

TCSA Initiatives

- ◆ Guided Reading Sets have been purchased for each school for use with small group/guided reading sessions
- ◆ Developmental Reading Assessment Kits have been purchased for each school as a tool for determining reading level for students K-8. Tracking folders are provided for each student to record reading level.
- ◆ Nelson readers 1-3 and Gage Cornerstones have been adapted for our Board and the majority of students should be using either the Nelson Reading series or Cornerstones Reading series during their daily instructional time in addition to other forms of reading study.
- ◆ Whole School Writing has been adopted by some schools in our region as a way to determine working level for writing. Handbooks for this process can be provided by TCSA board office staff.
- ◆ Language Arts time can be increased to two hours and 15 minutes in every elementary classroom.
- ◆ DEAR (Drop Everything and Read) program occurs daily in every grade 1-6 classroom across the Board.
- ◆ The writing process is to be emphasized in Grades 1-6 with writing occurring daily (not including copying from the board).
- ◆ Jack Hartman CDs: A variety of Jack Hartman CDs have been distributed to the schools and are available for use in elementary classes. This resource is great for teaching phonemic awareness, letter sounds (in conjunction with a letter sound chart), multiplication, etc. Lyrics are reprinted in the handbook and have been distributed to the schools.
- ◆ Math Manipulatives: Regular use of resources (including overhead base 10 blocks, calculators, fraction tiles, numbers, etc.) is recommended.
- ◆ Thematic units: Often teachers use thematic units to teach Science, Health, Social Studies and Fine Arts. Thematic units can integrate subject areas, maximizing the amount of time available to explore areas of study.

