LIFT LITERACY INTERVENTION FOR TEENS by Storyshares

CORE Phonics Surveys

Disclaimer: Storyshares is not affiliated with CORE Phonics. Please allow for nuance in this crosswalk document and use this tool in conjunction with your knowledge of your students and best judgment as an educator.

CORE Phonics Survey: Reading and Decoding Skills	Score					
Short Vowels in CVC Words (Part E)	**Intensive**	**Strategic**	**Strategic**	**Benchmark**	**Benchmark**	**Benchmark**
Consonant Blends with Short Vowels (Part F)	**Intensive**	**Intensive or Strategic**	**Strategic**	**Benchmark**	**Benchmark**	**Benchmark**
Short Vowels, Digraphs, and -tch Trigraph (Part G)	**Intensive**	**Intensive or Strategic**	**Strategic**	**Benchmark**	**Benchmark**	**Benchmark**
R-Controlled Vowels (Part H)	**Intensive**	**Intensive**	**Strategic**	**Benchmark**	**Benchmark**	**Benchmark**
Long Vowel Spellings (Part I)	**Intensive**	**Intensive**	**Strategic**	**Benchmark**	**Benchmark**	**Benchmark**
Variant Vowels (Part J)	**Intensive**	**Intensive**	**Strategic**	**Benchmark**	**Benchmark**	**Benchmark**
Low Frequency Vowel and Consonant Spellings (Part K)	**Intensive**	**Intensive**	**Strategic**	**Benchmark**	**Benchmark**	**Benchmark**
Multisyllabic Words (Part L)	**Intensive**	**Intensive**	**Strategic**	**Strategic**	**Strategic / Benchmark**	**Benchmark**
Oral Reading Fluency: Accuracy (district measure; not part of CORE)	**Students are still developing any foundational literacy skills that precede step E, like short vowel sounds or letter names or sounds.**	**Any score**	**Any score**	**Strategic or Intensive**	**Benchmark**	**Benchmark**
Oral Reading Fluency: Rate (WCPM) (district measure; not part of CORE)		**Any score**	**Any score**	**Any score**	**Strategic or Intensive**	**Benchmark**
Storyshares LIFT Placement If students scored as described on the other rows in the same column, they would start at:	**Advanced Decoding Support** (Begin literacy intervention with foundational decoding support outside of LIFT)	**Storyshares LIFT Decoding Pathway** (Decoding Lesson 1) with additional scaffolds	**Storyshares LIFT Decoding Pathway** (Decoding Lesson 1) with extension activities	**Storyshares LIFT Fluency: Accuracy Pathway** (Fluency Lesson 1)	**Storyshares LIFT Fluency: Automaticity Pathway** (Fluency Lesson 1)	**Storyshares LIFT is not needed; the student has placed out of the program.**

Resource: CORE Phonics Survey

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Score Key

Score	What it means
Benchmark	At the CORE Phonics Survey benchmark for that Part. For ORF rows: at or above your district's benchmark for the student's grade and season.
Strategic	Below benchmark but not intensive on the CORE scoring guide for that Part. For ORF rows: below your district benchmark, short of the intensive range.
Intensive	In the intensive range on the CORE scoring guide for that Part. For ORF rows: in your district's intensive range.
Any score	This row does not change placement for that column; decoding gaps take priority over fluency data.

LIFT Inclusion & Exclusion Criteria

Decision	Criteria
Include in LIFT	• Student is in the LIFT grade band (Storyshares lists grades 6–12; confirm for your purchased edition). • Reading below grade level with a foundational decoding and/or fluency need. • Scores Strategic or Intensive on at least one CORE Part (E–L), or below benchmark on oral reading fluency. • **Pre-requisites:** Gaps in the alphabet and letter-sound sections that precede Part E, or concerns about phonemic awareness (not measured by CORE Phonics Survey): start with additional scaffolds and consider a separate program or screener.
Exclude / place out	• Benchmark on every Part (E–L) and at benchmark on oral reading fluency (rightmost column): LIFT is not needed. • Decoding and fluency at benchmark, with the primary need in comprehension, vocabulary, or writing: use a comprehension or vocabulary intervention instead of LIFT.
Use professional judgment	• As a starting point, place by the earliest Part (E to L) scored Intensive or Strategic, since later patterns build on earlier ones. • Multilingual learners: errors may reflect English sound patterns rather than a decoding gap; weigh scores against oral language and prior instruction.

Rows for oral reading fluency are added to support placement into, and out of, the fluency pathways; CORE Phonics Survey itself does not measure connected-text fluency.