

A Framework to Guide Effective Prevention of and Intervention for Literacy Difficulties alongside Effective Literacy Instruction in Nova Scotia

Introduction

Today's educators often refer to an urgent need for renewed 21st century learning. To this point, secure and sustainable employment, and self-determination in adulthood in the 21st century, requires a high degree of literacy. To navigate the current high-speed access to information, critically consider information and use it to make decisions, and contribute to one's well-being and community all require highly developed literacy. In adulthood, health and well-being have been observed to improve significantly when individuals have a high-school diploma, post-secondary education, and secure and sustained employment – all of which are influenced by strong early literacy skills. Across childhood, success with academic outcomes, along with positive social-emotional and psychosocial development, all contribute to positive adult well-being.

The Department of Education and Early Childhood Development (EECD) released the Inclusive Education Policy, which is a commitment to equitable, culturally and linguistically responsive education for all Nova Scotian children. Recommendations from the Student's First report included building effective classroom literacy instruction and effective literacy interventions. In keeping with the Inclusive Education Policy, the Student's First report, congruent with Nova Scotia's Multi-Tiered Systems of Support framework and informed by Right to Read Inquiry Report, the current Nova Scotia Literacy Intervention Framework was developed to strengthen our commitment to equitable and responsive literacy education for all children. Within the Framework, research-based instructional approaches, instructional resources, and student materials will be identified and described. The instructional approaches and resources follow the research on teaching and learning to both prevent and provide effective intervention for literacy difficulties. At this time, 3+ years into the COVID-19 pandemic, there is an urgent need to support academic achievement and well-being for children. The Nova Scotia Literacy Intervention Framework is intended to guide Regional Centres for Education and The Conseil Scolaire Acadien Provincial in research-based practices shown to be effective in strengthening Tier I instruction, effective early prevention, and intervention for literacy difficulties or diagnosed learning disabilities.

A Focus on Instruction and Intervention to Build Strong Literacy Skills for all Learners

The current understanding of literacy development suggests that literacy skills exist on a continuum, spanning very well-developed literacy skills to significantly underdeveloped for age and grade. Though it is expected that children will acquire some skills earlier in their instruction and progress to more sophisticated skills through the early elementary grades, this is not directly related to child development. Rather, it is understood that literacy skills are incredibly responsive to direct, explicit, and systematic instruction, and opportunities for this type of instruction is the strongest determinant of literacy skill development for the majority of children in our public schools. Responding to this understanding of literacy development, the Nova Scotia Department of Education and Early Childhood Development has released several key initiatives to support research-based Universal instruction (see the [Six Pillars of Essential Reading Instruction \(Français\)](#), [Instructional Guidelines to Support the Six Pillars of Effective Reading Instruction \(Français\)](#), [The Nova Scotia Literacy Strategy \(Français\)](#), [The Inclusive Education Policy \(Français\)](#), and [Multi-Tiered Systems of Support \(Français\)](#)).

All learners in grades primary to 3 classrooms will be advantaged by research-based, explicit, systematic universal literacy instruction. It is also understood that even with research-based, explicit, systematic instruction, a small percentage of learners will require additional opportunities for instruction, repeated practice, and corrective feedback. Accessibility to research-based intervention is a necessary feature of a well-developed MTSS system to ensure all students reach grade-level literacy expectations.

When literacy skills are viewed on a continuum of development, at the point where they are significantly underdeveloped for grade-level expectations, learners may meet criteria for learning disability diagnosis (i.e., dyslexia, reading disability). The most common type of learning disability in literacy is dyslexia, a specific learning disability characterized by difficulties with accurate and/or fluent word-reading and/or underdeveloped decoding and spelling abilities. These word-reading and spelling difficulties may also result in problems with reading comprehension and can limit learning vocabulary and background knowledge from reading and writing. Dyslexia is the most commonly diagnosed learning disability, and learning disabilities are the most prevalent reason for referral for an additional school service in Nova Scotia. Although it is understood that there is some genetic or familial risk for dyslexia, it is also understood that for many students, without research-based, explicit, systematic foundational word-reading and spelling instruction they may fall quite far behind their peers in reading and writing development. This points to the power of our public education system to reduce, mitigate, or eliminate unnecessary pathways to literacy difficulties and disabilities.

Objective of the Literacy Intervention Framework

The overall objective of the Nova Scotia Literacy Intervention Framework is to provide instructional guidelines, approaches, and professional and student resources to improve literacy learning and well-being for all children, with specific attention to those who may be experiencing literacy learning difficulties or diagnosed literacy disabilities. Positive outcomes from implementing research-based instructional approaches, instructional resources and interventions can include a greater depth of learning of curricular concepts for students, accelerated learning for Nova Scotia's most vulnerable children, and positive effects for educators and school systems.

Literacy Instruction and Intervention within an MTSS Framework

Multi-tiered systems of support frameworks aim to greatly reduce the number of students who do not meet grade-commensurate academic outcomes firstly through research-based Tier 1 instruction in the classroom. Nova Scotia DEECD has recently published the [Six Pillars of Essential Reading Instruction \(Français\)](#) and will release the Nova Scotia Literacy Strategy, documents outlining the effective areas of classroom Language Arts instruction in keeping with the research literatures for grades primary to 3. Professional learning for Nova Scotia teachers, alongside instructional resources for whole-class, universal instruction aligned with the Nova Scotia Literacy Strategy and the Six Pillars of Effective Reading Instruction, is intended to meet this overarching goal of the MTSS framework in Nova Scotia through strong Tier 1 instruction. **The *Nova Scotia Literacy Intervention Framework* will build on this research-based Tier 1 classroom literacy instruction by providing guidelines, resources, and approaches for prevention efforts (in grades primary and 1), early intervention (Tiers 2 and 3 in grades 2-3) and intervention for all learners (Tiers 2 and 3 in grades 4-12).**

To be fully literate requires several well-developed aspects of reading and writing that include understanding what is being read, building knowledge from what one reads, and communicating effectively orally and in writing for various audiences. These aspects of reading comprehension, reading fluency, written expression and oral language are integral to a fulsome research-based Tier 1 Language Arts curriculum. However, word reading, spelling accuracy, and fluency present the most common

bottlenecks for learners to become literate readers and writers. Therefore targeted, culturally and linguistically responsive and effective interventions recommended in the *Nova Scotia Literacy Intervention Framework* are focused primarily on building strong foundational word-reading and spelling skills, while also targeting fluency, comprehension, and written expression. Research-based, multi-component, decoding-focused classroom interventions in the early grades can help students get off to a strong start in independent reading. Research-based decoding-focused interventions in later grades can support students in fully participating in all academic areas through accurate reading and spelling. The multi-component, research-based interventions identified and described in this document provide explicit and systematic instruction in building word reading and spelling accuracy skills while also strengthening fluency, comprehension, and written expression.

Tier I: Universal Instruction in Grades Primary to Three - Teaching all Students to Read Well

Early word-reading and spelling skills are critical to children’s reading development. Explicit and systematic phonemic awareness and phonics instruction in grades primary to two / three classrooms is critical to equitable instruction for all learners, but these are not the only necessary components to a Language Arts instructional curriculum. Evidence-based, oral language-rich classrooms with storytelling, shared reading, and small and large group discourse about text and text analysis are also integral to the development of strong literacy for all Nova Scotian learners. This way, students can build knowledge about the fiction and informational texts read both inside and outside of the classroom. Research-based instruction in building background and vocabulary knowledge and reading comprehension strategies are all important parts of comprehensive early literacy instruction. Finally, research-based direct, explicit instruction for written expression, sentence structure, writing styles and genres is also important to literacy instruction and development in these early years.

As previously stated, the Nova Scotia Department of Education and Early Childhood Development has recently published several instructional documents and instructional guidelines to support these critical aspects of universal teaching and learning in Language Arts in the early grades (grades primary to three; refer to: Updated [P-2 Language Arts Curricula \(Français\)](#); [Six Pillars of Essential Reading Instruction \(Français\)](#); [Essential Skills for Readers Primary \(Français\)](#); [Essential Skills for Readers Grade One \(Français\)](#); [Essential Skills for Readers Grade Two \(Français\)](#))).

In addition, the majority of grade Primary to Two / Three classrooms in Nova Scotia have been using a recommended resource in the language arts block to support Tier I instruction in word-reading and spelling (refer to [Appendix A](#) for recommended resources). This classroom instruction is in keeping with the updated Primary to Two Language Arts Curriculum, the Six Pillars of Effective Reading Instruction and is a strong approach to universal instruction that will set the foundation to the intervention work outlined here in the Nova Scotia Literacy Intervention Framework.

Tier II: Effective Prevention and Intervention

Tier II intervention is delivered using research-based approaches, delivered by teachers who have had professional learning in the approaches and resources (i.e., Learning Support Teachers who have received professional development in the selected interventions), and will typically occur outside the classroom where focused and efficient delivery of intervention can be achieved.

Intervention research has shown educators the types of interventions that are most effective for most students to build strong independent reading and writing skills. For learners with underdeveloped word-level reading and spelling skills, these are multi-component decoding-focused intervention programs that build alphabetic skills from the most simplistic through to larger letter-patterns and finally, multi-

syllabic parts of words. Research-based interventions have a clear scope and sequence, student manipulative materials, teacher resources, and support reading, spelling, and written expression. Children receiving research-based Tier I instruction and not keeping pace with their peers may benefit from research-based Tier II interventions. When at all possible, interventions are best delivered in the language of classroom instruction. Therefore, for learners enrolled in French Immersion, where identified, French resources can be implemented. For French Immersion learners in grades and / or schools no French intervention resource identified, through consultation with the Student Planning Team and the parent(s) / guardian(s), suitable English interventions are available.

Recommended interventions will describe and outline the instructional cycle, will have a detailed plan for short and long-term instruction, and detailed and structured lesson plans. These characteristics ensure that all students are equitably advantaged by the intervention. To provide differentiation in intervention groups, when necessary, research-based interventions will also have scaffolding and enrichment activities for lessons. The following is a list of guiding statements for Tier II interventions (refer to Appendix B for a list of recommended Tier II interventions):

- Interventions occur outside of the Tier I classroom, and are not recommended to occur during the scheduled Tier I language arts block
- Intervention may be 2-5 days per week, but should be adjusted as indicated by the student's response to the intervention
- Intervention may require instructional time of 15 – 30 minutes per session depending on the student's grade, severity of the literacy difficulty, and the student's response to the intervention (also refer to specific guidelines for a given resource)
- Intervention typically works very well in a small group setting of between 3-5 students with similar instructional needs
- Reliable and valid measures are used to monitor student progress; this is to ensure that students are making significant progress with the intervention. Some interventions will have progress monitoring tools included. Other progress monitoring measures have been identified in [Appendix C](#)
- Interventions are delivered with fidelity to the professional resource or program
- For students to make educationally meaningful gains, the scope and sequence and structured lessons need to be followed

Tier III Intervention:

The premise behind Tier III intervention is that the student requires additional opportunities for instruction and modeling (the intervention teacher does), repeated practice guided by the intervention teacher (intervention teacher and learner do together) with immediate corrective feedback, and repeated opportunities for accurate, independent practice (learner does) to build independent literacy skills. Tier III intervention is, then, considered to be delivered more frequently and with more intensity. Many of the same principles of Tier II intervention apply to Tier III intervention, but the frequency of intervention lessons is increased and / or the length of time of each lesson is increased, and additional guided instruction is given to transfer the skills to connections with reading and writing connected text. As such, the frequency and intensity of many of the recommended literacy interventions (refer to Appendix B) can be adjusted in response to the learner. There are also two literacy intervention resources on the list of recommended interventions that would be considered more intensive. These can also be considered for learners who are not making progress with the Tier I instruction and Tier II or III intervention, or if considered appropriate by the School Planning Team.

The following is a list of guiding statements for interventions for Tier III interventions:

- Interventions occur outside of the Tier I classroom, and are not recommended to occur during the scheduled Tier I language arts block
- Intervention may be 3-5 days per week, but should be adjusted as indicated by the student's response to the intervention
- Intervention may require instructional time of 20 – 30+ minutes per session depending on the student's grade, severity of the literacy difficulty, and the student's response to the intervention (also refer to specific guidelines for a given resource)
- Intervention typically works very well in a small group setting of between 3-4 students with similar instructional needs
- Reliable and valid measures are used to monitor student progress; this is to ensure that students are making significant progress with the intervention. Some interventions will have progress monitoring tools included. Other progress monitoring measures have been identified in [Appendix C](#)
- Interventions are delivered with fidelity to the professional resource or program
- For students to make educationally meaningful gains, the scope and sequence and structured lessons need to be followed

Interventions for Older Students: Grades 4+

For students in grades 4 through 6 who are experiencing literacy difficulties or have diagnosed learning disabilities additional to foundation word reading and spelling, reading comprehension and background knowledge may also be underdeveloped compared to same-aged peers. Building strong reading comprehension, background knowledge, and vocabulary can be hindered by word reading / spelling accuracy difficulties and disabilities. **It is important to address all areas of difficulties for older students who are having literacy difficulties.** Students in these grades should participate in a research-based, multi-component, decoding-focused reading intervention as soon as possible. They will also likely benefit from additional supports with grade level reading and writing (perhaps with a learning support teacher). In addition, students in grades 5 - 6+ who are experiencing literacy difficulties would benefit from assistive technology (e.g., Google Read&Write) that facilitates speech to text, text to speech, predictive spelling, and / or visual dictionary applications. In this way, students can access grade-level curriculum and demonstrate their learning and knowledge. A consultation with the Assistive Technology Support Worker for these older students may be supportive.

Similar to the research-based literacy interventions outlined for students in grades primary to two, interventions for older students in grades 4+ will have detailed information for their use. These professional resources will describe and outline the instructional cycle, will have a detailed plan for short and long-term instruction, and detailed and structured lesson plans. The relative severity of a student's literacy difficulties can inform the plan for the intensity and duration of the intervention. Progress monitoring assessments and learner achievement gains can inform decision-making about continuing, intensifying, or discontinuing the intervention (if educationally meaningful goals have been made by the learner; refer to [Appendix B](#) for examples of research-based literacy interventions for both French and English language learners).

Monitoring Student Progress:

Once students have been identified and have started literacy interventions, it is important to monitor their progress to help adjust the frequency, intensity, or the intervention if necessary. Many research-based interventions have a built-in review as a part of the instructional cycle, which can provide

information about how the student is progressing in literacy learning. Additionally, intervention teachers will make professional judgements about how students are progressing with literacy intervention. However, reliable and valid progress monitoring assessment can provide valuable information about how students are responding to the intervention. Based on their progress, students may (1) need more intensive intervention, or (2) continue to need the current amount of intervention, or (3) discontinue their current intervention because educational goals have been met. (Refer to [Appendix C](#) for examples of progress monitoring assessments for English and French learners).

Accessible / Assistive Technology and Adaptations:

For students with reading and writing difficulties or diagnosed learning disabilities, effective adaptations may be required to support behavioral, organizational and school task demands. Frequently, in classrooms, these behaviors are referred to as a cluster of skills known as executive functioning. If educators can more specifically identify which skills or behaviors would benefit from supports (i.e., planning, initiating, completing tasks, prioritizing assignments and tests, predicting the appropriate amount of time to complete assignments and tests), targeted support can be offered. Adaptations are available for both English and French learners (Refer to [Appendix D](#) for a table of documented adaptations).

For older students (i.e., grades 5-12) with reading and writing difficulties or diagnosed learning disabilities, effective accessible and assistive technology may be required. Accessible and assistive technology (AT) can adapt the learning, assessment, and assignment environments supporting student access to curriculum. Therefore, AT could provide a compensatory mechanism for students to access grade-appropriate curriculum, demonstrate learning and knowledge, and support the language of instruction. Younger students (i.e., grades primary to four) who are learning foundational skills and building vocabulary and knowledge may not be best served by accessible and assistive technology. At this early stage of learning, the majority of students will benefit from research-based Tier 1 instruction, research-based interventions (if necessary), and opportunities to read and write connected text. Through participation and engagement in instruction and/or intervention learners are able to develop the phoneme, grapheme, semantic, and meaning correspondences to be successful independent readers and writers across their lifespans.

Identification of Learners Who Could Benefit from Literacy Intervention

Early Screening and Identification

Reliable and early identification of students who are having difficulty developing strong early literacy skills can help schools initiate swift opportunities for additional instruction or structured intervention. The practice of universal screening is intended to quickly and accurately identify students who are not moving along in early literacy development. It is important to reliably identify all children who may need additional instructional opportunities or targeted research-based interventions. Therefore, the intention of conducting universal screening is to administer research-based, quick, efficient assessment measures to all students. These measures will assess key skills that a robust research literature has identified to be a gauge as to whether children are on a strong trajectory of literacy development, or whether they need more focused instruction to adjust their trajectory.

Universal screening measures are quickly administered so as not to detract from instructional time and are focused on key skill areas. Universal screening means conducting curriculum-based and / or standardized screening assessments on all students using valid, reliable and research-based tools.

These instruments have established reliability and validity standards to increase confidence in their effectiveness. **Universal screening measures are not used for formal diagnostic purposes and should never indicate an educational or developmental label for children. In addition, universal screening measures should never be considered or used by school systems or educational personnel as any measure of a determinant of a student's academic abilities or a student's potential.** They are meant to be used when an MTSS system is functioning well with research-based Tier 1 classroom instruction, with research-based interventions available for students who could benefit from these. Administering universal screening measures for the purpose of collecting student data, without effective, research-based instructional or intervention opportunities has the capacity to do further harm to students, and is therefore, inappropriate and not recommended.

There are other means by which learners can be identified for literacy interventions. Classroom teachers may use their professional judgement in observing learners who are not keeping pace with their peers in literacy learning. Parent(s) / guardian(s) / caregiver(s) may communicate to educators concerns about their child(s) literacy learning. Recommendations for intervention may arise from Student Planning Team meetings or findings from specialized assessments (psychoeducational, speech and language assessments). Learners may transition into a school having participated in intervention in other schools, RCEs, CSAP, or jurisdictions. Overall, the intent of research-based literacy interventions is to positively support and advantage learners and they should, therefore, not be withheld if they would be of support. Multiple pathways in the school system can lead to a learner receiving intervention. Universal screening is a practice whereby a whole class check-in is conducted twice per year to ensure learners who could benefit from intervention have not been overlooked.

Universal screening can be effective in the identification of learners who could benefit from intervention when administered twice per year - once in early fall (e.g., September / October) and again in winter (e.g., March). Some commercial universal screening measures would suggest administration three to four times per year. This is not completely necessary and may require considerable resources as far as staff to administer, and time away from instruction for learners. RCEs, CSAP, and school teams will make final decisions as to the frequency with which universal screening works best for the learners enrolled there, keeping in mind the purpose for screening. **Importantly for learners in Grade Primary, universal screening should not occur before January – February of their Primary year. Research-based Tier I instruction for all Grade Primary Learners is essential to begin building literacy skills before screening to determine which students would benefit from additional instructional opportunities to build these skills.**

Please refer to [Appendix C](#) for examples of recommended universal screening measures.

Appendix A

Tier I – Whole Class Research-Based Literacy Instruction Resources		
Resource (English and French)	Information	Professional Learning Considerations
University of Florida Literacy Institute: Foundations	<p>University of Florida Literacy Institute: Foundations (UFLI) is a research- and evidence- based instructional reading program aimed at building word-level reading and spelling skills for children in grades primary – two.</p> <p>UFLI has undergone a bias review with members from the African-Canadian Services Branch, MK Services Branch, Student Services and Equity Branch, Education Innovation, Programs, and Services Branch, and the Provincial English as an Additional Language Consultant at the EECD. UFLI is on the Authorized Resource List for Nova Scotia and can be viewed or purchased here.</p>	<p>There are 12 hours of recorded professional learning webinars delivered by the developers of UFLI (Drs. Holly Lane and Valentina Contesse) that are available to RCEs / CSAP through the EECD. The professional learning topics include 6 hours of background information regarding instruction in foundational word reading and spelling, and an additional 6 hours on implementation of UFLI in the P-2 classroom.</p>
La forêt de l’alphabet	<p>La forêt de l’alphabet est un programme de prévention universelle, animé par l’enseignante, visant à favoriser la réussite des premiers apprentissages en littératie. Il s’adresse aux enfants de la maternelle 5 ans. Présenté sous forme d’activités ludiques, il s’inscrit en complémentarité avec les activités habituelles de la maternelle.</p> <p>Le programme La forêt de l’alphabet est validé dans le cadre de plusieurs études réalisées par des chercheurs de l’UQAM.</p>	<p>Une formation de 12 heures est obligatoire pour l’achat de ce programme. Le programme peut être visionné et acheté ici.</p>
LocoMotive: une approche systématique à l’enseignement de la lecture et de l’orthographe (disponible juin 2024)	<p>Une ressource pour l’enseignement explicite et systématique de la lecture et de l’orthographe axée sur la prévention des difficultés d’apprentissage.</p> <p>« L’élaboration de ce dispositif s’appuie sur l’analyse didactique de l’orthographe du français (p. ex. Catach, 2005; Ziegler et Sprenger-</p>	<p>Une formation de 12 heures est obligatoire pour l’achat de ce programme.</p>

Tier I – Whole Class Research-Based Literacy Instruction Resources		
Resource (English and French)	Information	Professional Learning Considerations
	Charolles, 2017), sur les données relatives aux conditions qui favorisent l'apprentissage de la lecture et de l'écriture à l'école (Desrochers et Ziegler, 2003; Ziegler et Sprenger-Charolles, 2023) et sur la rétroaction continue reçue des enseignants qui ont mis ce matériel à l'essai dans près d'une centaine de classes de 1^{re} année primaire. » (LocoMototive, ébauche, 2024)	
Wilson Language System - Fundations	<p>Wilson Language Systems - Fundations is a research- based instructional reading program aimed at building word-level reading and spelling skills for children in grades primary – three.</p> <p>Fundations has undergone a bias review with members from the African-Canadian Services Branch, MK Services Branch, Student Services and Equity Branch, Education Innovation, Programs, and Services Branch, and the Provincial English as an Additional Language Consultant at the EECD. UFLI is on the Authorized Resource List for Nova Scotia and can be viewed or purchased here.</p>	Professional learning is available here . The professional learning is delivered by trained and certified instructors through the Wilson Language System Company. It can be accessed virtually.
The Phonics Companion	<p>The Phonics Companion is a resource developed by Dr. George Georgiou in Alberta, Canada.</p> <p>PearsonSchoolCanada.ca - The Phonics Companion (pearsoncanadaschool.com)</p>	

Appendix B

Tier II and III– Research-Based Literacy Interventions		
Resource (English and French)	Information	Professional Learning Considerations
University of Florida Literacy Institute: Foundations (English Language Version)	<p>University of Florida Literacy Institute: Foundations (UFLI) is a research- and evidence-based instructional literacy program aimed at building word-level reading and spelling skills for children in grades primary – two. Through the UFLI intervention, reading fluency is also targeted as well as reading comprehension.</p> <p>UFLI is appropriate as a Tier II and Tier III resource for learners in grades p – 2, and in older grades (i.e., grades 3+) who have underdeveloped word level decoding skills.</p> <p>UFLI has undergone a Bias review with members from the African-Canadian Services Branch, MK Services Branch, Student Services and Equity Branch, Education Innovation, Programs, and Services Branch, and the Provincial English as an Additional Language Consultant at the EECD. UFLI is on the Authorized Resource List for Nova Scotia and can be viewed or purchased here.</p>	<p>The developers of UFLI (Drs. Holly Lane and Valentina Contesse) are available and accessible for directed professional learning in using the UFLI resource effectively in Tier II and III intervention settings.</p> <p>Some RCEs are currently implementing UFLI as a Tier II and/or III intervention successfully and are able to differentiate the intervention focus to the literacy area in need of additional instruction, repeated practice, corrective feedback while maintaining the fidelity of the program.</p>
Sentier de l’alphabet	Le sentier de l’alphabet est un programme d’intervention orthopédagogique visant à soutenir les élèves de la maternelle 5 ans à risque quant aux premiers apprentissages en littératie. Il s’inscrit en continuité avec des interventions de type universel comme La forêt de l’alphabet.	Une formation de 12 heures est obligatoire pour l’achat de ce programme. Le programme peut être visionné et acheté ici .
Reading Mastery	Reading Mastery is a research- based intervention that has options for learners in grades 3+. There are intervention options for learners who have mastered basic levels of word-level decoding – to offer systematic, explicit instruction in larger multi-syllabic features of reading and spelling. Reading mastery provides intervention across phonemic awareness, phonics, and fluency. Information about this resource is available here .	
Spell Read Intensive intervention for learners in grades 3+	Spell Read is a research-based intensive reading intervention aimed at building word-level reading and spelling skills. Through the Spell Read intervention, reading fluency is also targeted as well as reading comprehension. The Spell Read intervention can be viewed here .	Professional learning is required to deliver the Spell Read intervention effectively.

	<p>The Spell Read intervention has undergone a bias review with members from the African-Canadian Services Branch, MK Services Branch, Student Services and Equity Branch, Education Innovation, Programs, and Services Branch, and the Provincial English as an Additional Language Consultant at the EECD. It is currently in the process of being listed on the ALR.</p>	
Wilson Language System – Foundations	<p>Wilson Language Systems – Foundations is a research-based intervention resource aimed at building word-level reading and spelling skills for children in grades primary to 3. Through the Foundations intervention, reading fluency is also targeted as well as reading comprehension. It is best used to augment universal instruction if Foundations is being delivered in the Universal classroom.</p> <p>Foundations has undergone a bias review with members from the African-Canadian Services Branch, MK Services Branch, Student Services and Equity Branch, Education Innovation, Programs, and Services Branch, and the Provincial English as an Additional Language Consultant at the EECD. Wilson Language System – Just Words is on the Authorized Resource List for Nova Scotia and can be viewed or purchased here.</p>	<p>Professional learning is available here. The professional learning is delivered by trained and certified instructors through the Wilson Language System Company. It can be accessed virtually.</p>
Wilson Language System – Just Words	<p>Wilson Language Systems – Just Words is a research- and evidence- based intervention resource aimed at building word-level reading and spellings kills for children in grades 3+. Through the Just Words intervention, reading fluency is also targeted as well as reading comprehension.</p> <p>Just Words has undergone a bias review with members from the African-Canadian Services Branch, MK Services Branch, Student Services and Equity Branch, Education Innovation, Programs, and Services Branch, and the Provincial English as an Additional Language Consultant at the EECD. Wilson Language System – Just Words is on the Authorized Resource List for Nova Scotia and can be viewed or purchased here.</p>	<p>Professional learning is available here. The professional learning is delivered by trained and certified instructors through the Wilson Language System Company. It can be accessed virtually.</p>

<p>Wilson Language System – Wilson Reading System (Intensive Intervention for older learners)</p>	<p>Wilson Language Systems – Wilson Reading System is a research- based intensive intervention resource aimed at building word-level reading and spelling skills for students typically in grades 7 – 12. Through the WRS intervention, reading fluency is also targeted as well as reading comprehension.</p> <p>Wilson Reading System has undergone a bias review with members from the African-Canadian Services Branch, MK Services Branch, Student Services and Equity Branch, Education Innovation, Programs, and Services Branch, and the Provincial English as an Additional Language Consultant at the EECD. Wilson Language System -Wilson Reading System is on the Authorized Resource List for Nova Scotia and can be viewed or purchased here.</p>	<p>Professional learning is available here. The professional learning is delivered by trained and certified instructors through the Wilson Language System Company. It can be accessed virtually.</p>
<p>Open Court for English as an Additional Language Learners</p>	<p>Open Court for English as an Additional Language Learners has undergone a bias review with members from the African-Canadian Services Branch, MK Services Branch, Student Services and Equity Branch, Education Innovation, Programs, and Services Branch, and the Provincial English as an Additional Language Consultant. It has instructional features for oral communication, reading, and spelling. Information for this resource here .</p>	

Appendix C

Universal Screening: Recommended Measures				
Measures	Grades	Skills Assessed	Purpose	Notes / Professional Learning Considerations
DIBELS Dynamic Indicators of Early Literacy Skills (English Version)	P - 8	<ul style="list-style-type: none"> ▪ Letter-Naming ▪ Phonemic Awareness ▪ Phonemic Decoding (Nonsense Word Reading) ▪ Word Identification ▪ Oral Reading Fluency 	Screening Progress Monitoring	<ul style="list-style-type: none"> ▪ These measures are free for public use ▪ Paper and pencil administration ▪ Level A assessment measure* ▪ See these links for possible professional learning opportunities ▪ Amplify Education has Online Professional Development courses for a fee
Acadience (English Version)	P - 8	<ul style="list-style-type: none"> ▪ Letter-Naming ▪ Phonemic Awareness ▪ Phonemic Decoding (Nonsense Word Reading) ▪ Oral Reading Fluency 	Screening Progress Monitoring	<ul style="list-style-type: none"> ▪ Available here Acadience Reading K-6 ▪ Paper and Pencil materials are cost-free ▪ Electronic materials available for a fee ▪ Acadience Data Management - optional for a fee ▪ Level A assessment measure*
Acadience Reading Français	P - 2	<ul style="list-style-type: none"> ▪ Facilité à reconnaître le premier son ▪ Facilité à dénommer des lettres ▪ Facilité à segmenter les phonèmes ▪ Facilité à lire des non-mots ▪ Facilité en lecture orale 	évaluer l'acquisition de composantes essentielles de l'alphabétisation précoce	<ul style="list-style-type: none"> ▪ Matériel d'apprentissage Acadience Apprentissage académique ▪ See this link for possible professional learning opportunities
CORE Literacy Library <ul style="list-style-type: none"> ▪ Phoneme Segmentation ▪ Phoneme Deletion ▪ Core Phonics 	1	<ul style="list-style-type: none"> ▪ Phonemic Awareness ▪ Phonemic Decoding (Nonsense Word Reading) ▪ Basics Phonics Decoding ▪ Word Identification 	Screening Progress Monitoring	<ul style="list-style-type: none"> • These measures are available for multiple uses with a one-time purchase of this resource "Assessing Reading: Multiple Measures" (CORE Publications) • Paper and pencil administration • Level A assessment measure* • No official training / professional learning. See * note regarding training

Universal Screening: Recommended Measures				
Measures	Grades	Skills Assessed	Purpose	Notes / Professional Learning Considerations
AIMS WEB (Universal Literacy Screening)	1–2	<ul style="list-style-type: none"> ▪ Phonemic Awareness ▪ Phonemic Decoding (Nonsense Word Reading) ▪ Word Identification ▪ Reading Fluency 	Screening Progress Monitoring	<ul style="list-style-type: none"> ▪ This measure is available for purchase through Pearson Publishing ▪ There is a cost per student licence associated ▪ Cost for training through Pearson Publishing ▪ Electronic administration ▪ Level A assessment measure*

*All Level A assessment measures can be administered by any member of the learning support team (e.g., resource teachers, ELS teachers, literacy intervention teachers), school specialists (e.g., school psychologists, speech-language pathologists) and / or classroom teachers. No formal or certified training is required to administer level A assessments, however, **professional learning in basic principles of assessment, and directions for individual measures is highly recommended.** Collaboration is encouraged with educators who have academic and professional background in principles of assessment (e.g., School Psychologists, Speech and Language Pathologists) when considering both training for and implementation of Universal Screening measures.

Universal Screening – Literacy Related Skills for Consideration					
Literacy-Related Skill	Recommended Grade Levels	Skills Assessed	Purpose	Limitations	Recommended Measures
Letter naming fluency	Primary –1	Rapid letter name identification	Screening	This measure is poor for progress monitoring since students begin to learn to associate letters with sounds. It is not valid for English learners in kindergarten, but seems valid for grade 1	DIBELS / Acadience (English Versions) *DIBELS has undergone bias review at the EECD and is approved for use in NS schools
Facilité à dénommer des lettres (FPS)					Acadience Reading Français Approved for use in P-2
Phoneme Segmentation	Primary -1	Phonemic Awareness	Screening and Progress Monitoring	This measure is problematic for measuring progress in the second semester of grade 1. As students learn to read, they	DIBELS / Acadience (English Versions) *DIBELS has undergone bias review at the EECD and is

Universal Screening – Literacy Related Skills for Consideration					
Literacy-Related Skill	Recommended Grade Levels	Skills Assessed	Purpose	Limitations	Recommended Measures
				seem to focus less on phonemic skills and more on decoding strategies	approved for use in NS schools
Facilité à segmenter les phonèmes (FSP)					Acadience Reading Français Approved for use in P-2
Nonsense Word Fluency (Phonemic Decoding)	1+	Proficiency and automaticity with basics phonics rules	Screening and Progress Monitoring	This measure is limited to only very simple words and does not tap the ability to read irregular words or multisyllabic words.	DIBELS / Acadience (English Versions) *DIBELS has undergone bias review at the EECD and is approved for use in NS schools.
Facilité à lire des non-mots (FNM)	1-2				Acadience Reading Français Approved for use in P-2
Word Identification	1+	Word Reading	Screening and Progress Monitoring	This measure addresses many of the limitations of nonsense word fluency by including multisyllabic and irregular words.	DIBELS (English Version) DIBELS has undergone bias review at the EECD and is approved for use in NS schools.
Oral reading fluency (also called passage reading fluency)	1+	Reading Connected Text Accurately And Fluently	Screening And Progress Monitoring	Although the measure has moderately strong criterion related validity, it cannot give a full picture of students' reading proficiency. Many students will score close to zero at the beginning of grade 1. The measure still is a reasonable predictor of end of year reading performance. For older students (grades 3+, Oral Reading Fluency is a strong initial screener to determine if	DIBELS / Acadience (English Versions) University of Florida Literacy Institute: Foundations – Virtual Took Box DIBELS and UFLI have undergone bias review at the EECD and is approved for use in NS schools.

Universal Screening – Literacy Related Skills for Consideration					
Literacy-Related Skill	Recommended Grade Levels	Skills Assessed	Purpose	Limitations	Recommended Measures
				students are developing strong word-level skills.	
Facilité en lecture orale (FLO)					Acadiance Reading Français Approved for use in P-2

Appendix D: Adaptations

Environmental Adaptations	Assessment Adaptations	Instructional Adaptations
<p>Organization supports (i.e. agenda, checklist, visual schedule, visual timer, etc.) Please specify:</p>	<p>Locations and/or groupings to demonstrate/express learning (i.e. small groups, flexible locations, etc.) Please specify:</p>	<p>Locations and/or groupings to access and engage in learning (i.e. small groups, flexible locations, etc.) Please specify:</p>
<p>Seating/Location considerations (i.e. proximity, study carrel, standing, type of seat, etc.) Please specify:</p>	<p>Adjustments to assessments to demonstrate/express learning (i.e. type, length, complexity, timeline, using conversations, observations, products, etc.) Please specify:</p>	<p>Organization supports to access and engage in learning (i.e. visuals, cognitive credit cards, chunking of information, copies of notes, etc.) Please specify:</p>
<p>Communication tools (i.e. Home/School communication book, school check-ins with adult, etc.) Please specify:</p>	<p>Organization supports to demonstrate/express learning (i.e. graphic organizer, cognitive credit cards, chunking, etc.) Please specify:</p>	<p>Representation of instruction (i.e. outlines, pre-teaching, smaller steps, visuals, repetition, etc.) Please specify:</p>
<p>Adaptive materials/Assistive Technology (i.e. noise cancelling headphones, technology, use of FM or sound-field system, etc.) Please specify:</p>	<p>Accessible Educational Materials/AEM to demonstrate/express learning (i.e. digitized text, appropriate fonts, sizes, colors, etc.) Please specify:</p>	<p>Accessible Educational Materials/AEM to access and engage in learning (i.e. audible books, videos, digitized text, etc.) Please specify:</p>
<p>Self-regulation/Motivation supports (i.e. visuals, movement, breaks, etc.) Please specify:</p>	<p>Technology/Assistive Technology to demonstrate/express learning (i.e. text-to-speech, speech to text, AAC, etc.) Please specify:</p>	<p>Technology/Assistive Technology to access and engage in learning (i.e. text-to-speech, speech to text, AAC, etc.) Please specify:</p>
<p>Other Please specify:</p>	<p>Other Please specify:</p>	<p>Other Please specify:</p>