The chart below represents the summary of skills and grade levels in which mastery should occur for Foundational Skills Standards. These are not to be considered an exhaustive list.

<table>
<thead>
<tr>
<th>Indicators of Foundational Skills Standards Implementation</th>
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<tr>
<td><strong>Standard</strong></td>
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</table>
| Print Concepts (K-1) | o Providing explicit instruction of print concepts during read alouds.  
 o Modeling book awareness and book handling skills.  
 o Showcasing print features such as capital letters, ending punctuation, and word boundaries.  
 o Modeling length of words and spacing in print.  
 o Providing opportunities for students to manipulate, read, and write both upper- and lower-case letters (sound is not considered mastery of print concepts). | o Developing book awareness and book-handling skills.  
 o Independently locating print features such as capital letters, punctuation marks, word boundaries.  
 o Determining differences in word lengths.  
 o Manipulating, reading, and writing upper- and lower-case letters (sound is not considered mastery of print concepts). |
| Phonological Awareness (K-1) | o Isolating sounds.  
 o Blending sounds.  
 o Segmenting sounds.  
 o Identifying and producing rhymes.  
 o Deleting sounds.  
 o Substituting/manipulating sounds.  
 o Syllable counting, blending, and segmenting.  
 o Identifying beginning, medial, and ending sounds. | o Poems, nursery rhymes, and songs.  
 o Identifying rhymes.  
 o Clapping and counting syllables in words.  
 o Sorting pictures (by rhymes, syllables, sounds).  
 o Using manipulatives to segment sounds (Elkonin boxes).  
 o Isolating, substituting, deleting, and manipulating sounds, rhymes, and syllables. |
| Phonics (K-5) | o Providing direct/explicit phonics instruction to whole group/small group/individuals that teaches a set of letter-sound relations.  
 o Guiding instruction with scaffolds as needed.  
 o Meaningful opportunities to practice, reinforce, and strengthen phonics skills based on needs of individual students and groups.  
 o Offering a variety of activities such as word sorts, use of manipulatives, making words, multisensory activities, and more.  
 o Delivering explicit instruction in blending sounds in order to read words.  
 o Including practice of reading texts so students use their phonics knowledge to decode and read words. | o Using manipulatives (letter cards, magnets, word cards, onset and rime puzzle, white boards) to learn phonics.  
 o Using multisensory activities (sand/rice, color coding, textured surfaces).  
 o Applying phonics skills when reading. |
| Fluency (K-5) | o Modeling fluent reading.  
 o Directing repeated readings.  
 o Directing paired readings.  
 o Ensuring students are reading on appropriate levels.  
 o Ensuring students have access to a variety of reading materials.  
 o Audio recording students reading to provide feedback. | o Daily independent reading.  
 o Listening to modeled reading by the teacher, peer, and others.  
 o Recording their own reading and listening for improvement.  
 o Directing repeated readings.  
 o Increasing volume and amount of text read.  
 o Tracking amount of reading.  
 o Rereading poetry and songs. |