Common Reason for Academic Failure: They have not had enough help to do it
Intervention Name: **Story Detective**

Brief Description:

Story Detective turns the reader into a "detective" making predictions about a story as it unfolds through a series of clues. Students are given clues one at a time that, when listed in their entirety, create the outline of a story. The teacher reads one clue such as, "Two friends were walking home for dinner." The student then has the opportunity to be the "detective" and make a prediction about where the story is headed. The teacher follows that prediction by asking the student to explain his/her thoughts. A second clue is then given. The details of this clue may prove or disprove the previous prediction and a new or extended prediction is made.

What "common problems" does this address?

This is a Tier 2/Tier 3 intervention which allows students with any reading level to become engaged readers. Story Detective allows students (ages 7 +) to practice reading comprehension strategies without the added pressures of decoding. Even students who are poor decoders can strengthen comprehension strategies through instruction of reading comprehension skills. The strategy involves a teacher working with a small group of students to decipher meaning from story "clues". ***Reading comprehension strategies should be taught in combination with decoding skills when a target child has reading fluency issues.****

Procedure 1: Creating Story Detective Clue Lists

1) When you are first creating a Story Detective Clue List, use a storybook as a guide for writing the clues. This will have to be a story the children are not familiar with.

2) Structure your clue list so first general information is given leading to subsequent clues that reveal new details, until finally the conclusion of the story is revealed with the last clue.

3) Initial clues should involve general statements about the setting of the story.

4) Middle clues should be less vague and contain new information to discuss.

5) The last sentence always reveals the "mystery".

6) Your list should include approximately seven clues (adapt number based on children's age)

Example Story Detective Clue List:

1. The teams arrived eager to enter the arena.
2. One team was wearing red and white uniforms. The other had on blue and white.
3. Many of the players wore the same uniform but one did look a little different.
4. A whistle blew to begin the game.
5. Both teams rushed toward the object in the center of the rink.
6. The crowd cheered as a black disk slid toward the Blue team's end of the rink. A player wearing blue and white dove for the puck but it slid under his body and landed in the goal.

7. The Red Bird's fans jumped to their feet to congratulate their team on scoring the first goal of the season! The hockey players on the Blue Jays team hung their heads and skated to their bench in disappointment.

Procedure 2: Implementing Strategy/Game with a Student

The Story Detective strategy should be used before the student reads the associated book. After the teacher and student go through the established clues from the list, the student may be encouraged to read back over the story silently. The student who is unable to read could picture walk through the story instead. This post-strategy reading will help the student bridge listening and reading comprehension.

1) Teacher reads the initial clue from a Story Detective Clue List.

> Ex. "The teams arrived eager to enter the arena!"

2) Student responds by: making a prediction or comment about the story and using prior knowledge to reason that prediction.

> Ex. "The clue said the teams were ready to enter the arena, and I know indoor soccer teams sometimes play in an arena, so the players must be soccer players".

3) Teacher responds by affirming or redirecting the child's prediction then reading a second clue.

> Ex. "So you are thinking this is a story about soccer players because they sometimes play in an arena. Do any other teams play in an arena? Let's read the next clue and see if we find out more about what type of players these are."

4) The teacher and student are to continue reading clues, recognizing important details, and making connections to prior experiences until the final clue is revealed.

Must include:

- Students must have the opportunity to make guesses about a story BUT those guesses are only valid if they are backed by reasonable deductions from the clues and related back to prior knowledge.
- Process must be a conversation between a teacher and adult where the adult helps shape the child's responses to include both guesses and the reason behind those guesses. See example below.

> *Teacher: It was a hot summer day and Andy was preparing to compete.*
>
> *Student: He may be getting ready to swim a race.*
>
> *Teacher: Why?*
>
> *Student: The story said it was summertime and swimming is a summer sport.*

Materials:

- A storybook of interest to the child
- Story Detective Clue List (teacher created)

References:

Clark, K., & Graves, M. (2005). Scaffolding students' comprehension of text. *Reading Teacher*, 58(6), 570-580.

Hansen, J. & Pearson, P.D. (1983). An instructional study: Improving the inferential comprehension of good and poor fourth-grade readers. *Journal of Educational Psychology*, 75, 821-829.

Palinscar, A., & Brown, A. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition & Instruction*, 1(2), 117.

Other ways to adapt the think-aloud strategy adapted from www.teachervision.fen.com :

Writing

Use the think-aloud technique when teaching pre-writing strategies. Model the thought process that goes into creating a web or outline. Have students talk about what sentences they may want to include in a story about a given topic before writing begins.

Math

When modeling a new math concept, explain the mental steps you would go through to solve such a problem. Then, ask students to talk through or explain the new math strategy to a partner or to the class.