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RTI in the Early Grades: Intervention Strategies for Mathematics, Literacy, Behavior & Fine-Motor Challenges

By Chris Weber

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Study Guide

This study guide is a companion to the book *RTI in the Early Grades: Intervention Strategies for Mathematics, Literacy, Behavior & Fine-Motor Challenges* by Chris Weber. *RTI in the Early Grades* explores why intervention and support for struggling students in grades K–3 are essential to student success. Teachers will learn how to use RTI-based supports in the early grades to help prevent learning difficulties.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or to focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or by an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a system of early intervention in your K–3 classrooms.

Chapter 1

Reading

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1. What learning deficiencies typically lead to problems in learning to read? Reflect on what your students tend to struggle with.

2. How does the National Reading Panel recommend you differentiate reading instruction?

3. Why is the need for direct and systematic instruction in phonemic awareness and phonics relevant for students with poor reading skills?

4. What should be your final goal of reading instruction? Explain whether your school or district is successful in reaching that goal now. What can you do to support your efforts?

5. What guidelines should teams look for in a purchased intervention program?

Chapter 2

Writing

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1. Why does a focus on writing lead to gains across other domains and content areas?

2. According to Steve Graham and Michael Hebert (2010), what three recommendations can teachers and schools do to improve writing and reading?

3. What is the purpose of explicitly teaching students the processes and structures for writing?

4. What is a snapshot of writing (SOW)? Reflect on your use of SOWs in the classroom.

5. What strategies can educators use to create time for students to write and draw daily?

Chapter 3

Mathematics

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1. How can you identify and support students who lack number sense in kindergarten?

2. According to the author, why do conceptual and procedural awareness reinforce one another?

3. What is the National Mathematics Advisory Panel's most important, pragmatic recommendation? How can you implement it?

4. How is your school incorporating Common Core State Standards mathematical practices in curriculum or instruction?

5. How can you create time in the schedule that allows students to independently solve math problems?

Chapter 4

English Learners

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1. What challenges do educators of English learners face? How are they similar to the problems they face when teaching reading, writing, and mathematics?

2. How does the author define *proficiency*? How can you incorporate or replace it with your school's definition of the term?

3. How can you ensure ELLs successfully access content in reading, mathematics, science, and other courses taught in English?

4. During English language instruction, why shouldn't teachers "name" the parts of speech?

5. What are two primary reasons to know the language proficiency levels of students?

6. How can you monitor progress in the acquisition of English?

Chapter 5

Social/Emotional, Speech/Language, and

Fine-Motor Challenges

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1. What is the most systematic and successful way to ensure positive student behavior?

2. What strategies can you use to address cognitive needs in students?

3. How does the author recommend speech and language pathologists support students?

4. Which staff members can embed interventions and supports that address speech and language deficits?