

Plan one focused intervention

Intervention planning | Supplementary instruction, not an IEP form

Learner code / dates / instructor

Observed need and example from a response

Observable target for the next 2-3 sessions

Model: what will I say and show?

Guided practice: what will the learner try with support?

Independent check: new text, prompt, and support to record

Review date and decision: continue, adjust, or consult

Choose the next teaching move

Intervention planning | Skill-specific examples

Main idea

Model distinguishing a topic from what the author says about it. Sort three details under a proposed central idea. Ask which detail does not belong and why. Check on a fresh short paragraph.

Inference and evidence

Say what the text explicitly states, then model one reasonable inference. Use "I infer ____ because the text says ____." Compare a strong detail with a weak one; explain the connection.

Vocabulary

Reread the sentence and neighboring sentences. Identify a definition, contrast, or example clue. Substitute a candidate meaning and see whether the sentence still makes sense.

Written explanation

Model claim, evidence, explanation. Co-write one response, then ask for a new response independently. Offer a sentence frame as support and record it.

When access is the barrier

Reduce extraneous task demands and provide appropriate accommodations. Document what changed. If concerns persist, use your school or tutoring referral procedures; this toolkit cannot diagnose the cause.

An observable target might be: On a fresh short passage, the learner states an inference and one relevant supporting detail, with support recorded. Set your own success rule and review window; no universal threshold is prescribed.