

**School District 64 (Gulf Islands):
Literacy/Reading Programs and Strategies**

Program/Strategy Name	Grades/Students	Description
Adult mentors and volunteers	K-5	We are lucky to have several parents who are professional writers. They have modelled the writing process and led classes through the art and craft of writing. Other parents assist in the classroom with reading or writing tasks.
Balanced literacy model	K – Gr. 5	All elements of literacy are taught and practiced: oral language, reading and writing.
Buddy reading	K – Gr. 5	Older students are paired with younger students and read to one another. Older students guide younger students; younger students help older students solidify their understanding through teaching.
Devoted Literacy time	K – Gr. 5	Each morning from 8:15 to 10:00, the whole school sets aside designated literacy time. This facilitates reading groups and ensures that a significant portion of each day is spent reading, writing and speaking.
Early Success	K – Gr. 2	Students receive extra assistance with phonemic awareness in a small group setting. Students graduate from this group when they develop these important pre-reading skills

Eat and Read	Gr. 1-5	Teacher reads aloud to students daily while students eat lunch.
Guided Reading	K - Gr. 7	Daily reading instruction in small groups using “just right” texts with students of similar reading abilities. Groupings change based upon development and need. Generally, a mini lesson is followed by students reading the same text as the other members of their small group.
Home Reading	K – Gr. 5	Students take reading material home to practice reading with parents/siblings, grandparents each night. This is the main form of “homework” in these grades.
Journal Writing	K - 7	Students write (or draw in K-1) from personal experience. Teachers reply to writing with a comment or question that often acts as a prompt for further writing on the subject.
Literature Circles	Gr. 3 - 10	Students choose novels to read, form small groups based on common books, and gather to have discussions about their reading. Students usually write about their reading in response logs and often do comprehension activities after reading.
Men with Books	Gr. 3 - 6	Male students discuss common books and articles that they have read. The discussion often leads to related topics, demonstrating to the students the social value associated with reading.

PAWS to Read	K-5	This is a program we had last year and hope to continue this year. Selected students read to a specially trained therapy dog and her owner. It was very motivational to the students involved.
Personal Narrative Writing	Gr. 3 - 5	Students write on individual experiences in narrative form.
Phonics Games and Songs	K-3	Adult led activities focusing on phonemic awareness and phonics principles.
Quiet Reading	Gr. 1-5	Daily quiet reading time of self-selected books. Sometimes called DEAR, USSR (uninterrupted sustained silent reading).
School wide writes	K-5	Students in the entire school engage in a similar writing assignment. Sometimes the purpose of these writes is for assessment. Sometimes they are for celebration. Each year Fulford school published a writing anthology.
Shared Reading	K- Gr. 4	Students read as a group – choral reading, Reader’s Theatre, poetry.
SQUIRT (Sustained, quiet, uninterrupted reading time)	K – Gr. 5	Students practice independent reading generally selecting material of their choice.

Writing workshop	1-5	Students are involved in the process of writing with guidance from teachers and peers. They select a piece of writing and take it through drafting, editing and publishing.
Word Wall Spelling	K-3	Students construct personal spelling dictionaries as they discover new words.