

Writing an Evidence Post

School Focus: Literacy			
Actions			
What targeted actions are being taken?	What gap or problem does this action aim to address? Why was this particular action chosen?	Based on quantitative and qualitative data, how effectively has this action addressed the identified gap or problem?	How will we move forward accordingly? What are our next steps?
We are working on making connections to what we read. Making connections transforms passive reading into an active, engaging experience, significantly improving comprehension and information retention.	Our students are very good at decoding. What we are noticing is that with an increase in screen time, students are doing less reading at home. In addition, many of our students have limited life experience from which to draw. As a result, many of our students struggle to retain what they have read and have difficulty identifying with a character or situation.	Based on our work, we have more to do. Most of our students can connect text-to-self, some are able to connect text-to-text (those who do quite a bit of reading), and very few are able to make text-to-world connections. <i>Text-to-Self, Text-to-Text and Text-to-World are the three types of connections that readers can make – many within the same piece of writing / book.</i>	Our next step is to continue focusing on modeling for students, the thinking that good readers do when making connections – make the thought process visible. In addition, to promote more text-to-text connections, we need to provide them with texts that have commonalities, to make those connections easier to make (blatant) as students begin to develop this skill.