

Reading Goals:

By June 2014, we will improve reading comprehension, for all students. We will raise the percentage of students achieving levels three and four from 87% to 90% as measured by the EQAO. We will increase the percentage of students scoring at level four on the EQAO test by five percent.

The data says that our students have good foundation reading skills. Our open response answers are weaker than our general recall answers. Our students are weaker at application and higher order thinking questions.

Our school success goal of critical literacy and expressing our thinking will work towards developing those skills. When examining the reading comprehension test responses, it is apparent that the students are not accessing and using their prior curricular knowledge. Our leadership team feels that our students need opportunities to make the links through accountable talk. Teachers need to be aware of what the students have learned in prior years and guide students in making those connections in order to activate prior knowledge. It is also critical that we make relevant, authentic ties to a student's personal experiences. These skills are crucial to critical thinking, not just in literacy, but across the curriculum. We will work to make cross curricular ties to our numeracy goals of making connections, flexibility of thought and the reasonableness of an answer.

Why Teach Critical Literacy?

“Students today experience a constant stream of ideas and information- online, in print and through electronic games and mass media. As they move into the junior grades, they encounter an ever-widening range of texts. They need skills to determine where to direct their attention and how to interpret messages and use them appropriately.”

(Ontario Ministry of Education, 2004, p.9)