

Heritage Academy

Early Childhood Literacy and Mathematics Proficiency Plan 2025 -2026

Requirements: TEC. 11.185

By the end of Kindergarten, we want students to be able to:

- Write their first name without a model
- Identify at least 40 uppercase/lowercase letters by name
- Demonstrate left-to-right directionality
- Follow simple directions
- Be working on:
 - Matching one-to-one
 - Controlling left-to-right directionality across several lines of print
 - Use meaning, structure, and initial letters to figure out unknown words
 - Form letters correctly
 - Hear & record CVC
 - Monitor for meaning
 - Read & write sight words
 - Write a simple message about the book with support

By the end of First Grade, we want students to be able to:

- Know letters and sounds
- Learning foundational skills to decode challenging words
- Learning to write sight words
- Controls one-to-one matching
- Uses pictures to support meaning
- Controls left-to-right directionality
- Be working on:
 - Monitoring for meaning, structure, and visual
 - Rereading at the point of difficulty
 - Using a variety of strategic actions to solve words
 - Retelling

- Applying phonetic principles they have learned

By the end of Second Grade, we want students to be able to:

- Recognize an increasing number of sight words
- Struggles with sophisticated vocabulary, especially multisyllabic words with complex vowel patterns and endings
- Be working on:
 - Decoding (use word study activities that target complex vowels and inflectional endings)
 - Comprehending longer, more complex text
 - Retelling a story with details and accuracy
 - Building fluency

Third Grade and Beyond, we want students to be able to:

- Have automaticity with word recognition
- Have efficient & flexible word-solving strategies
- Recognize when they make an error (which is rare), and use the meaning and parts of words to quickly self-correct
- Be proficient decoders
- Be working on monitoring comprehension & exploring deeper levels of comprehension:
 - Main idea/details
 - Inferring
 - Summarizing
 - Drawing conclusions
 - Analyzing relationships between characters and ideas
 - Evaluating the author's purpose

Heritage Academy Classroom Expectations

Elements of Instructional Day:

- Required Minutes of Direct and small group Literacy Instruction-120 minutes
 - 60 minutes- Pre-foundational skills reading/language
 - ❖ Decoding

- ❖ Phonics
- ❖ Vocabulary
- ❖ Genres
- ❖ Guided reading
- ❖ Decodables
- ❖ Phonemic awareness
- 40 Minutes-Read Aloud
 - ❖ Introduction
 - ❖ Vocabulary
 - ❖ TEKS-Texas Essential Knowledge and Skills
- 20 minutes-Writing application
 - ❖ Spelling
 - ❖ Language and conventions
 - ❖ Penmanship
- Required minutes of integrating reading and writing in math
 - Chunking word problems
 - Reflective writing in math
 - Writing word problems
 - Facilitating math discussions
 - Building math content vocabulary
- Vertical Alignment Planning

Assessment and Reporting:

Kindergarten - First Grade:

- Amplify - BOY, MOY, EOY
- Dyslexia Screener - MOY

Second-Third Grade:

- Amplify-BOY, MOY, EOY
- MAP Assessment

THIRD- Eighth Grade:

- MAP Assessment
- STAAR Interim State Assessments

Curriculum Expectations

Phonics Curriculum

❑ Kindergarten: mClass and Amplify ELAR Curriculum ❑ First Grade: mClass and Bluebonnet Skills Curriculum ❑ Second Grade: mClass and Bluebonnet Skills Curriculum ❑ Third Grade: mClass and Bluebonnet Skills Curriculum

Guided Reading/Leveled Library System

❑ Kindergarten: mClass and Bluebonnet RLA Curriculum ❑ First Grade: mClass and Bluebonnet RLA Curriculum ❑ Second Grade: mClass and Bluebonnet RLA Curriculum ❑ Third Grade: mClass and Bluebonnet RLA Curriculum

Writer's Workshop Curriculum/Scope and Sequence

❑ Kindergarten: mClass and UFLI/Amira Curriculum ❑ First Grade: mClass and Bluebonnet Curriculum ❑ Second Grade: mClass and Bluebonnet Curriculum ❑ Third Grade: mClass and No Red Ink Curriculum

Mathematics Kindergarten: Bluebonnet

❑ First Grade: Bluebonnet
❑ Second Grade: Bluebonnet
❑ Third Grade: Bluebonnet

Early Education Allotment Resources

This list is not exhaustive and is designed to provide some initial information on areas in which funds may be used.

Further Information

❑ HB3 Overview and Goals [\(Click Here\)](#)
❑ TEC 11.185: Literacy and Mathematics Proficiency Plans [\(Click Here\)](#)

Suggestions and Ideas for Spending-

❑ Amplify mClass TRC program

- ❑ Provides a complete view of students' reading and comprehension abilities as aligned to the mClass Amplify assessment. Students will participate in a 1:1 running record with a teacher that will identify their ZPD (Zone of Proximal Development) and Instructional and Independent reading level to drive further reading instruction.
- ❑ Text Reading Comprehension (TRC) provides an instructional reading level (A-Z), and thus provides a 360-degree view of the student's reading proficiency. With mClass TX edition, the teacher will be able to see each student's development in the Basic Early Literacy Skills, and with TRC the view is completed by understanding the child's instructional reading level.
- ❑ TRC keeps historical records for all benchmarks and all progress monitoring assessments for every child. Teachers will be able to look back at previous year's actual reading records to see not only the instructional levels, but the actual errors and performance on comprehension tasks.
- ❑ Blubonnett Math

❑ Classroom Leveled Library

- ❑ Leveled Library to support guided reading instruction.
 - ❑ Fountas and Pinnell [\(Link Here\)](#)
 - ❑ Scholastic Guided Reading Programs [\(Link Here\)](#)
 - ❑ Lakeshore Learning Leveled Book Sets [\(Link Here\)](#)

❑ Phonics Curriculum

- ❑ Direct and explicit phonics instruction is required in grades **K-3** per HB3 [\(Full bill and additional information here\)](#)

❑ Literacy Manipulatives

- ❑ Research and Ideas [Found Here](#)

❑ Intervention or Extension Programs

- ❑ Amira Intervention Program Math, Reading
- ❑ UFLI, Reading
- ❑ STAAR Readiness Math, Reading
- ❑ STAAR Master Math, Reading

❑ Student Books, Read Alouds, or Materials