

Table received from *Teaching for Rigor: A Call for a Critical Instructional Shift* by Robert J. Marzano and Michael D. Toth.  
Retrieved from: <http://www.marzanocenter.com/essentials/>

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.

Indicators of Foundational Skills Standards Implementation		
Standard	Teachers are:	Students are engaging in:
Print Concepts (K-1)	<ul style="list-style-type: none"> <li>○ Providing explicit instruction of print concepts during read alouds.</li> <li>○ Modeling book awareness and book handling skills.</li> <li>○ Showcasing print features such as capital letters, ending punctuation, and word boundaries.</li> <li>○ Modeling length of words and spacing in print.</li> <li>○ Providing opportunities for students to manipulate, read, and write both upper- and lower-case letters (sound is not considered print concepts).</li> </ul>	<ul style="list-style-type: none"> <li>○ Developing book awareness and book-handling skills.</li> <li>○ Independently locating print features such as capital letters, punctuation marks, word boundaries.</li> <li>○ Determining differences in word lengths.</li> <li>○ Manipulating, reading, and writing upper- and lower-case letters (sound is not considered mastery of print concepts).</li> </ul>
Phonological Awareness (K-1)	<ul style="list-style-type: none"> <li>○ Isolating sounds.</li> <li>○ Blending sounds.</li> <li>○ Segmenting sounds.</li> <li>○ Identifying and producing rhymes.</li> <li>○ Deleting sounds.</li> <li>○ Substituting/manipulating sounds.</li> <li>○ Syllable counting, blending, and segmenting.</li> <li>○ Identifying beginning, medial, and ending sounds.</li> </ul>	<ul style="list-style-type: none"> <li>○ Poems, nursery rhymes, and songs.</li> <li>○ Identifying rhymes.</li> <li>○ Clapping and counting syllables in words.</li> <li>○ Sorting pictures (by rhymes, syllables, sounds).</li> <li>○ Using manipulatives to segment sounds (Elkonin boxes).</li> <li>○ Isolating, substituting, deleting, and manipulating sounds, rhymes, and syllables.</li> </ul>
Phonics (K-5)	<ul style="list-style-type: none"> <li>○ Providing direct/explicit phonics instruction to whole group/small group/individuals that teaches a set of letter-sound relations.</li> <li>○ Guiding instruction with scaffolds as needed.</li> <li>○ Meaningful opportunities to practice, reinforce, and strengthen phonics skills based on needs of individual students and groups.</li> <li>○ Offering a variety of activities such as word sorts, use of manipulatives, making words, multisensory activities, and more.</li> <li>○ Delivering explicit instruction in blending sounds in order to read words.</li> <li>○ Including practice of reading texts so students use their phonics knowledge to decode and read words.</li> </ul>	<ul style="list-style-type: none"> <li>○ Using manipulatives (letter cards, magnets, word cards, onset, and rime puzzle, white boards) to learn phonics.</li> <li>○ Using multisensory activities (sand/rice, color coding, textured surfaces).</li> <li>○ Applying phonics skills when reading.</li> </ul>
Fluency (K-5)	<ul style="list-style-type: none"> <li>○ Modeling fluent reading.</li> <li>○ Directing repeated readings.</li> <li>○ Directing paired readings.</li> <li>○ Ensuring students are reading on appropriate levels.</li> <li>○ Ensuring students have access to a variety of reading materials.</li> <li>○ Audio recording students reading to provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>○ Daily independent reading.</li> <li>○ Listening to modeled reading by the teacher, peer, and others.</li> <li>○ Recording their own reading and listening for improvement.</li> <li>○ Directing repeated readings.</li> <li>○ Increasing volume and amount of text read.</li> <li>○ Tracking amount of reading.</li> <li>○ Rereading poetry and songs.</li> </ul>