

Conferring with Mysteries

<p><i>Readers will...</i></p> <ul style="list-style-type: none"> • Pay attention to clues and follow up with “this makes me think”... • Have a list of suspects and be able to provide evidence by thinking through a possible motive & opportunity • Reference specific parts of the text • Use some sort of note taking <p><i>Additional ‘Look Fors’ during unit:</i></p> <table> <tr> <td>Just Right Book</td> <td>Use of bookmark</td> <td>Scale of suspicion</td> </tr> <tr> <td>Volume</td> <td>Sticky notes</td> <td>Notebook</td> </tr> </table>	Just Right Book	Use of bookmark	Scale of suspicion	Volume	Sticky notes	Notebook	<p>Conferring Stems:</p> <ul style="list-style-type: none"> • Research: What are you working on as a reader? Can you show me where in the book you’re doing that? • Decide: Can you tell me more about ...? I’m wondering ... • Compliment: What I’m noticing is... • Teach: And now you’re ready for ... Let’s try this together... • Link: Today and every day ...
Just Right Book	Use of bookmark	Scale of suspicion					
Volume	Sticky notes	Notebook					

Name	Compliment	Teach	Next Steps

Ask, "What's the mystery here?"



Ask, "Who is the crime solver?"



Pay attention to clues.



Predict, drawing on suspects' motives and opportunities.



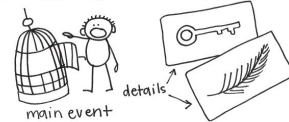
Take action when parts get tricky.



Collaborate with a co-detective.



Pause to retell.



Think about how mystery books go.



Look out for red herring clues.



Ask, "What mind-work is this text signaling me to do?"

