

SCHOOL WIDE LITERACY AND MATH PROGRAMS

Read Well Program

Read Well is an innovative K-3 reading and language arts curriculum that helps students build the critical skills needed to be successful readers and learners. The research-based program allows teachers to effectively target students at all stages of development. Through a blended approach of whole-class instruction, differentiation small-group instruction, motivating technology, and individual student practice, teachers have the flexibility they need to meet students at their skill levels and adapt instruction accordingly.

- Builds close readers
- Develops proficient writers
- Provides multiple entry points for appropriate student placement
- Incorporates an innovative blend of small-group peer collaboration and whole-class instruction
- Teaches comprehension in an explicit and systematic way

Reading Mastery

Reading Mastery is a complete basal reading program that uses the Direct Instruction method to help students master essential decoding and comprehension skills. The program places particular emphasis on teaching thinking skills and helping students acquire background knowledge. Program materials include fully scripted lessons to guide teachers through carefully constructed instructional steps - modelling new content, providing guided practice, offering individualized practice and applying skills. It also utilizes a special [orthography](#) designed to assist students identify letter sounds. The special font is later phased out and replaced with traditional orthography. Signals and group responses are used to keep students involved, help them stay on task and help with lesson pacing. Teachers assess student performance throughout the program, and struggling students receive practice through remedial exercises. Each level of the program typically spans one academic year. A typical 30- to 45-minute lesson includes seven to nine short activities encompassing multiple strands of content including:

- Phonemic Awareness
- Letter-Sound Correspondence
- Sounding Out of Words
- Word Recognition
- Vocabulary
- Oral Reading Fluency
- Comprehension

Saxon Math Program

Saxon Math is one of the most popular among homeschoolers. It uses "incremental approach": This means concepts are divided into smaller, more easily grasped pieces called increments. A new increment is presented each day and students work only a few problems involving the new material. The remaining homework consists of practice problems involving concepts previously introduced. Thus, every assignment (and every test) is a cumulative review of all material covered up to that point.

This "incremental approach" also makes it that for example geometry concepts and facts are scattered throughout the entire school year. This might hinder the development of a unified view of a specific area and force students to merely memorize the different rules without tying them together.

Reporting

Reporting Student Progress

Report cards are issued three times a year. Interviews with teachers are scheduled mid October . The first formal report will be sent home December. **It is particularly important for you to schedule an interview with your child's teacher if he or she receives an "I" on a report card or if your child is on an IEP.**

Primary Student Progress

1. For students in Kindergarten as "approaching", "Meeting", or "Exceeding" expectations, and
2. For students in Grades 1 to 3 as "Not yet meeting", "Approaching", "Meeting", "Approaching", "Meeting", or "Exceeding" expectations\

Honor Roll and Work Ethic (commences in Grade Four) Honor Roll with Distinction, students must achieve a straight "A" average with no mark lower than 86% to achieve Honor Roll status, students must achieve a "B" average and no mark lower than 73%.

Work Ethic is achieved when students have achieved Excellent or Good work habits in all courses.

Intermediate Student Letter Grades and Definitions and Work habits

LITTLE CHIEFS PRIMARY SCHOOL

2665 Indian Drive

Williams Lake British Columbia V2G5K9

Report Card

1/12/2018



Ministry of Education

LETTER GRADES AND DEFINITIONS	WORK HABITS
<p>A (86-100%) Excellent or Outstanding Performance in relation to learning outcomes.</p>	<p>EXCELLENT (E) Responsibility: demonstrates an industrious work ethic, ready to work and learn.</p>
<p>B (73-85%) Very Good Performance in relation to learning outcomes.</p>	<p>Cooperation: a class leader exemplified by a high degree of positive and meaningful participation initiated by a student.</p>
<p>C+ (67-72%) Good Performance in relation to learning outcomes.</p>	<p>Independence: a keen and enthusiastic learner actively seeking out personal growth and learning opportunities.</p>
<p>C (60-66%) Satisfactory Performance in relation to learning outcomes.</p>	<p>GOOD (G) Responsibility: all assignments turned in, ready to work and learn.</p>
<p>C- (50-59%) Minimally Acceptable Performance in relation to learning outcomes.</p>	<p>Cooperation: works well with other students and teachers, participates in class in a meaningful way.</p>
<p>I No demonstration of minimally acceptable performance in relation to the learning outcomes in this reporting period.</p>	<p>Independence: a self-directed learner, takes appropriate initiative and responsibility for learning.</p>
<p>F No demonstration of minimally acceptable performance in relation to the learning outcomes for the course</p>	<p>SATISFACTORY (S) Responsibility: most assignments turned in, usually ready to work and learn.</p>
<p>W Student has withdrawn from the course</p>	<p>Cooperation: usually works well with other students and teacher(s).</p>
<p>SG Standing Granted. Acceptable level of performance though normal requirements not completed.</p>	<p>Independence: often requires direction.</p>
<p>TS Transfer Granted. Standing is granted based on records from an institution other than a school.</p>	<p>NEEDS IMPROVEMENT (N) Responsibility: most assignments missing, frequently not ready to work and learn.</p>
<p>RM Requirements Met (for use with Graduation Transition only)</p>	<p>Cooperation: does not work well with other students or teacher(s).</p>