



# IMPLEMENTING EARLY IDENTIFICATION AND STRUCTURED LITERACY: A SYSTEMS APPROACH

LA MISE EN ŒUVRE DU DÉPISTAGE PRÉCOCE ET DE LA LITTÉRATIE STRUCTURÉE : UNE APPROCHE SYSTÉMIQUE



## SPÉCIALISTE SPECIALIST

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## TYPE DE RESSOURCE RESOURCE TYPE

Balado / Podcast



## LANGUE DE LA RESSOURCE LANGUAGE OF RESOURCE

Français / French



## BALISES TAGS

- Administrator
- French Immersion reading
- Screening tools
- Early immersion



## TEMPS ESTIMÉ REQUIS ESTIMATED TIME REQUIRED

30 minutes to 1 hour at a staff meeting.



## APERÇU DU CONTENU CONTENT OVERVIEW

As recommended in the [Right to Read Report](#), Ron shares the screening process, data collection, and transformation of pedagogy in one school division to better reflect the science of reading. Ron describes the implementation of early screening for all students in Kindergarten and Grade 1 in a division of over 15,000 students. This is followed by the process of data collection and analysis, the development of French assessment tools in partnership with OISE researchers to assess reading fluency for K-1 students, and finally, the development of a divisional literacy learning progression in English and French to guide instruction and intervention.



## MESSAGES CLÉS KEY MESSAGES

1. Early identification in immersion is essential. Research states that early identification will prevent literacy challenges. We tend to sometimes wait in immersion. This is not providing essential, timely supports.
2. Once a screening process is in place, there needs to be a systematic process to not only screen students, but to analyze the findings. Providing support is sometimes difficult to do. It is essential that districts are certain that the supports they are providing are effective for each individual student.
3. Surround yourselves with a strong and dynamic team. Ensure that you have built relationships with a wide range of professional services that will support your work.



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# PRINCIPAUX ÉLÉMENTS

## MAIN FEATURES

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**2:08** - Three top suggestions that are essential for teachers and districts to consider.

**5:00** - Why it is important to use an early screening tool for reading, and the differences between a French immersion and English tool. Ron underlines how in the past, the tendency was to wait with FI students because it was thought they did not have the vocabulary to screen. Research contradicts this thought. Early screening and support even in English or the student's first language is very supportive.

**6:55** - Ron describes the screening tools used in his district in collaboration with the University of Toronto using the Comprehensive Test of Phonological Processing CTOPP is an English test that is used even with FI students.

**9:30** - Ron answers when the screening will take place and who will be doing the screening, how long the tests take as well as where to find the tests his district is currently using.

**12:40** - Analysis of the data. Ron describes who looks at the data from the screenings and why this is so important.

**14:55** - What interventions are taken once screenings have taken place: a personalized approach, not a systematic approach.

**16:30** - Ron describes the resources that his district finds most effective within a structured literacy approach.

**19:55** - A discussion on how this district was able to create a rich team of professionals to create the system early identification process.

**23:45** - Ron discusses the results of the system's approach.



### LES TROIS PREMIERS CONSEILS D'UTILISATION

#### TOP THREE SUGGESTIONS FOR USE:

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1. A great discussion starter for any districts/boards that are starting to use a district wide process for early screening. Listen to the first 5 minutes of the podcast and discuss the implications in your areas.
2. Ron describes all the tests used in his district. For boards who have a screening process already, this would be an excellent opportunity to compare foci.
3. Within a structured literacy approach in a system, is there room for a unique creative kindergarten program? Discuss within your staff and then listen to 16:30 to what the district in Manitoba has discovered.

