The chapters in this last section provide much more detail about the way you can interact with students to support the development of systems of strategic actions. Three chapters are devoted to teaching for problem-solving, independence, fluency, and comprehending in reading. We also offer suggestions for working successfully with English language learners who are having difficulty becoming literate in English. Attention, memory, emotion, and motivation are often neglected but are also critical factors in helping initially struggling readers become successful. Our final chapter, Chapter 21, presents fifteen keys to effective intervention. These keys go beyond instructional practice. To assure success, we need multilayered systems that serve every child at their level of need.
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