



Laurens County School System

Multi-Tiered System of Supports: Response to Intervention

Intervention Bank

August 2019

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Intervention Bank

Reading

General Reading

Cross Age Peer Tutoring K-12

Guided Notes 4-12

Instructional Match K-12

Interspersing Easier Problems in Drill Practices K-12

Name	Reading Domain	Tier	Grade	Description	Website Link
Cross Age Peer Tutoring	Reading	1	K-12	This is a cross-age peer tutoring intervention that works by pairing students from different grades and ability levels to work on an academic skill together.	http://ebi.missouri.edu/?p=26
Instructional Match K-12	Reading	2, 3	K-12	The purpose of this intervention is to improve instruction through the accurate assessment of the student's current instructional level and selection of appropriately matched curriculum and materials to the student's current level and ability.	http://ebi.missouri.edu/?p=13
Interspersing Easier Problems in Drill Practices	Reading (Math)	2, 3	K-12	This intervention allows students to become engaged in tasks, because the assignment fits the students level while maintaining the simplicity of the curriculum.	http://ebi.missouri.edu/?p=123

Phonemic Awareness:

Say it, Move it K-3

Phoneme Blending K-5

Phoneme Segmenting K-5

Phonemic Awareness-Phoneme Manipulating 2-3

Phonemic Awareness-Phoneme Blending/Segmenting 2-3

Name	Reading Domain	Tier	Grade	Description	Website Link
Say it, move it	Reading	2,3	K-3	Phonemic Awareness: Phonics:	http://sfasko.people.udmercy.edu/Say%20it%20and%20Move%20it.pdf

				This intervention uses modeling and prompting to increase the accuracy and fluency of phonological awareness.	
Phoneme Blending	Reading	2	K-5	Phonics: This intervention increases skill in phoneme blending	http://www.swsc.org/cms/lib04/MN01000693/Centricity/Domain/91/Phoneme_Blending.pdf
Phoneme Segmenting	Reading	2,3	K-5	This intervention increases skill in phoneme segmenting	https://drive.google.com/open?id=0B-4Nh11CtINjU1kzVUVmX2pSVGs http://www.swsc.org/cms/lib04/MN01000693/Centricity/Domain/91/Phoneme_Blending.pdf
Phonemic Awareness-- Phoneme Manipulating 2-3	Reading	2, 3	2-3	This intervention helps students who need additional support with manipulating phonemes in words.	https://drive.google.com/open?id=0B-4Nh11CtINjQ05nQk5IWVfYbLU
Phonemic Awareness-Phoneme Blending/Segmenting 2-3	Reading	2, 3	2-3	These interventions help students who need additional support with blending phonemes in words and segmenting phonemes in words.	https://drive.google.com/open?id=0B-4Nh11CtINjV28zalFaSmtPd2M

Phonics

Blending and Segmenting K-5

Letter Sort K-2

Phoneme Blending K-5

Phoneme Segmenting K-5

Advanced Phonics—Morpheme Structures 4-5

Advanced Phonics—Syllable Patterns 4-5

Advanced Phonics—Variant Correspondences 4-5

Phonics-Encoding/Decoding K-1

Phonics-High Frequency Words 2-3

Phonics-High Frequency Words K-1

Phonics-Letter Recognition K-1

Phonics-Letter Sound Correspondence 2-3

Phonics-Morpheme Structures 2-3

Phonics-Onset/Rime K-1

Phonics-Syllable Patterns 2-3

Phonics-Syllable Patterns/Morpheme Structures K-1

Phonics-Variant Correspondences 2-3

Phonics-Variant Correspondences K-1

Phonics-Word Study K-1

Name	Reading Domain	Tier	Grade	Description	Website Link
Phoneme Segmenting K-5	Reading	2,3	K-5	Blending and Segmenting: Positive explicit and corrective feedback using blending slide strategy to blend words	http://www.swsc.org/cms/lib04/MN01000693/Centricity/Domain/91/Phoneme_Blending.pdf
Letter Sort	Reading	2,3	K-2	Phonics: The student distinguishes between letters with long sticks versus letters without long sticks by paying attention to details or shapes of the letters. The student practices sorting those letters using letter manipulatives (magnetic letters, etc.)	http://www.eduplace.com/rdg/hmsv/2/letterwordcards/p013.pdf
Phoneme Blending	Reading	2	K-5	Phonics: This intervention increases skill in phoneme blending	http://www.swsc.org/cms/lib04/MN01000693/Centricity/Domain/91/Phoneme_Blending.pdf
Advanced Phonics-- Morpheme Structures 4-5	Reading	2,3	4-5	Phonics: Advanced phonics builds on the primary grade skills (consonants, short and long vowels, digraphs, etc.) and enables students to read multisyllabic words with complex vowel and syllabication patterns. These interventions supports these needed skills.	https://drive.google.com/open?id=0B-4Nhi1CtINjRmxxWXdVSIvKtkk
Advanced Phonics-- Syllable Patterns 4-5	Reading	2,3	4-5	Phonics: Advanced phonics builds on the primary grade skills (consonants, short and long vowels, digraphs, etc.) and enables students to read multisyllabic words with complex vowel and syllabication patterns. These interventions supports these needed skills.	https://drive.google.com/open?id=0B-4Nhi1CtINjU1N3MENkdDIUS28
Advanced Phonics-- Variant Correspondences 4-5	Reading	2,3	4-5	Phonics: Advanced phonics builds on the primary grade skills (consonants, short and long vowels, digraphs, etc.) and enables students to read multisyllabic words with complex vowel and syllabication patterns. These interventions supports these needed skills.	https://drive.google.com/open?id=0B-4Nhi1CtINjTGk3Y08zcWt2Y2c
Phonics-- Encoding/Decoding K-1	Reading	2, 3	K-1	These interventions help students with phoneme weaknesses. These help students match initial, medial, and final phonemes in words, match vowel sounds in words, isolate initial phonemes in words, and isolate final phonemes in words.	https://drive.google.com/open?id=0B-4Nhi1CtINjWmhBN3Q2S3BYVVE

Phonics--High Frequency Words 2-3	Reading	2, 3	2-3	This intervention helps support those students that need extra help with reading/learning high frequency words.	https://drive.google.com/open?id=0B-4Nhi1CtINjY1BWQmZmb1RZd2M
Phonics--High Frequency Words K-1	Reading	2, 3	K-1	This intervention helps support those students that need extra help with reading/learning high frequency words.	https://drive.google.com/open?id=0B-4Nhi1CtINjX01mMIZuWIRlck0
Phonics--Letter Recognition K-1	Reading	2, 3	K-1	These interventions help students who need support with naming and matching letters of the alphabet as well as identifying letters of the alphabet.	https://drive.google.com/open?id=0B-4Nhi1CtINjb3VxMDNQRGRcwTA
Phonics--Letter Sound Correspondence 2-3	Reading	2, 3	2-3	These interventions help students match initial/final/medial phonemes to graphemes, blend onsets and rimes to make words, match final consonant digraph sounds to letters, combine consonant blends and digraphs.	https://drive.google.com/open?id=0B-4Nhi1CtINjVUNieWpaTGN5UG8
Phonics--Letter Sound Correspondence K-1	Reading	2, 3	K-1	These interventions help students match initial, medial, and final phonemes to graphemes.	https://drive.google.com/open?id=0B-4Nhi1CtINjCvRjYzFBWFNaQ2s
Phonics--Morpheme Structures 2-3	Reading	2, 3	2-3	These interventions help students who need additional support with compound words, identifying individual words in compound words and blends base words with affixes and inflections.	https://drive.google.com/open?id=0B-4Nhi1CtINjdDRvem8yMlIfUVk
Phonics--Onset/Rime K-1	Reading	2, 3	K-1	This intervention helps students that need additional support and instruction with blending onsets and rimes to make words.	https://drive.google.com/open?id=0B-4Nhi1CtINjSUN5dHFIQS1wTXM
Phonics--Syllable Patterns 2-3	Reading	2, 3	2-3	These interventions focus on blend syllables in words as well as segmenting syllables in words.	https://drive.google.com/open?id=0B-4Nhi1CtINjU0NYbEpycVM0aTQ
Phonics--Syllable Patterns/Morpheme Structures K-1	Reading	2, 3	K-1	These interventions will help support students to blend and segment syllables in words, form compound words, blend base words and inflections to make words as well as identify base words and affixes.	https://drive.google.com/open?id=0B-4Nhi1CtINjU0NYbEpycVM0aTQ
Phonics--Variant Correspondences 2-3	Reading	2, 3	2-3	These interventions will support students with the need of identifying variant correspondences in words.	https://drive.google.com/open?id=0B-4Nhi1CtINjUng2ZTBwN21hbVE
Phonics--Variant Correspondences K-1	Reading	2, 3	K-1	These interventions will support students with the need of identifying variant correspondences in words.	https://drive.google.com/open?id=0B-4Nhi1CtINjZ05zMTNoV0FWQ1k
Phonics--Word Study K-1	Reading	2, 3	K-1	This intervention focuses on helping students identify sounds of letters in words, segment sounds in words, and manipulate sounds of letters in words.	https://drive.google.com/open?id=0B-4Nhi1CtINjSmt6MGtyWnpVcnc

Phonological Awareness

Phonological Awareness-Phoneme Matching K-1

Phonological Awareness-Rhyme/Alliteration K-1

Phonological Awareness-Phonemes K-1

Phonological Awareness-Segmentation/Syllables K-1

Phonological Awareness--Segmenting/Isolating K-1

Name	Reading Domain	Tier	Grade	Description	Website Link
Phonological Awareness--Phoneme Matching K-1	Reading	2, 3	K-1	These interventions help students be better at matching initial, medial, and final phonemes in words..	https://drive.google.com/open?id=0B-4Nh11CtINjdEx4eIhWTUkwMEU
Phonological Awareness--Rhyme/Alliteration K-1	Reading	2, 3	K-1	With this intervention, it will help the student with recognizing rhyming words and producing rhyming words. Students can also receive support with repeating and producing alliterative phrases.	https://drive.google.com/open?id=0B-4Nh11CtINjMXVCR29QcGhQX3c
Phonological Awareness--Blending/ Manipulation g K-1	Reading	2, 3	K-1	These interventions will help students to segment and blend phonemes in words as well as manipulate phonemes in words.	http://fcrr.org/documents/sca/GK-1/PA_Final_Part5.pdf
Phonological Awareness--Phonemes K-1	Reading	2, 3	K-1	This intervention will support students to match initial phonemes in words, final phonemes in words as well as match medial phonemes in words.	https://drive.google.com/open?id=0B-4Nh11CtINjT1lnYVJwanJOWE
Phonological Awareness--Segmentation/Syllables K-1	Reading	2, 3	K-1	These interventions will help students further their phonological awareness by helping students to segment sentences into words, and to segment, blend, and match onsets and rimes in words.	https://drive.google.com/open?id=0B-4Nh11CtINja0Q2b0pybHZHTUE
Phonological Awareness--Segmenting/Isolating K-1	Reading	2, 3	K-1	These interventions will help students isolate initial, final, and medial phonemes in words as well as support them with segmenting phonemes in words.	https://drive.google.com/open?id=0B-4Nh11CtINjRVBCZ1NuYkdZSEO

Fluency

Word Attack Hierarchy

Fluency K-1 Fluency—

Connected Text 2-3

Fluency—Phrases/Chunked Text 2-3

Fluency—Phrases/Chunked Text 4-5

Fluency—Words 2-3

Fluency—Words/Word Parts 4-5

Fluency—Letter-Sound Correspondence/Word Parts 4-5

Partner Reading K-12

Repeated Readings K-5

Name	Reading Domain	Tier	Grade	Description	Website Link
Word Attack Hierarchy 2-6	Read	2, 3	2-6	Fluency: Intervention to prompt students to apply a hierarchy of word-attack skills whenever the student misreads a word. Cues are given in descending order.	https://docs.google.com/document/edit?id=109B8GmC9eCT61ogQiGNXSkldI4Z_XgU07539gM6TH38&hl=en&pli=1
Fluency--Connected Text 2-3	Reading	2, 3	2-3	These interventions will support students who need extra instruction with reading with proper phrasing, intonation, and expression in connected text, as well as helping them to gain speed and accuracy in reading connected text	https://drive.google.com/open?id=0B-4Nh11CtINjbEkwekt5WjFIVEU
Fluency--Phrases/Chunked Text 2-3	Reading	2, 3	2-3	These interventions will help support those students who need extra instruction with reading with proper phrasing, intonation, and expression in phrases as well as gain speed and accuracy in reading phrases.	https://drive.google.com/open?id=0B-4Nh11CtINjbEkwekt5WjFIVEU
Fluency--Phrases/Chunked Text/Connected Text 4-5	Reading	2, 3	4-5	These interventions will help students with additional support in gaining speed and accuracy in reading phrases, reading with proper phrasing, intonation, and expression in chunked text, and speed and accuracy in reading connected text.	https://drive.google.com/open?id=0B-4Nh11CtINjVFM2MI9hV3dfT3M
Fluency--Words 2-3	Reading	2, 3	2-3	These interventions will help students who need additional support with gaining speed and accuracy in reading words	https://drive.google.com/open?id=0B-4Nh11CtINjT3h4cmVrYkwyZEE
Fluency--Words/Word Parts 4-5	Reading	2, 3	4-5	These interventions will help students with additional support with gaining speed and accuracy in reading syllables, speed and accuracy in reading affixes, gaining speed and accuracy in reading roots, and speed and accuracy in reading word parts.	https://drive.google.com/open?id=0B-4Nh11CtINjMVB3U3I5cm9Fem8
Fluency-Letter-Sound Correspondence/Word Parts 2-3	Reading	2, 3	2=3	These interventions will help students with gaining speed and accuracy in recognizing letter-sounds, reading word parts, reading syllables, recognizing letter-sounds, word parts and reading affixes.	https://drive.google.com/open?id=0B-4Nh11CtINjRDlyTkFNZDEwWnM
Partner Reading K-12	Reading	2, 3	K-12	Partner Reading is a research/evidence-based intervention that has been proven to increase reading fluency for students with and without reading disabilities. Partner Reading combines elements from different approaches and	http://ebi.missouri.edu/?p=40

				puts them together for maximum success	
Repeated Readings K-5	Reading	2, 3	K-5	Repeated reading is a reading intervention that has been highly researched. Repeated reading primarily focuses on increasing reading fluency; however, studies have indicated additional benefits.	http://ebi.missouri.edu/?p=79

Reading Comprehension/Making Inferences

Reciprocal Teaching K-12

Story Sequence Organizer K-1

Comprehension K-1

Comprehension-Monitoring for Understanding 4-5

Comprehension-Narrative Text Structures 2-3

Comprehension-Expository Text Structure 2-3

Comprehension-Expository Text Structure 4-5

Comprehension-Monitoring for Understanding 2-3

Comprehension-Narrative Text Structure 4-5

Comprehension-Text Analysis 2-3

Comprehension-Text Analysis 4-5

Story Detective K-12

Comprehension-Inferential Thinking K-5 (Tier 2)

Name	Reading Domain	Tier	Grade	Description	Website Link
Reciprocal Teaching	Reading	2,3	K-12	This intervention is an interactive instructional practice in which the teacher or designated student alternately leads a group of students as they talk their way through a text. The practice is intended to help students improve their understanding.	http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_rec_teach_091410.pdf
Story Sequence Organizer	Reading	2,3	K-1	This intervention will help students with sequencing events in a story.	https://drive.google.com/open?id=0B-4Nhl1CtINjWUNQM3hvMkVoc1U
Comprehension K-1	Reading	2, 3	K-1	Reading comprehension: Text comprehension can be thought of as the interaction of reader and text. That is, readers must construct meaning by interpreting information presented in the reading through the lens of their own prior knowledge of the topic or events.	https://drive.google.com/open?id=0B-4Nhl1CtINjSDdUZ1g2aUF1b3c
Comprehension - - Monitoring for Understanding 4-5	Reading	2, 3	4-5	These interventions will support the student's need to build background knowledge to comprehend text,	https://drive.google.com/open?id=0B-4Nhl1CtINjaHdPR2VuZzdLTzA

				generate and answer questions to comprehend the text, and multiple ways to summarize the text.	
Comprehension-- Narrative Text Structure 2-3	Reading	2, 3	2-3	These interventions help students with the understanding of characters, sequencing of events, story elements and being able to effectively retelling the story	https://drive.google.com/open?id=0B-4Nh11CtINjWndiV0tSdjJPQ1E
Comprehension-- Expository Text Structure 2-3	Reading	2, 3	2-3	These interventions help students with effectively learning how to identify parts of a book, identifying details in the text, facts in the text, main idea, supporting details, and classifying.	https://drive.google.com/open?id=0B-4Nh11CtINjdFQzNTIZbmZDY3c
Comprehension-- Expository Text Structure 4-5	Reading	2, 3	4-5	These interventions help students with expository text and supports their needs with text features, text structure, text details (minor/significant) main idea, paraphrasing, and summarizing.	https://drive.google.com/open?id=0B-4Nh11CtINjOXBVZ09oSIFCMms
Comprehension-- Monitoring for Understanding 2-3	Reading	2, 3	2-3	These interventions will support the student's need to build background knowledge to comprehend text, generate and answer questions to comprehend the text, and multiple ways to summarize the text.	https://drive.google.com/open?id=0B-4Nh11CtINjaHdPR2VuZzdLTzA
Comprehension-- Narrative Text Structure 4-5	Reading	2, 3	4-5	These interventions will help students who are in need of support with describing characters, similarities/differences in characters and in different stories, sequence of events in a story, components of the plot, and story elements.	https://drive.google.com/open?id=0B-4Nh11CtINjU2gycUNxOEx3SXM
Comprehension--Text Analysis 2-3	Reading	2, 3	2-3	These interventions will support students who need additional help with Fiction/Non-Fiction Text, Facts/Opinions, relationship between Cause/Effect, Similarities/Differences between topics, Identifying Inferences, and Author's Purpose.	https://drive.google.com/open?id=0B-4Nh11CtINjMjBFN3Z0eDdVTUO
Comprehension--Text Analysis 4-5	Reading	2, 3	4-5	These interventions will support students who need additional help with Fiction/Non-Fiction Text, Facts/Opinions, relationship between Cause/Effect, Similarities/Differences between topics, Identifying Inferences, and Author's Purpose.	https://drive.google.com/open?id=0B-4Nh11CtINjNWNhaDhrRkxyVDA
Story Detective K-12	Reading	2, 3	K-12	Story Detective turns the reader into a “detective” making predictions about a story as it unfolds through a series of clues. This is a Tier 2/Tier 3 intervention allows students with any reading level to become engaged readers. Story Detective allows students to practice	http://ebi.missouri.edu/?p=102

				reading comprehension strategies without the added pressures of decoding.	
Comprehension-Inferential Thinking K-5	Reading	2	K-5	Helps students understand when information is implied, or not directly stated. Can help their skill in drawing conclusions and making inferences.	http://www.readingrockets.org/strategies/inference

Vocabulary

Vocabulary K-1

Vocabulary—Morpheme Elements 4-5

Vocabulary—Morpheme Elements 2-3

Vocabulary—Word Analysis 2-3

Vocabulary—Word Knowledge 2-3

Vocabulary—Word Knowledge 4-5

Vocabulary—Word Meaning 2-3 Vocabulary—

Word Meaning/Word Analysis 4-5

Vocabulary—Words in Context 2-3

Vocabulary--Words in Context 4-5)

Incremental Rehearsal K-12

Name	Reading Domain	Tier	Grade	Description	Website Link
Vocabulary K-1	Reading Writing	2, 3	K-1	This intervention helps students gain speed and accuracy in letter recognition, letter-sounds, speed and accuracy in reading words and will help students with reading with proper phrasing, intonation, and expression in chunked text.	https://drive.google.com/open?id=0B-4Nhl1CtINjWV8yWnpPMXFyMVU
Vocabulary--Morphemic Elements 4-5	Reading Writing	2, 3	4-5	This intervention will help students with identifying the meaning of affixes, help them produce the meaning of words with affixes and identify the meaning of roots words.	https://drive.google.com/open?id=0B-4Nhl1CtINjM1BzZS1SQUkzUW8

Vocabulary--Morphemic Elements 2-3	Reading Writing	2, 3	2-3	This intervention will help students with the meaning of compound words, the meaning of affixes, as well as help them to identify words containing the same root.	https://drive.google.com/open?id=0B-4Nhl1CtINjck1OaWVviY3FZc0k
Vocabulary--Word Analysis 2-3	Reading Writing	2, 3	2-3	These interventions will help students identify the relationship among words, identify more precise alternatives for overused words, produce words for categories and corresponding words, identify similarities and differences between the meanings of words	https://drive.google.com/open?id=0B-4Nhl1CtINjQklmWEptel9xcEE
Vocabulary--Word Knowledge 2-3	Reading Writing	2, 3	2-3	These interventions will help the student with identifying contractions, synonyms, antonyms, abbreviations, homophones, and homographs.	https://drive.google.com/open?id=0B-4Nhl1CtINjUVNfTTdOU0NHN2M
Vocabulary--Word Knowledge 4-5	Reading Writing	2, 3	4-5	These interventions will help students with producing synonyms, antonyms, homophones and homographs.	https://drive.google.com/open?id=0B-4Nhl1CtINjbm9Qdl92UWYtdGc
Vocabulary--Word Meaning 2-3	Reading Writing	2, 3	2-3	These interventions will help students produce the meaning of words and help them identify the multiple meanings of words.	https://drive.google.com/open?id=0B-4Nhl1CtINjZiBKSjdrRTE4YnM
Vocabulary--Word Meaning/Word Analysis 4-5	Reading Writing	2, 3	4-5	This intervention will help students with new vocabulary, identify the meaning of words and word-related information using a dictionary, produce the multiple meanings of words and demonstrate a deeper understanding of the meaning of words.	https://drive.google.com/open?id=0B-4Nhl1CtINjSUdoQUJnaHpnZEU
Vocabulary--Words in Context 2-3	Reading Writing	2, 3	2-3	These interventions will help students identify words to complete sentences, to complete text, and will help students identify words that have multiple meanings in context.	https://drive.google.com/open?id=0B-4Nhl1CtINjUkp4ZFp2TURfMEE
Vocabulary--Words in Context 4-5	Reading Writing	2, 3	4-5	The intervention will help students to identify meaning in word play as well as produce more precise alternatives for overused words in context, and to help with identifying the meaning of words in context.	https://drive.google.com/open?id=0B-4Nhl1CtINjWlJWNWhXbDEydnM
Incremental Rehearsal K-12	Reading Math	2,3	K-12	Incremental Rehearsal (IR) is an intervention that helps students with retention and increase fluency. It is helpful for sight/vocabulary words, simple math facts, letter names, and survival words/signs.	http://ebi.missouri.edu/wp-content/uploads/2011/03/Incremental-Rehearsal-Intervention-Brief-2.pdf

Writing

Framed Paragraphs 3-5 (Tier 2)

SCOPE Proofreading (Tier 2)

SRSD (Self-regulated strategy development) (Tier 2)

Name	Writing Domain	Tier	Grade	Description	Website Link
Framed Paragraphs	Writing	2	3-5	This is a pre-writing tool that helps students structure and organize paragraph writing.	http://www.readingrockets.org/strategies/framed_paragraphs
SCOPE Proofreading	Writing	2	3-12	Helps students to detect and correct mistakes in writing by proofreading for spelling, capitalization, order of words, punctuation, and expression	http://coe.imu.edu/learningtoolbox/scope.html
SRSD (Self-Regulated Strategy Development)	Writing	2	2-12	An instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers. It is an approach that adds the element of self-regulation to strategy instruction for writing.	https://drive.google.com/open?id=0B-4Nh11CtINjaWd1ZnlVamJ5TUK

Math

Math Computation/Concepts

Incremental Rehearsal K-12 2)

Name	Math Domain	Tier	Grade	Description	Website Link
Incremental Rehearsal K-12	Reading Math	2,3	K-12	Incremental Rehearsal (IR) is an intervention that helps students with retention and increase fluency. It is helpful for sight/vocabulary words, simple math facts, letter names, and survival words/signs.	http://ebi.missouri.edu/wp-content/uploads/2011/03/Incremental-Rehearsal-Intervention-Brief-2.pdf

Math Fluency

Taped Problems K-5

Fast Draw 2-12 (Tier 2)

Xtra Math

Name	Math Domain	Tier	Grade	Description	Website Link
Taped Problems K-5	Math	2, 3	K-5	Taped Problems is an approach to building fluency with basic facts. A student listens to a recorded (i.e., taped) math fact and tries to write the fact answer on a corresponding worksheet before hearing the answer on the recording.	http://ebi.missouri.edu/wp-content/uploads/2013/10/EBI-Brief-Template-Taped-Problems.pdf
Cover-Copy-Compare (CCC)	Math	2	1-7	CCC is an approach to building fluency with basic facts and computation	http://ebi.missouri.edu/wp-content/uploads/2013/09/EBI-Brief-Template-Cover-Copy-and-Compare.pdf
Fast Draw	Math	2	2-12	To solve word problems successfully, students must not only be able to perform the necessary computations, but must also understand the questions that are being asked, identify the relevant information within the problem, and determine the specific operations needed to solve the problem. In this intervention, students learn an 8-step strategy for solving math word problems, along with self-regulation procedures to assist them in completing the strategy successfully.	http://schoolwires.henry.k12.ga.us/cms/lib08/GA01000549/Centricity/Domain/6600/FAST%20DRAW.pdf
Xtra Math	Math	2		Math Fact Fluency for addition, subtraction, multiplication, and division.	www.xtramath.com

General Math

Interspersing Easier Problems in Drill Practices K-12

Khan Academy K-12

Schema-Based Instruction Add/Sub K-5

Schema-Based Instruction Mult/Div 3-12

Word Problems Mnemonics K-12

Say Ask Check

Name	Math Domain	Tier	Grade	Description	Website Link
Intersperse Easier Problems in Drill Practices	Math Reading	2, 3	K-12	This intervention allows students to become engaged in tasks, because the assignment fits the students' level while maintaining the simplicity of the curriculum.	http://ebi.missouri.edu/?p=123
Khan Academy K-12	Math	2	K-12	Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.	https://www.khanacademy.org/
Schema-Based Instruction Add/Sub K-5	Math	2, 3	K-5	A schema is a way to organize or pattern information within a structured framework of known and unknown information. Within word-problem work, the learner identifies the type of problem (i.e., schema), which lends itself to solving the problem.	http://ebi.missouri.edu/wp-content/uploads/2013/08/EBI-Brief-Template-Schema-Based-Instruction-add-FINAL1.pdf
Schema-Based Instruction Mult/Div	Math	2, 3	3-12	The main focus of Schema-Based Instruction is to teach word-problem solving using identification of a problem schema, representation using diagrams or equations to represent the schema, and solving the word problem.	http://ebi.missouri.edu/wp-content/uploads/2013/10/EBI-Brief-Template-Schema-Based-Instruction-multiplication-FINAL1.pdf
Word Problem Mnemonics	Math	2, 3	K-12	The purpose of a word-problem mnemonic is to provide students with a framework for solving word problems. The mnemonic reminds students to work step-by-step through a word problem.	http://ebi.missouri.edu/wp-content/uploads/2014/02/EBI-Brief-Template-Word-Problem-Mnemonics.pdf
Say Ask Check	Math	2	3-8	Helps students to attack math word problems.	http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_interventions/math_meta_cog_strategy_montague_SAY_ASK_CHECK.pdf