



PLC Guide for Foundational Literacy

Teacher/Team:

Grade: Kindergarten

Date:

Lesson: Unit 2, Week 2, Day 1

Questions	Responses
1. Which foundational literacy state standard(s) will your lesson(s) address?	<ul style="list-style-type: none">• K.FL.PC.1 Demonstrate understanding of the organization and basic features of print.• K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).• K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected texts.• K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
2. What foundational literacy skills or subskills are embedded in the state standard?	<p>Pronouncing, blending, and segmenting phonemes in single-syllable words; decoding regularly spelled CVC words; reading common high-frequency words by sight; recognizing and writing uppercase/lowercase letters:</p> <ul style="list-style-type: none">• K.FL.PA.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.• K.FL.PWR.3.a Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.• K.FL.PWR.3.c Read common high-frequency words by sight.• K.FL.WC.4.a Write uppercase and lowercase manuscript letters from memory.• K.FL.WC.4.b Write a letter/letters for most consonant and short vowel sounds (phonemes).
3. What teacher knowledge (e.g., phonics rules, standards progression, etc.) and student misconceptions are assumed in the standard?	<p>Teachers will need to understand phoneme isolation, articulation of /t/, and how to model/guide isolating and pronouncing phonemes. Teachers will need to know how to demonstrate one-to-one letter sound correspondence and provide corrective feedback as needed to support students. Teachers should know the basic letter formation routine for Tt and be able to distinguish between phonics and phonological awareness</p>

<p>4. What objective(s) must be taught?</p>	<ul style="list-style-type: none"> • SWBAT recognize spoken alliteration (or groups of words that begin with the same spoken onset or initial sound) IOT demonstrate phonological awareness. • SWBAT apply phonetic knowledge IOT identify and read high frequency words. • SWBAT develop basic sight vocabulary IOT read words (in classroom materials). • SWBAT use appropriate directionality IOT form all uppercase and lowercase letters. • SWBAT identify and match sounds to letters IOT represent sounds when writing. 						
<p>5. What academic language in the objective must be taught to ensure student understanding of expectations?</p>	<p>The following academic language must be taught and/or reviewed prior to teacher modeling:</p> <ul style="list-style-type: none"> • Phoneme • Blending • Segmenting • Phoneme isolation • Initial/medial/final positions • Identify • Uppercase • Lowercase • Directionality • Form • Match • Alliteration • Onset 						
<p>6. What words, phrases, sentences, and/or text(s) will be used for each phase of gradual release of responsibility?</p>	<table border="1"> <thead> <tr> <th data-bbox="440 1136 820 1220">Model</th> <th data-bbox="820 1136 1183 1220">Guided Practice</th> <th data-bbox="1183 1136 1570 1220">Practice</th> </tr> </thead> <tbody> <tr> <td data-bbox="440 1220 820 1738"> <p>Introduce initial /t/; Display the Photo Card for <i>turtle</i> & Sound-Spelling Card. Listen for the sound at the beginning of this word: <i>turtle</i>. <i>Turtle</i> has the /t/ sound at the beginning.</p> </td> <td data-bbox="820 1220 1183 1738"> <ul style="list-style-type: none"> • <i>Song- “My Two-Ton Turtle” and listen for /t/</i> • <i>T: Straight down. Go back to the top. Straight across; t: Start at the top line. Straight down. Go to the dotted line. Straight across.</i> </td> <td data-bbox="1183 1220 1570 1738"> <ul style="list-style-type: none"> • Word-building Cards <i>a,m,p,s</i> • <i>Read, Spell, Write Instructional Routine (HF word cards)</i> </td> </tr> </tbody> </table>	Model	Guided Practice	Practice	<p>Introduce initial /t/; Display the Photo Card for <i>turtle</i> & Sound-Spelling Card. Listen for the sound at the beginning of this word: <i>turtle</i>. <i>Turtle</i> has the /t/ sound at the beginning.</p>	<ul style="list-style-type: none"> • <i>Song- “My Two-Ton Turtle” and listen for /t/</i> • <i>T: Straight down. Go back to the top. Straight across; t: Start at the top line. Straight down. Go to the dotted line. Straight across.</i> 	<ul style="list-style-type: none"> • Word-building Cards <i>a,m,p,s</i> • <i>Read, Spell, Write Instructional Routine (HF word cards)</i>
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<p>7. What additional activities and/or strategies might support students’</p>	<ul style="list-style-type: none"> • Tt Handwriting Models • Response Boards to observe students’ writing • Wonders digital tools and videos • Graphic Organizers 						

<p>conceptual understanding of the objective(s) during whole group and small group?</p>	<ul style="list-style-type: none"> • Reading/Writing Companion • Use the chart on pages 9–13 in the Language Transfers Handbook to check for sound-spelling transfers from a child’s native language into English. You can use the Sound-Spelling Cards to support teaching transferable and nontransferable skills. • Help children practice pronouncing /t/. Then say the names of each Photo Card for children to repeat, emphasizing the initial /t/. Confirm children’s understanding by asking: <i>What do you see?</i> (a tiger) Does the word tiger begin with <i>the /t/ sound?</i> (yes) <u>Repeat the routine with the other Photo Cards</u>
<p>8. Which teacher-led small group options best support students understanding of the foundational literacy objective?</p>	<p>If students struggle use:</p> <p>Approaching Reteach</p> <p>ELL Develop</p> <p>If students are ready use:</p> <p>On Level Review</p> <p>Beyond Level Extend</p>
<p>9. What activities/tasks will other students do while the teacher works with a small group of students?</p>	<p>Workstation Activity Cards; Decodable Readers; Practice Book pages; on-line interactive games; Reading/Writing Companion; other meaningful objective-aligned tasks</p>
<p>10. How will student work be collected, assessed, and communicated to students/parents?</p>	<p>Student Work:</p> <ul style="list-style-type: none"> • Wonders Digital tools • Practice Book pages • Classroom Dojo • iReady • Use online rubric to record progress: (or anecdotal notes) <ul style="list-style-type: none"> Can student isolate /t/ and match it to the letter Tt? Can student recognize and read the high-frequency word? Can student correctly write upper & lowercase Tt? <p>Parent communication:</p> <ul style="list-style-type: none"> • Wonders Parent Weekly Newsletters & Dashboard • PowerSchool • Conferences via telephone and/or virtual (TEAMS) • Classroom Dojo • Email