

EMPOWERING TEACHERS

Instructional Planning Guide for Phonemic Awareness



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DIBELS Target Scores for Phoneme Segmentation Fluency (PSF) and Initial Sound Fluency (ISF)		Fall ISF≥8			Winter ISF≥25, PSF≥18			Spring PSF≥35		
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Florida's Reading & Language Arts SSS#										
Teach, model, and provide opportunities for students to:										
Word Awareness										
Acquire word awareness by tapping out or moving a manipulative for each word in a simple sentence.	K.1.2.1									
Identify the parts of a compound word by clapping out each word.	K.1.2.2									
Syllable Awareness										
Identify the syllables in a two or three syllable word.	K.1.2.2									
Orally blend and segment two syllable words.	K.1.2.2									
Orally blend and segment three syllable words.	K.1.2.2									
Within-syllable Awareness										
Recognize words that rhyme.	K.1.2.3									
Generate spoken words that rhyme.	K.1.2.3									
Identify words that are blended through onset-rime.	K.1.2.4									
Orally blend onset-rime to make a word.	K.1.2.4									
Orally segment the onset and rime in a word.	K.1.2.4									
Phoneme Awareness										
Identify the initial sound in consonant/vowel/consonant (CVC) words.	K.1.3.1									
Identify the final sound in CVC words.	K.1.3.1									
Identify the medial sound in CVC words.	K.1.3.1									
Compare CVC words to determine which words have the same initial or final sound.	K.1.3.1									
Segment the individual sounds in simple, one-syllable words.	K.1.3.2									
Blend the individual sounds in simple, one-syllable words.	K.1.3.2									
Manipulate the individual sounds in CVC words through addition, deletion, and substitution.	K.1.3.3									