*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*

**Materials**

1. Reading book or passage
2. Story Detective Clue List to go along with selected reading book or passage
	1. When creating a Story Detective Clue List, use the book or passage as a guide for creating the clues
	2. The book or passage should be one that the student is not familiar with
	3. 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
	4. Initial clues should involve general statements about the setting of the story
	5. Middle clues should be less vague and contain new information to discuss
	6. The last sentence always reveals the “mystery”
	7. Your list should include approximately seven clues (adapt the number based on the student’s age)

**Intervention Steps**

*\*The Story Detective intervention should be used before the student reads the associated book/passage. After the teacher and the student go through the established clues from the list, the student may be encouraged to read 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. Read the initial clue from the Story Detective Clue List
2. The student responds by making a prediction or comment about the story and using prior knowledge to reason that prediction
3. Respond by affirming or redirecting the child’s prediction then reading a second clue
4. Teacher and student are to continue reading clues, recognizing important details, and making connections to prior experiences until the final clue is revealed

**Critical Components**

1. 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
2. Process must be a conversation between a teacher and student where the teacher helps shape the student’s responses to include both guesses and the reason behind those guesses