any of the phonemic/phonological awareness skills listed below, provide targeted support on that skill. Strong phonemic/phonological awareness is essential for automatic decoding.

	Score		Score
<a href="#"><u>Discriminating Between Different Sounds</u></a>	_____/2	<a href="#"><u>Phoneme Isolation (Initial “First” Sound)</u></a>	_____/1
<a href="#"><u>Counting the Number of Words</u></a>	_____/3	<a href="#"><u>Phoneme Isolation (Final “Last” Sound)</u></a>	_____/1
<a href="#"><u>Onset/Rime</u></a>	_____/6	<a href="#"><u>Phoneme Isolation (Middle “Medial” Sound)</u></a>	_____/1
<a href="#"><u>Counting Syllables</u></a>	_____/3	<a href="#"><u>Phoneme Blending</u></a>	_____/1
<a href="#"><u>Blending</u></a>	_____/3	<a href="#"><u>Phoneme Segmentation</u></a>	_____/1
<a href="#"><u>Segmenting</u></a>	_____/3	<a href="#"><u>Phoneme Manipulation (Initial “First” Sound)</u></a>	_____/1
<a href="#"><u>Rhyming</u></a>	_____/6	<a href="#"><u>Phoneme Manipulation (Final “Last” Sound)</u></a>	_____/1
<a href="#"><u>Phoneme Matching</u></a>	_____/1	<a href="#"><u>Phoneme Manipulation (Substitution)</u></a>	_____/1

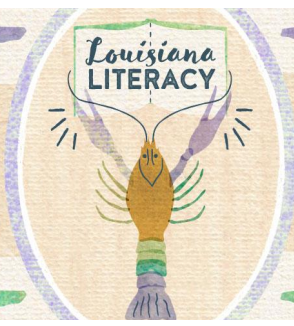




**Step 1:** Administer this fluency passage to any student not scoring “at or above benchmark” on the beginning of year screener or any students who are having difficulties with core content. **Record scores on the Foundational Skills Student Profile At-a-Glance sheet at the beginning of this packet.** Place the student passage in front of the student and tell them that they are going to read a story about two friends who are looking for the best gumbo and red beans and rice in Louisiana. Tell them to do their very best reading. Begin timing when they read the first word. It should not take longer than three minutes for students to read this passage; if they get to the three minute mark and have not finished, you may discontinue if desired. Use this form to document errors, omissions, insertions, etc.

### Quest for the Best

Once upon a time there were two friends, Peggy Pelican and Cam Crawfish.	13
These two friends loved to eat yummy food and would go all over the state to find	30
new places to eat. Peggy’s favorite food was gumbo, and Cam’s favorite food was	44
red beans and rice. One day, Peggy asked Cam to go on a quest to find the best	62
gumbo and red beans and rice in the entire state.	72
Peggy said, “I can’t wait to find the best gumbo in our state. It will be a great	90
adventure for us!” Cam was also excited to start this quest for the best, but he did	107
not think he could find red beans and rice that tasted better than his mom’s. “I am	124
excited to start this quest, but I know no one makes better red beans and rice than my	142
mom!”	143
The next day, Peggy and Cam set off on their fun food adventure. They ate	158
bowl and bowl of gumbo and red beans and rice. At the end of the day, they were	176



so full they could barely move! “I have eaten so much today, but I still don’t think 193  
I’ve found the best gumbo,” said Peggy. Cam said, “I like trying all of these different 209  
styles of red beans and rice, but I still haven’t found one that comes close 224  
to being as good as my mom’s.” 231

Day after day, Peggy and Cam continued on their quest to find the best. Peggy 246  
kept finding better bowls of gumbo, but Cam never found one he liked better 260  
than his mom’s. One day, Cam told Peggy, “We have tried so many places 274  
in our great state, but there is one last place I would like you to try.” Peggy agreed, 292  
and Cam brought Peggy to his favorite restaurant, his house. 302

Cam’s mom made a big bowl of gumbo and a big bowl of red beans and rice. 319  
Peggy and Cam ate every bite and asked for more. At the end of the meal, Peggy 336  
looked at Cam and told him, “Our quest for the best is over. Your mom makes the 353  
best gumbo and red beans and rice I’ve ever eaten!” Cam nodded and said, 367  
“It’s been fun trying other places, but the best food can always be found at home.” 383

Total Words Read Correctly \_\_\_\_\_ Time (in Seconds) \_\_\_\_\_ Number of Errors \_\_\_\_\_





**Step 1b:** Administer this advanced fluency passage ONLY to students who read “Quest for the Best” successfully but may still demonstrate difficulties in core instructional content. Place the student passage in front of the student and tell them that they are going to read a story about a famous tourist destination. This is only to be administered to students for whom you may need additional insights on their reading behaviors. Begin timing when they read the first word. It should not take longer than three minutes for students to read this passage; if they get to the three minute mark and have not finished, you may discontinue if desired. **Record scores on the Foundational Skills Student Profile At-a-Glance sheet at the beginning of this packet.** Use this form to document errors, omissions, insertions, etc.

## The French Quarter

The city of New Orleans has a rich history that intrigues people from all over the world.	17
Millions of tourists come to New Orleans each year to learn about its history and see its many	35
historical sites. One of the most famous sites of all is the French Quarter. The French Quarter is one	54
oldest neighborhoods in the United States. It was founded by the French in 1718, and many of the	72
streets in the French Quarter are named after royal families in France and Catholic saints. In 1788 and	90
then again in 1794, there were two great fires that destroyed nearly 80% of the neighborhood’s	106
buildings. For this reason, most of the buildings in the French Quarter date from the 1790s and	123
beyond.	125
The St. Louis Cathedral is a top tourist destination in the French Quarter. It is the oldest	141
cathedral in continuous use in North America. It was built in 1789 following the Great New	157
Orleans fire that destroyed the original church built on the same site. The cathedral has been	173
the site of many papal and presidential visits, and is often said to be haunted by one of its	192
most famous priests, Pere Antoine. It is situated in the heart of the French Quarter, and you	209
can view its beautiful steeples and facade from Jackson Square. Each year, hundreds of thousands of	225
tourists visit St. Louis Cathedral to learn about its history and enjoy this iconic structure.	240
Many tourists also come to the French Quarter to view its beautiful architecture. Despite its name,	256



much of the architecture of the French Quarter was influenced by Spanish and Afro-Caribbean	270
architecture of the eighteenth century. The flat roofs, stucco facades, pastel colors and wrought-iron	284
balconies and galleries were common features of Spanish and Afro-Caribbean architecture of the	297
time. High ceilings were commonplace, and were designed to help keep buildings cool during New	312
Orleans' notoriously hot and humid summers.	318
Tourists also come to enjoy the unique cajun and creole cuisine found in many of the French	335
Quarter's restaurants. Delicious gumbo, crawfish etouffee, and seafood are just a few examples of	349
the types of food found in these restaurants. Some of these restaurants are over 100 years old!	366
Antoine's Restaurant was founded in 1840, and is still serving delicious food today! Another favorite	381
destination for tourists is Cafe du Monde, known for its delicious powdered sugar covered beignets.	396
There are many interesting things to see and do in New Orleans' French Quarter. It is definitely a	414
top tourist destination for millions of people each year, and its rich history and delicious food will	431
ensure that it continues to delight tourists for years to come.	442

Total Words Read Correctly \_\_\_\_\_ Time (in Seconds) \_\_\_\_\_ Number of Errors \_\_\_\_\_





### Foundational Skills Code Knowledge Inventory

**Step 2:** Administer this Foundational Skills Code Knowledge Inventory section to any student who does not read “Quest for the Best” with at least 95% accuracy and/or their words correct per minute (WCPM) has them fall below the 50th percentile. **Record scores on the Foundational Skills Student Profile At-a-Glance sheet at the beginning of this packet.**

**Part 1 Directions:** Provide the student with the student copy found in the teacher assessment manual. Tell the student that you would like them to read some words for you. As the student reads, note which words the student reads correctly and which words the student reads incorrectly. Note the particular sounds/spellings the student reads incorrectly. In each subsection, if the student misses two or more, you may discontinue the assessment. If you would like to establish a baseline code-knowledge inventory, you may continue the assessment.

CVC/short vowels, basic consonants				
hat	bed	kid	cot	rug
mad	let	pit	sob	bun
fed	but	hot	jam	dim
wed	yak	fix	vat	zip
double-letter spellings				
doll	stuff	pass	buzz	puff
consonant digraphs				
chip	shut	wham	thin	that
thing	cash	math	whiz	chop



r-controlled vowels				
car	her	dirt	form	blur
long vowels				
chase	complete	mice	hose	cute
vowel digraphs				
meet	steer	bread	leaf	book
soak	pie	couch	mow	pour
cow	toe	brain	blue	pool
diphthongs				
oil	toy	foil	enjoy	toil
schwa				
about	the	alone	zebra	pencil
multisyllabic words				
window	bedroom	basket	button	cookie
garden	astronaut	computer	hamburger	unacceptable





**Part 2 Directions:** For this section of the inventory, have students read the following sentences aloud. Note which words they read incorrectly.

**Pat ran up the hill.**

**My dad likes to eat chips.**

**The jar is full of blueberry jam.**

**The shopkeeper was ready to close the store.**

**The girl won a large toy playing the claw machine.**

**Did you hear that a snake was missing at the zoo?**

**Sandy jumped in her car and drove all the way to the movie theater.**

**The bee buzzed right by the hive.**



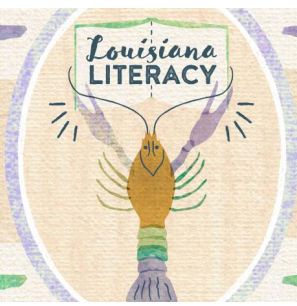
**Part 3 Directions:** For this section, students should record the words they hear read aloud by the teacher (sentences are listed in teacher administration materials). The teacher should note which words are spelled correctly. They can write directly on this sheet. The dictated sentences are included in the teacher administration packet.

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## Phonemic and Phonological Awareness Inventory

**Directions:** This assessment should only be administered to any student who has significant gaps in code knowledge as indicated by the foundational skills code knowledge inventory, or if the student has no gaps in code knowledge but does not read fluently.

### Discriminating between different sounds - Total Correct: \_\_\_\_\_/2

T: "Are these sounds the same or different?"

\_\_\_\_\_ Bell/Tapping on Table (Different)

\_\_\_\_\_ Tapping on Table/Tapping on Table (Same)

### Counting the number of words - Total Correct: \_\_\_\_\_/3

T: "How many words do you hear in this sentence?"

\_\_\_\_\_ The cat ran. (3)

\_\_\_\_\_ I played with my friends. (5)

\_\_\_\_\_ I like jumping rope. (4)

### Onset/rime - Total Correct: \_\_\_\_\_/6

T: Tell me the first sound that you hear in each of these words:

\_\_\_\_\_ "lip" What is the last part of "lip"? \_\_\_\_\_

\_\_\_\_\_ "mat" What is the last part of "mat"? \_\_\_\_\_

\_\_\_\_\_ "hot" What is the last part of "hot"? \_\_\_\_\_

### Counting Syllables - Total Correct: Total Correct: \_\_\_\_\_/3

T: How many syllables do you hear in each of these words?

\_\_\_\_\_ "run" (1)

\_\_\_\_\_ "eating" (2)

\_\_\_\_\_ "hit" (1)

### Blending - Total Correct: \_\_\_\_\_/3

T: "I will say some sounds. Blend the sounds together and tell me the word that they make."

\_\_\_\_\_ /r/ /u/ /n/ "run"

\_\_\_\_\_ /j/ /a/ /m/ "jam"

\_\_\_\_\_ /p/ /l/ /ay/ "play"

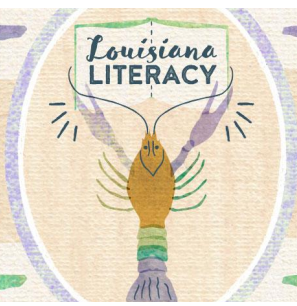
### Segmenting - Total Correct: \_\_\_\_\_/3

T: "Now I will say some words. Tell me all of the sounds you hear in these words."

\_\_\_\_\_ "rug"

\_\_\_\_\_ "like"

\_\_\_\_\_ "sheep"



**Rhyming - Total Correct: \_\_\_\_\_/6**

T: "I am going to say some words. Tell me if the words rhyme or don't rhyme."

- \_\_\_\_\_ "jug" "hug" (rhyme)  
\_\_\_\_\_ "sip" "sit" (don't rhyme)  
\_\_\_\_\_ "cheese" "ship" (don't rhyme)

T: "Now I will give you a word. Tell me a word that rhymes."

- \_\_\_\_\_ "lit"  
\_\_\_\_\_ "jump"  
\_\_\_\_\_ "hat"

**Phoneme matching - Total Correct: \_\_\_\_\_/1**

\_\_\_\_\_ Which words sound alike? men, sit, sap (Correct response: sit, sap)

**Phoneme isolation – Initial (first) sound - Total Correct: \_\_\_\_\_/1**

\_\_\_\_\_ What's the first sound in "map?" (Correct response: /m/)

**Phoneme isolation – Final (last) sound - Total Correct: \_\_\_\_\_/1**

\_\_\_\_\_ What's the last sound in "sat?" (Correct response: /t/)

**Phoneme isolation – Medial (middle) sound - Total Correct: \_\_\_\_\_/1**

\_\_\_\_\_ What's the middle sound in "sat?" (Correct response: /a/)

**Phoneme blending - Total Correct: \_\_\_\_\_/1**

\_\_\_\_\_ What word do these sounds make? /h/ – /o/ – /t/ (Correct response: hot)

**Phoneme segmentation - Total Correct: \_\_\_\_\_/1**

\_\_\_\_\_ What sounds do you hear in "hot?" (Correct response: /h/ – /o/ – /t/)

**Phoneme manipulation – Initial (first) sound - Total Correct: \_\_\_\_\_/1**

\_\_\_\_\_ Say "mat" without the /m/ sound. (Correct response: at)

**Phoneme manipulation – Final (last) sound - Total Correct: \_\_\_\_\_/1**

\_\_\_\_\_ Say "mat" without the /t/ sound. (Correct response: ma)

**Phoneme manipulation – Substitution - Total Correct: \_\_\_\_\_/1**

\_\_\_\_\_ Say "pig." (Correct response: pig)  
\_\_\_\_\_ Now change the /p/ in "pig" to /f/. (Correct response: fig)