Continuum of Interventions

- Remind students of the target, which often defines the specific thinking they are attempting to complete. “Remember, what we are doing is using context clues to determine word meaning. Did you use a content clue?”
- Significantly increase wait time.
- Say, “Tell me more about your thinking.”
- Say, “What led you to that conclusion?”
- Say, “Talk to your partner and try to explain it in a new way, then I want to hear your idea again.”
- Direct students to the anchor chart(s) which remind them of steps or process.
- Develop an “I need help” signal that students can show (for example, they flip up a red card on their desks).
- Ask a student who has “got it” to share his/her work.
- Model your own thinking (after you’ve created norms for and allowed the students time for productive struggle).

- Prepare generic sentence starters (for example, "evidence sentences include ‘in the text it says,’ or ‘this is proven by...’"). Make these available on anchor charts or table tents.
- Re-practice protocols to ensure that students understand the focus of the conversation or thinking they are engaged in.
- Analyze a model of the work expected and clarify expectations.
- Group students carefully. Try homogeneous groups with adult support for the most challenged students.
- Read the text under consideration aloud, with inflection.
- Pre-highlight some key ideas or “moments” so students do not need to search. Provide only to students who need them.
- Pre-annotate some key ideas, structures, words, etc. so students have models. Only distribute to students who need them.

- Provide additional text-specific vocabulary work.
- Chunk longer tasks into a series of shorter tasks with more frequent checks for understanding and feedback.
- Tier the tasks (graphic organizers, for example) by adding additional scaffolding/specifities directly to the tasks students are to complete. Provide more-scaffolded versions of tasks only to students who need them.
- Pre-determine smaller chunks of texts students for students to grapple with. Fill in the gaps by offering the whole text as a listening exercise.
- Analyze a model of the work expected, develop criteria for successful work, and apply that criteria to a second model.
- If the skill/target under development is not going to be addressed in future lessons (unlikely in the modules), add more time/lessons addressing the skill.