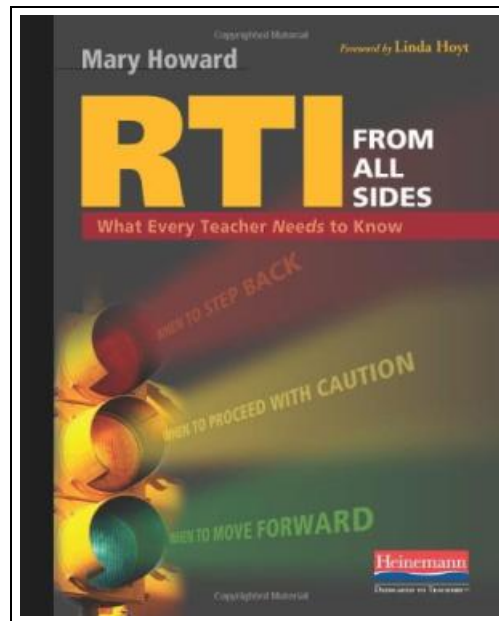


RTI from All Sides: What Every Teacher Needs to Know



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Reviews

It is one of my favorite books. Sure, it is actually engaging, nonetheless an interesting and amazing literature. I am happy to let you know that this is basically the finest book I have got to study inside my very own existence and might be the finest publication for ever.
(Randal Reinger)

RTI FROM ALL SIDES: WHAT EVERY TEACHER NEEDS TO KNOW

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Heinemann USA. Paperback / softback. Book Condition: new. BRAND NEW, RTI from All Sides: What Every Teacher Needs to Know, Mary Howard, Linda Hoyt, "This book is desperately needed in districts and state departments everywhere. It is loaded with interventions that are right for kids and right for the educators who serve them. It profiles RTI as a framework for increasing intentional instruction.keeping the emphasis on knowledgeable educators rather than "programs." If this book could become a prerequisite to implementation, I fully believe that the goals of RTI may well be realized. " - Linda HoytAuthor of "Revisit, Reflect, Retell, " Updated Edition Response to Intervention (RTI) is here, but what do teachers need to know about it? As Mary Howard investigated that question, she was surprised: the more she knew about it, the more this "teacher's teacher" was excited by it. That's because RTI promises to use the great teaching you know to catch readers "before "they falter. With "RTI from All Sides," she shows how to make RTI live up to its promise. In "RTI from All Sides, " Howard points the way toward thoughtful and effective RTI - and away from potentially dangerous, rigid implementations. She offers suggestions for instructional design, collaboration, and troubleshooting - even for avoiding mediocre RTI products. Most important, shedemonstrates how to apply the principles you trust to RTI: teaching reading and writing in authentic ways to help students choose just-right books that set them up to read in and out of school using simple, ongoing assessments to know when to intensify instruction inside and outside the regular classroom differentiating reading instruction to maintain the flow between whole-class, small-group, and one-on-one instruction while meeting specific students' needs designing interventions to amplify instruction instead of sidelining students to skill-and-drill that takes them further from...

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