Alignment of the Heggerty Phonemic Awareness curriculum to the Language Arts Florida Standards for Grade 1

<table>
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<tr>
<th>Language Arts Florida Standards (LAFS)</th>
<th>Alignment to <em>Phonemic Awareness: The Skills They Need to Help Them Succeed</em>: Primary Curriculum Written by Dr. Michael Heggerty</th>
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<td>Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5) Cluster 2: Phonological Awareness</td>
<td><strong>LAFS.1.RF.2.2</strong> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
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| a. Distinguish long from short vowel sounds in spoken single-syllable words. | **Weekly Lessons:**  
  - Identify the short or long vowel sound in words: Weeks 7, 10, 17, 19-22  
  - Substitute the short vowel sound with the long vowel sound in words (or vice versa): Week 19-22, 30 |
| b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | **Weekly lessons:**  
  - Blending phonemes into spoken words: Weeks 8-35  
  - Blending syllables into spoken words: Weeks 3-4, 32-35 |
| c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | **Weekly lessons:**  
  - Isolate and pronounce initial sounds in one-syllable and multisyllabic words: Onset Fluency Weeks 1-29, 31, 34  
  - Isolate and pronounce medial vowel sounds in words: Weeks 10-12, 14, 15, 16, 17, 19-28, 30, 31  
  - Isolate and pronounce final sounds in spoken words: Weeks 1-9, 12, 16, 17, 20, 22-24, 27-30, 32-35 |
| d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | **Weekly lessons:**  
  - Segment spoken words into phonemes: Weeks 9-31  
  - Segment words into syllables: Weeks 3-4, 32-35 |