

Responsive Education Solutions

Early Childhood Literacy and Mathematics Proficiency Plan

Requirements: TEC. 11.185 ([Link Here](#))

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 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

Classroom Expectations

Elements of Instructional Day:

- Required Minutes of Direct Literacy Instruction
- Required Minutes of Direct Writing Instruction
- Required Minutes of Phonics Instruction
- Small Group Instruction/Guided Reading Instruction
- Daily Read Aloud with Questioning
- Daily Shared Reading/Poetry
- Independent Reading and Response

Assessment and Reporting:

PreK

- Circle Assessment - BOY, MOY, EOY

Kindergarten - Second Grade:

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

Third - Eighth Grade:

- MAP Assessment

Brand Specific Curriculum Expectations

Founders

Phonics Curriculum

- Kindergarten: Riggs
- First Grade: Riggs/Access Literacy
- Second Grade: Riggs/Access Literacy
- Third Grade: Riggs/Access Literacy

Guided Reading/Leveled Library System

- Kindergarten:
- First Grade:
- Second Grade:
- Third Grade:

Writer's Workshop Curriculum/Scope and Sequence

- Kindergarten:
- First Grade:
- Second Grade:
- Third Grade:

Mathematics

- Kindergarten: Singapore Math
- First Grade: Singapore Math
- Second Grade: Singapore Math
- Third Grade: Singapore Math

Quest

Phonics Curriculum

- Kindergarten: Learning A-Z
- First Grade: Learning A-Z
- Second Grade: Learning A-Z
- Third Grade: Learning A-Z

Guided Reading/Leveled Library System

- Kindergarten: Learning A-Z
- First Grade: Learning A-Z
- Second Grade: Learning A-Z
- Third Grade: Learning A-Z/Bright Thinker

Writer's Workshop Curriculum/Scope and Sequence

- Kindergarten: Learning A-Z & Writing City
- First Grade: Learning A-Z & Writing City
- Second Grade: Learning A-Z & Writing City
- Third Grade: Learning A-Z & Writing City

Mathematics

- Kindergarten: Savvas/Pearson
- First Grade: Savvas/Pearson
- Second Grade: Savvas/Pearson
- Third Grade: Bright Thinker

IGNITE

Phonics Curriculum

- Kindergarten: HMH
- First Grade: HMH
- Second Grade: HMH
- Third Grade: HMH

Guided Reading/Leveled Library System

- Kindergarten: HMH
- First Grade: HMH
- Second Grade: HMH
- Third Grade: HMH

Writer's Workshop Curriculum/Scope and Sequence

- Kindergarten: HMH
- First Grade: HMH
- Second Grade: HMH
- Third Grade: HMH

Mathematics

- Kindergarten: Savvas/Pearson
- First Grade: Savvas/Pearson
- Second Grade: Savvas/Pearson
- Third Grade: Savvas/Pearson

Early Education Allotment Resources

This list is not exhaustive and is designed to provide some initial information on areas which your funds may be used. If you have any questions or would like further information, please feel free to contact [Annah Bradshaw](#) .

Further Information

- ❑ HB3 Overview and Goals ([Click Here](#))
- ❑ EEA Goals: **See Slide 11** ([Click Here](#))
- ❑ TEC 11.185: Literacy and Mathematics Proficiency Plans ([Click Here](#))
- ❑ ECE Funding FAQs ([Click Here](#))
- ❑ FASRG- View Page 259 under Code 36 ([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 both 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.

- ❑ **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](#))
 - ❑ Saxon Phonics (Ignite)

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

- ❑ **Literacy Teaching Collections-** Read Alouds, Mentor Text, and Lessons for specific campus initiatives
 - ❑ Scholastic Teaching Collections [\(Link Here\)](#)

- ❑ **Salary for a Campus Reading Specialist**

- ❑ **Funding for Pre-K Materials and Manipulatives**

- ❑ **Teacher Resource Materials**
 - ❑ Jan Richardson Guided Reading Instructional Set [\(Link Here\)](#)
 - ❑ Literacy Continuum [\(Link Here\)](#)
 - ❑ The Ultimate Read-Aloud Resource [\(Link Here\)](#)
 - ❑ Mastering Short Response Writing [\(Link Here\)](#)

- ❑ **Intervention or Extension Programs**
 - ❑ Mentoring Minds “ThinkUp! ELAR” [\(Link Here\)](#)
 - ❑ Reading Rockets Literacy Programs Evaluation Guide [\(Link Here\)](#)
 - ❑ Scholastic RISE and RISE UP Programs [\(Link Here\)](#)
 - ❑ Fountas & Pinnell LLI [\(Link Here\)](#)
 - ❑ Amplify mClass Intervention Program [\(Link Here\)](#)

- ❑ **Student Books, Reads Alouds, or Materials**

- ❑ **Reading A-Z Programs**
 - ❑ RAZ Plus
 - ❑ RAZ Kids
 - ❑ Headsprout
 - ❑ Writing A-z
 - ❑ Vocabulary A-Z

**PreK fund usage also depends on the funding of your program. Please reach out with any specific questions.*

- ❑ **Funding for Second half of PK day**

- ❑ **Purchasing of classroom supplies, desk, chairs, etc. for PK Classrooms**