

Chapter 9
Literacy Intervention

1. What supplementary interventions, supports and services have proven effective to improve literacy within our school's RTI process? How does our school support the needs of struggling readers?

2. The passage states,

“Clearly, ‘good instruction for struggling readers focuses on a difference model, one that meets students at the point in their literacy development where they are performing and then seeks to move them forward, rather than a deficit model, which focuses on what students do not know.’”

What examples of this “good instruction” have we seen within our RTI model?

3. How does writing fit into our school/LEA's RTI model?

4. Is our school/LEA culturally responsive to the needs of EL students? In what ways?

5. Does our school/LEA have adequate resources to effectively support the third tier of RTI? If not, how do we best allocate our limited resources?

6. According to the research, "Many students start falling behind around the fourth grade." What is our school/LEA specifically doing to target the needs of this at-risk population of students?