

Phoneme Segmentation Fluency
Short Form Directions

Make sure the long form of directions are readily available to clarify unexpected problems.

Phoneme Segmentation Fluency

I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, "sam," you would say /s/ /a/ /m/. Let's try one. (one second pause) Tell me the sounds in "mop".

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| CORRECT RESPONSE If student says, /m/ /o/ /p/, you say <i>Very good. The sounds in "mop" are /m/ /o/ /p/.</i> | INCORRECT RESPONSE If student gives any other response, you say <i>The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop".</i> |
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OK. Here is your first word.

Progress Monitoring 3
Phoneme Segmentation Fluency

| | | | | |
|--------|-----------------|-------|------------------|-------|
| same | /s/ /ai/ /m/ | them | /TH/ /e/ /m/ | ___/6 |
| save | /s/ /ai/ /v/ | band | /b/ /a/ /n/ /d/ | ___/7 |
| book | /b/ /u/ /k/ | and | /a/ /n/ /d/ | ___/6 |
| mix | /m/ /i/ /k/ /s/ | teeth | /t/ /ea/ /th/ | ___/7 |
| begged | /b/ /e/ /g/ /d/ | sink | /s/ /i/ /ng/ /k/ | ___/8 |
| sell | /s/ /e/ /l/ | ranch | /r/ /a/ /n/ /ch/ | ___/7 |
| tall | /t/ /o/ /l/ | salt | /s/ /o/ /l/ /t/ | ___/7 |
| high | /h/ /ie/ | home | /h/ /oa/ /m/ | ___/5 |
| crack | /k/ /r/ /a/ /k/ | patch | /p/ /a/ /ch/ | ___/7 |
| each | /ea/ /ch/ | guess | /g/ /e/ /s/ | ___/5 |
| hung | /h/ /u/ /ng/ | some | /s/ /u/ /m/ | ___/6 |
| him | /h/ /i/ /m/ | led | /l/ /e/ /d/ | ___/6 |

Error Pattern: _____ **Total:** _____