

# EMPOWERING TEACHERS

## Student Progress Record for Phonemic Awareness



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|   |   | Student Names |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|   | Florida's Reading & Language Arts SSS # |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Word Awareness</b>   |   |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Claps the number of words in a simple sentence.                                   | K.1.2.1                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Uses a manipulative to represent each word in a simple sentence.                  | K.1.2.1                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Claps out compound words.   | K.1.2.2                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Syllable Awareness</b>   |   |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identifies the syllables in a two or three syllable word.                         | K.1.2.2                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Orally blends and segments two syllable words.                                    | K.1.2.2                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Orally blends and segments three syllable words.                                  | K.1.2.2                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Within-syllable Awareness</b>  |   |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Recognizes words that rhyme.  | K.1.2.3                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Orally produces words that rhyme.   | K.1.2.3                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identifies words that are blended through onset-rime.                             | K.1.2.4                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Orally blends onset-rime to make a word.  | K.1.2.4                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Orally segments the onset and rime in a word.                                     | K.1.2.4                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Phonemic Awareness</b>   |   |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identifies initial sound in consonant/vowel/consonant (CVC) words.                | K.1.3.1                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identifies final sound in CVC words.  | K.1.3.1                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Identifies medial sound in CVC words.   | K.1.3.1                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Compares CVC words to determine which words have the same initial or final sound. | K.1.3.2                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Segments the individual sounds in simple, one-syllable words.                     | K.1.3.2                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Blends the individual sounds in simple, one-syllable words.                       | K.1.3.2                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| <b>Phonemic Awareness (Cont.)</b>  |   |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Manipulates the individual sounds in CVC words through addition, deletion, and substitution. | K.1.3.3                                 |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>DIBELS</b>  |   |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>FALL:</b>   |   |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Initial Sound Fluency (ISF≥8)  |   |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>WINTER:</b>   |   |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Initial Sound Fluency (ISF≥25)   |   |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Phoneme Segmentation Fluency (PSF≥18)  |   |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>SPRING:</b>   |   |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Phoneme Segmentation Fluency (PSF≥35)  |   |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |