**Interventions**

**Reading Comprehension**

[“Click or Clunk”](http://www.interventioncentral.org/academic-interventions/reading-comprehension/click-or-clunk-student-comprehension-self-check) : Students periodically check their understanding of sentences, paragraphs, and pages of text as they read. When students encounter problems with vocabulary or comprehension, they use a checklist to apply simple strategies to solve those reading difficulties.

[Advanced Story Map](http://www.interventioncentral.org/academic-interventions/reading-comprehension/advanced-story-map) : Students are taught to use a basic 'Story Grammar' to map out, identify and analyze significant components of narrative text (e.g., fiction, biographies, historical accounts).

[Keywords: A Memorization Strategy](http://www.interventioncentral.org/academic-interventions/reading-comprehension/keywords-memorization-strategy) : In this mnemonic (memorization) technique, students select the central idea of a passage and summarize it as a 'keyword'. Next, they recode the keyword as a mental picture and use additional mental imagery to relate other important facts to the keyword. They can then recall the keyword when needed, retrieving the related information.

[Main – Idea Maps](http://www.interventioncentral.org/academic-interventions/reading-comprehension/main-idea-maps) : This simple strategy teaches students to generate a graphic organizer containing the main ideas of an expository passage.

[Mental Imagery: Improving Text Recall](http://www.interventioncentral.org/academic-interventions/reading-comprehension/mental-imagery-improving-text-recall) : By constructing "mental pictures" of what they are reading and closely studying text illustrations, students increase their reading comprehension.

[Phase-Cued Text Lessons](http://www.interventioncentral.org/academic-interventions/reading-comprehension/phrase-cued-text-lessons) : Phrase-cued texts are a means to train students to recognize the natural pauses that occur between phrases in their reading. Because phrases are units that often encapsulate key ideas, the student’s ability to identify them can enhance comprehension of the text.

[Prior Knowledge: Activating the ‘Known’](http://www.interventioncentral.org/academic-interventions/reading-comprehension/prior-knowledge-activating-known) : Through a series of guided questions, the instructor helps students activate their prior knowledge of a specific topic to help them comprehend the content of a story or article on the same topic. Linking new facts to prior knowledge increases a student's inferential comprehension (ability to place novel information in a meaningful context by comparing it to already-learned information).

[Question Generation](http://www.interventioncentral.org/academic-interventions/reading-comprehension/question-generation) : Students are taught to boost their comprehension of expository passages by (1) locating the main idea or key ideas in the passage and (2) generating questions based on that information.

[Reading Comprehension Fix-up Skills: A Classroom Toolkit](http://www.interventioncentral.org/academic-interventions/reading-comprehension/reading-comprehension-fix-skills-classroom-toolkit) : Good readers continuously monitor their understanding of informational text. When necessary, they also take steps to improve their understanding of text through use of reading comprehension ‘fix-up’ skills. Presented here are a series of fix-up skill strategies that can help struggling students to better understand difficult reading assignments.

[Reciprocal Teaching: A Reading Comprehension Package](http://www.interventioncentral.org/academic-interventions/reading-comprehension/reciprocal-teaching-reading-comprehension-package) : The intervention package teaches students to use reading comprehension strategies independently, including text prediction, summarization, question generation, and clarification of unknown or unclear content.

For effective-teaching tips to use when introducing this strategy, consult the guidelines presented introducing Academic Strategies to Students: A Direct-Instruction Approach.

[Text Lookback](http://www.interventioncentral.org/academic-interventions/reading-comprehension/text-lookback) : Reserve several instructional sessions to introduce the steps in this comprehension strategy.

[Story Grammar Training](https://www.msu.edu/course/cep/886/Reading%20Comprehension/5Learn_Serv_Proj_Grammar.html) : This intervention emphasizes the importance of metacognitive or active reading strategies to improve comprehension. It directs students' attention on story structure by teaching them to ask five "wh" questions about the settings and episodes of the story.

[Story Retelling](https://www.msu.edu/course/cep/886/Reading%20Comprehension/6Learn_Serv_Proj_StoryRetelling.html) : This intervention emphasizes the importance of verbal rehearsal of a story. By retelling students relate information from the story to their own experiences. In this way, they improve their reading comprehension and memory of story information.

[K-W-L Strategy](https://www.msu.edu/course/cep/886/Reading%20Comprehension/7Learn_Serv_Proj_KWL.html) : The K-W-L strategy stands for what I Know, what I Want to learn, and what I did Learn. By activating students' background knowledge, it improves comprehension of expository text.

[Question-Answer Relationship Strategy](https://www.msu.edu/course/cep/886/Reading%20Comprehension/8Learn_Serv_Proj_QuestionAnswer.html): The question-answer relationships strategy helps students label the type of questions that are asked and to use this information to develop their answers.

[Paraphrasing Strategy](https://www.msu.edu/course/cep/886/Reading%20Comprehension/9Learn_Serv_Proj_Paraphrasing.html) : The paraphrasing strategy helps students recall the main ideas and specific facts of materials they read.

[Summarization Strategy](https://www.msu.edu/course/cep/886/Reading%20Comprehension/10Learn_Serv_Proj_Summarization.html): The summarization strategy helps students recall the main ideas and specific facts of materials they read.

**Reading Fluency**

[Assisted Reading Practice](http://www.interventioncentral.org/academic-interventions/reading-fluency/assisted-reading-practice) : In this very simple but effective intervention, the student reads aloud while an accomplished reader follows along silently. If the student commits a reading error, the helping reader corrects the student error.

[Error Correction and Word Drill Techniques](http://www.interventioncentral.org/academic-interventions/reading-fluency/error-correction-word-drill-techniques) : Below are several error-correction techniques and one procedure for vocabulary drill-and-practice that teachers, tutors, or parents can use with developing readers (includes Word Supply, Sentence Repeat, Word Attack, and Error Word Drill).

[Listening Passage Preview](http://www.interventioncentral.org/academic-interventions/reading-fluency/listening-passage-preview) : The student follows along silently as an accomplished reader reads a passage aloud. Then the student reads the passage aloud, receiving corrective feedback as needed.

[Paired Reading](http://www.interventioncentral.org/academic-interventions/reading-fluency/paired-reading) : The student reads aloud in tandem with an accomplished reader. At a student signal, the helping reader stops reading, while the student continues on. When the student commits a reading error, the helping reader resumes reading in tandem.

[Repeated Reading](http://www.interventioncentral.org/academic-interventions/reading-fluency/repeated-reading) : The student reads through a passage repeatedly, silently or aloud, and receives help with reading errors.

**Math**

[Cover-Copy-Compare](http://www.interventioncentral.org/academic-interventions/math/cover-copy-compare) : Students who can be trusted to work independently and need extra drill and practice with math computational problems, spelling, or vocabulary words will benefit from Cover-Copy-Compare.

[Self-Monitoring and Performance](http://www.interventioncentral.org/academic-interventions/math/math-computation-increase-accuracy-and-productivity-rates-self-monitorin) Feedback : Students can improve both their accuracy and fluency on math computation worksheets by independently self-monitoring their computation speed, charting their daily progress, and earning rewards for improved performance.

[Mixing Easy and Challenging Problems](http://www.interventioncentral.org/academic-interventions/math/math-computation-increase-accuracy-intermixing-easy-and-challenging-comp) : Teachers can improve accuracy and positively influence the attitude of students when completing math-fact worksheets by intermixing 'easy' problems among the 'challenging' problems. Research shows that students are more motivated to complete computation worksheets when they contain some very easy problems interspersed among the more challenging items.

[Incremental Rehearsal](http://www.interventioncentral.org/academic-interventions/math/math-computation-promote-mastery-math-facts-through-incremental-rehearsa) : Incremental rehearsal builds student fluency in basic math facts ('arithmetic combinations') by pairing unknown computation items with a steadily increasing collection of known items. This intervention makes use of concentrated practice to promote fluency and guarantees that the student will experience a high rate of success.

[Cognitive/Metacognitive Strategies](http://www.interventioncentral.org/academic-interventions/math/math-problem-solving-combining-cognitive-metacognitive-strategies) : The following strategies combine both cognitive and metacognitive elements. First, the student is taught a 7-step process for attacking a math word problem (cognitive strategy). Second, the instructor trains the student to use a three-part self-coaching routine for each of the seven problem-solving steps (metacognitive strategy).

[Strategic Number Counting](http://www.interventioncentral.org/academic-interventions/math/number-operations-strategic-number-counting-instruction) : The student is taught explicit number counting strategies for basic addition and subtraction. Those skills are then practiced with a tutor.

[Self-Correction Checklist](http://www.interventioncentral.org/academic-interventions/math/self-monitoring-customized-math-self-correction-checklists) : The teacher analyzes a particular student's pattern of errors commonly made when solving a math algorithm (on either computation or word problems) and develops a brief error self-correction checklist unique to that student. The student then uses this checklist to self-monitor—and when necessary correct—his or her performance on math worksheets before turning them in.

**Writing**

[Spelling: Cover-Copy-Compare](http://www.interventioncentral.org/academic-interventions/writing/spelling-cover-copy-compare) : In this intervention to promote acquisition of spelling words, the student is given a spelling sheet with the target words correctly spelled. The student looks at each correctly spelled word, covers the word briefly and copies it from memory, then compares the copied word to the original correct model.

[Spelling: Repeated Review of Spelling Words with Shared Rime](http://www.interventioncentral.org/academic-interventions/writing/spelling-repeated-review-spelling-words-shared-rime) : Student practices the reading and spelling of words from word families that have similar pronunciation and shared spelling patterns (rimes).

[Spelling: Self-Correction with Verbal Cues](http://www.interventioncentral.org/academic-interventions/writing/spelling-self-correction-verbal-cues) : The student takes a brief spelling pre-test, follows a self-guided process to check and correct spelling errors using verbal cues, and then takes a spelling post-test.

[Written Expression Interventions](http://libguides.verona.k12.wi.us/content.php?pid=302610&sid=2498904) : This page has several written expression strategies with short descriptions and links for more information.

[Susie Can Write!](https://www.msu.edu/course/cep/886/Writing/Susie%20Can%20Write!.doc) : The purpose of this intervention is to help a beginning writer increase his or her writing fluency and to provide a model for correct sentence construction. A benefit of this intervention is that it allows students to experience writing success while building their skills.

[Increasing Writing Productivity with Self-Monitoring](https://www.msu.edu/course/cep/886/Writing/Increasing%20Writing%20Productivity%20with%20Self%20Monitoring.doc) : The purpose of this intervention is to increase word production through self-monitoring of word counts. The rationale behind this intervention is that the more students write, the more effect they will become at writing, and the idea is that if students monitor their amount of writing output, they will strive to increase that amount.

[Proofreading with “SCOPE”](https://www.msu.edu/course/cep/886/Writing/SCOPES.doc) : As students get older, error free work becomes more and more important. This intervention offers students a mnemonic device for remembering the steps involved in thorough proofreading.