



LITERARY DETECTIVE



Unmask Fictional Mystery Characters by
Gathering and Assessing Text Evidence

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Gathering and Assessing Text Evidence

By Charlotte Jaffe





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Welcome to Literary Detective

Using pieces of evidence from any grade level text, students are challenged to create clues that will help their classmates unlock the identities of secret literary characters. First, students apply close reading strategies to learn about the lives of their secret characters. Second, they create text-based questions to be used during the Character Convention. Third, they complete a series of literary skills activities such as Make an Assertion, Argument/Opinion Writing, and Use Evidence to Infer. These activities provide the missing pieces of evidence that their fellow classmates need in order to guess the identities of the characters. This evidence must be cited correctly. Last, at the Character Convention students will impersonate their characters, debrief by responding to the text-based questions created earlier, and receive more points on their scorecards (to be added to the points accumulated through the Literary Skills activities). Time frames for this simulation are optional depending on student ability level, grade level, and length of class period. If students are paired, the unit can be completed in a shorter time. Complete Setup Directions are provided. Grades 4–9.

• Contents •

Overview	1
What Will Students Learn?	2
Setup Directions	
Materials	
Gathering and Preparing Books	4
Duplication of Activity Materials	4
Other Materials	5
Finding the Missing Pieces	
Time Frame	6
Daily Directions Based on Fifty-Minute Class Periods	6
Secret Character Selection	10
Creating Text-Based Questions	11
Secret Character Identification	11
Character Convention	
The Lineup	13
Awards	13
Assessments	
Literary Skills Activities	14
Guess the Identity	14
Lineup Activity	14
Scorecards	14
Evidence	
Textual Evidence	15
Citing Evidence	15
Close Reading	15

Options

Technology Adaptations	17
Differentiation	17

Working in Pairs	18
------------------------	----

Literary Skills

Literary Skills Checklist	20
Make an Assertion	21
The Big Questions	22
Use Evidence to Infer	23
A Shift in the Action	24
Dialogue Discoveries	25
Characterization	26
Understand Cause and Effect	27
Present an Argument.....	28
Argument/Opinion Writing	30
Point of View.....	31
Keep a Diary	32
Interview a Character.....	33
Identify Theme	36
Helpful Advice	38
What Would You Do?.....	39
Focus on Foreshadowing.....	40
Thank You Note.....	41
Vocabulary Lie Detector.....	42
Compare and Contrast Analysis.....	43
Figurative Favorites	46
Story Setting	47
Changing Moods	48
What Happens Next?	49

Appendix

Citing Evidence Chart	52
Character Selection Sheet.....	53
Text-Based Questions	54
All-Points Bulletin.....	55
Guess the Identity Form.....	56
Scorecard	57
Oral Presentation Rubric	59
Using Text Evidence Rubric.....	60
Writing Skills Rubric	61
Student Guide to the Character Convention.....	62
<i>Literary Detective Awards</i>	64

Bibliography	66
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Overview

Story characters are missing! Textual evidence is needed to solve the mystery of their disappearances. In this engaging unit, students are challenged to use their literary skills to locate the elusive characters. *Literary Detective* offers an alternative and unique approach to the teaching of reading comprehension and the use of textual evidence in response to literature.

This unit provides opportunities for students to participate in a close reading process that will help them discover deeper meaning in the texts that they are reading. In addition, students will learn how to use a literature text as a primary source for evidence in their writing and how to cite that evidence correctly. *Literary Detective* will help students develop higher level critical thinking skills and a deeper appreciation of the elements of literature. The unit will also help students meet the requirements for Speaking and Listening as stated in the Common Core Anchor Standard 4 of Presentation of Knowledge and Ideas.

In this simulation, students will begin by selecting a favorite fictional character whose identity will remain a secret to the other students in the class. They will then research the life of the Secret Character by closely reading the literature in which the character appears. A series of literary skills activities will direct them to annotate traits, vocabulary, actions, dialogue, and the reactions of other characters to the Secret Character. Some of these activities include Use Evidence to Infer, Characterization, Understand Cause and Effect, Interview a Character, and Argument/Opinion Writing. From these and other literary challenges, students will extract information to use as clues to their characters' identities. These clues will reveal the missing pieces of evidence other students will need to uncover the identities of the Secret Characters.

The unit concludes with a Character Convention in which the students take part in a Lineup activity and assume the identity of their Secret Characters. After revealing their reasons for choosing the characters, the students debrief by answering their teacher's and classmates' questions about the story characters that they impersonated. *Literary Detective* can also be implemented effectively by teaming pairs of students.

What Will Students Learn?

Knowledge—Students will . . .

- understand elements of literature
- learn to support assertions by recognizing and citing evidence from the text
- gain deeper comprehension of the story by reading it more closely and thoughtfully
- become more insightful and independent readers
- widen awareness of the importance of literature in our lives
- enrich their academic vocabulary
- improve their argumentative and narrative writing techniques
- recognize and analyze characterizations

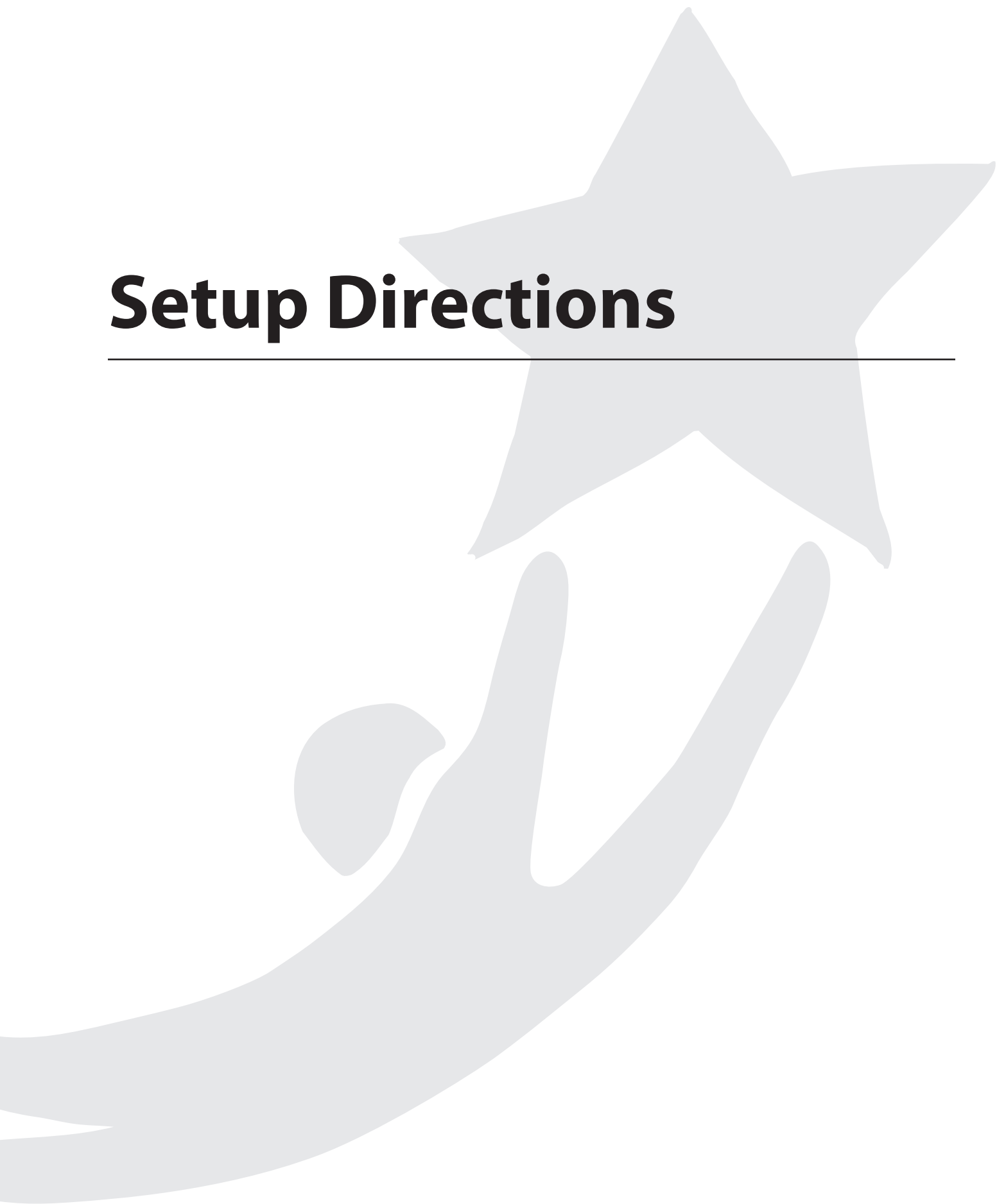
Skills—Students will . . .

- analyze text and respond to reading
- find evidence in text to support inferences and assertions
- cite evidence correctly
- learn close reading strategies
- write argumentative and opinion pieces
- create text-based questions
- interpret figurative language
- develop speaking and listening skills
- use correct grammar and punctuation
- acquire vocabulary and use it correctly
- practice narrative writing skills
- learn cooperatively
- distinguish points of view
- think creatively

Attitudes—Students will . . .

- appreciate literature
- gain confidence in speaking and performing in front of an audience
- learn respect for the opinions and work of others
- have pride in their accomplishments
- be excited about the process of reading independently

Setup Directions



Teaching tip
Before you begin,
take time to
carefully examine all
the activities and adapt
Literary Detective to
fit the needs of your
students.



Materials

Gathering and Preparing Books

1. Before starting, collect a wide variety of fictional literature that matches the independent ability levels of your students **and that are familiar to them**. Consider both quantitative and qualitative measures to determine the complexity of the text. If students cannot think of a character by themselves, suggest a character from one of the books you have selected. Work with students independently to determine a Secret Character that will work for each of them. If students prefer to choose a character from a book that has not been reviewed by you first, the student must submit the book to you for your review and permission. All books must be covered to preserve the secrecy of the selected character. Some characters' names appear in a book's title, for example *Bud, Not Buddy*.
2. You may offer more than one copy of a book. If students choose to read the same book, make sure that they select a different character to use as a Secret Character.

Duplication of Activity Materials

1. Carefully review all the handouts contained in *Literary Detective* before duplicating. Choose the Literary Skills pages that are needed for the class, either as review or for mastery.
2. Copy a class set of **Make an Assertion**. (Literary Skills)
3. Copy a class set of all the Literary Skills pages that will be used by the class.
4. Copy as many **Character Selection Sheet** pages as necessary for your class size. Only you will use these pages. (Appendix)
5. Copy a class set of the **Text-Based Questions**. (Appendix)
6. Copy a class set of the **All-Points Bulletin**. (Appendix)
7. Copy as many **Guess the Identity Form** pages as necessary. (Appendix)
8. Copy a class set of the **Scorecard**. (Appendix)
9. Copy a class set of the **Citing Evidence Chart**. (Appendix)
10. Copy Certificates: **Literary Detective Achievement Award** and **Winners' Award** as needed. (Appendix)
11. Copy a class set of rubrics (optional). (Appendix)
12. Copy a class set of the **Student Guide to Character Convention** (optional). (Appendix)

Other Materials

1. folders (Student Folders for all students, Guess the Identity Folder, Secret Character Folders, as needed)
2. sticky notes
3. book covers
4. three by five index cards
5. card stock (for Character Nameplates)

Creating Student File Folders

1. Give each student a folder. Make sure that the student's name is written on the cover of the folder.
2. Distribute the duplicated Literary Skills handouts to each student.
3. Ask the students to place the handouts inside their folders.
4. Students will keep these activity folders until all the work in them is completed and ready to be checked by you. If the activities are incomplete or errors have been made, return them to the students for corrections.
5. After reviewing the class rules for citing evidence, give students copies of the Citing Evidence handout for their folders. You could also post the handout as a reference resource in the classroom.
6. Give each student one **Scorecard** to use to record points for various activities. This will be kept in the Student Folder.
7. Place all the copies of the **Guess the Identity Forms** in a separate folder and label it. Keep this until needed.



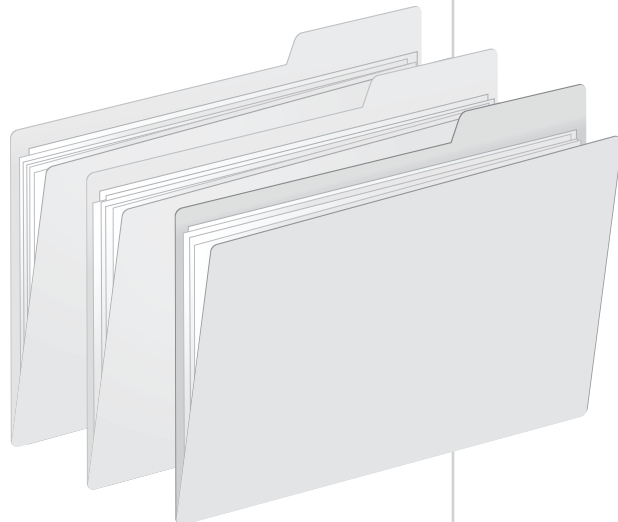
Teaching tip

On page 15 is a copy of my class rules for citing evidence. Feel free to use this or replace it with a set of your own.



Teaching tip

Don't forget to keep a record of your own of the student's scores.



Finding the Missing Pieces

Time Frame

1. *Literary Detective* is a flexible unit that can be used in a variety of time settings. Students may work on the various activities contained in the unit for a daily predetermined amount of time.
2. Another option is to have students involved for longer time periods once or twice a week. Consider your class time restraints and the ability level of your students before making a decision.
3. The sample of Daily Directions that follows offers one way of conducting the unit. If students work as pairs instead of individually, the time frame of the unit will be shorter. Adjust the time to your needs.

Daily Directions Based on Fifty-Minute Class Periods

Day 1 (Introduce *Literary Detective*)

1. Provide an overview of the simulation that includes how to choose a Secret Character, how to find and cite evidence from the text, the rules for storing and using information about a character, guessing the identity of a character, and the Character Convention Lineup.
2. Explain that the **Character Selection Sheet** will include a Secret Identity Number that must be used on students' written work in place of their names. Ask them to remember it.
3. Ask students to think about a literary character who would make a good Secret Character. If students do not have a character in mind, help them by offering a book from the classroom collection of books that would be appropriate. These books must have covers on them to preserve the secrecy of the title.
4. Students who may have already decided on a Secret Character must also have the use of the book in which the character is described. You may assist in securing the book from the school or public library, if necessary. You should check these books for suitability before allowing students to use them to play *Literary Detective*.
5. Tell students to be prepared with the name of a Secret Character and the covered book for the next meeting.

Day 2 (One week later)

1. Discuss the **Character Selection Sheet**. Ask students to hand in the name of their Secret Character to you. Record the names on the **Character Selection Sheet** and give the students the accompanying Secret Identity Number to use in their work.
2. Check to see that books are all covered. If not, give students a blank book cover to use so that the title of the selected book will not be revealed. Students can write their names on the covers.
3. Review close reading strategies by providing examples. Demonstrate how to jot down important points and vocabulary, and how to annotate and question.
4. Ask students to begin reading their books. Provide sticky notes so that they can annotate, question, and write down key words and note details. Tell them that they will often need to reread parts of the text to locate specific evidence.
5. Students should be assigned to continue reading at home.

Day 3

1. Distribute Student File Folders to all students. Make sure that their names are written on the front of the folders.
2. Distribute the Literary Skills handouts that you selected to use with your class. Your choice may vary according to grade level or need for mastery or review. You should use twelve or more. Include **Make an Assertion**. Have students place these handouts in their Student File Folders.
3. Distribute a **Scorecard** to each student. Explain that they will accumulate points for completing various activities and record them on the scorecard. The scorecards will also be placed in the Student File Folders.
4. Each student will be responsible for his or her own file folder. Distribute Secret Character Folders to students to use later in the game.
5. Select **Make an Assertion** from the list of Literary Skills handouts that have been distributed. It provides basic information. Explain the meaning of an "assertion."
6. Explain the example from *Shiloh* on the **Make an Assertion** handout. Point out how the evidence supports the assertion. Ask students to make an assertion about their Secret Characters and to find evidence in the text to back up the assertion and cite it correctly on the page. Review citation rules, if necessary.
7. Walk around the classroom and check to see if the citations have been made accurately. After the activity is completed, students will place this Literary Skills page back in their Student Folder. Have students continue with close reading until the end of the period.

**Teaching tip**

At this point, students have not read enough to make three assertions, but they can return to this activity page later.

Setup Directions

Finding the Missing Pieces

Teaching tip

Ensure your students know to refer to their texts as “the novel” or “my novel” when writing for an activity.



Teaching tip

You will decide if more time is needed or if more literary skills should be added, extending the number of days.



Teaching tip

If needed, students can finish some of the Literary Skills activities and reading work at home before Day 8.



Teaching tip

You should set a time limit for using each folder. For example, say, “You have fifteen minutes to examine each folder.”



Teaching tip

Keep the **Guess the Identity Forms** in an easily accessible place in the classroom so that students can find them easily for use.



Days 4 to 8

1. Each day, conduct mini-lessons for two Literary Skills activities of your choice. For each Literary Skills activity, use the example provided as a model.
2. Check to see if students have questions, have difficulty finding the supporting evidence, or have problems citing evidence.
3. Have students return the activity pages to the Student File Folders when time is up.
4. Score the students’ completed Literary Skills activities using the **Using Text Evidence** and **Writing Skills** rubrics in the Appendix. These should all be completed and handed in by the end of Day 8.
5. Students should use the remainder of their time to continue with their close reading of the story.

Day 9

1. At this point, students should have completed the reading of their books. They also should have completed ten to twelve Literary Skills activities. All activities should be scored by you.
2. Return the Literary Skills pages to the students so that they can record the scores on their **Scorecards**; then have them place all their Literary Skills responses in the Secret Character Folders. The Secret Character Folders will have the Secret Identity Numbers on the folder cover. You will hold these folders in a secure place until they are needed.
3. Distribute the **All-Points Bulletin** handout.
4. Students will fill out this form, which asks for the Secret Character’s profile and a short summary of the story. This material will be used in the Lineup activity. Students hand the completed form in to you for scoring. You may award up to five points for work done on the bulletin.
5. Students may begin to search for the identity of a Secret Character by obtaining a Secret Character Folder from you, if time permits. After use, all Secret Character Folders must be returned to you.

Days 10 and 11

1. Distribute the Secret Character Folders. Students will examine the evidence in them.
2. When they think they are ready to make a guess, students will take a **Guess the Identity Form** to record their response and complete the other information. They will then hand it in to you, who will check the accuracy of the guess and the use of evidence. Award up to ten points. Store the completed guesses in a secure place and caution students to keep their guesses secret.

3. Discuss the Character Convention. You may choose to distribute copies of the **Student Guide to the Character Convention**. Ask students to think about how they will portray their Secret Characters. Give them general ideas for creating simple costumes. Set a date for the Character Convention.
4. Return the **All-Points Bulletins** to the students. Tell them to record the score on their **Scorecards**. On a three by five card, have them write a character description based Character Profiles. Students will store this Character Description Card securely in their Student Folders until the day of the Lineup.

Day 12

1. Demonstrate how to correctly create a text-based question by using a passage or page from a book of your choice. Make copies of it to give to students.
2. Ask students to read the example and mark any questions they have about the reading. Encourage them to use open-ended rather than closed-ended questions, and remind them that the answers must be inside rather than outside the book.
3. Have students share and discuss the questions with the whole class.
4. Record the questions on a chart.
5. Ask students to reread the example and answer the questions.
6. Distribute copies of **Text-Based Questions** to students. Ask them to create three text-based questions that involve their Secret Character. Review the model on the page with students before having them write their own questions. Collect the questions.

Day 13

1. Ask students to find a partner for the Lineup portion of the Character Convention.
2. Explain that the partners will take turns reading each other's Character Description Cards.
3. Tell students that each partner will have about three minutes to read the Character Description Card out loud to visitors before changing roles.
4. Remind students that the Secret Characters must stand quietly while the partner reads the information.
5. Return all scored papers to students so that they can record the points on their **Scorecards**. Then collect the scorecards for later use in adding Lineup points.
6. Have students create and send invitations to family members or friends they wish to attend the Character Convention. Include a date, a time, and a place.



Teaching tip

Explain to students that since these questions will be based on an overall understanding of the book, citations are not needed.



Teaching tip

If needed, allow students some time during this session to complete the **Guess the Identity Form**. Score the forms before the next meeting.



Teaching tip

E-mails can be used if the technology is available at the school.

Setup Directions

Finding the Missing Pieces

Teaching tip

The Nameplate can be made of cardboard. It should stand up on its own.



7. Discuss costume ideas with each student individually.
8. Create Secret Character Nameplates for each student. These will be placed in front of each character during the Lineup.

Example:

The Great Gilly Hopkins

Day 14 (This can be up to a week later) Character Convention

1. Set up a classroom, library, or other location with chairs for guests and space for students to line up around the room. Try to set up a refreshment table.
2. Check to see that all **Scorecards** are all up to date and match your own records.
3. Distribute the Secret Character Nameplates to the students, keeping them hidden until the big reveal.
4. Students in costume will line up, place their nameplates in front of them, and their identities will be revealed to all.
5. Students will take turns reading their partner's Character Description Card out loud to visitors.
6. Students will be given a chance to respond to the **Text-Based Questions** (prompted by you) that they have written.
7. The audience will have a chance to question the Secret Characters also. They may ask the reasons for the selections, for example, "Why did this character stand out to you?"
8. While people gather around for refreshments, use the **Oral Presentation Rubric** to add points for the activity and total the points on the **Scorecards**. Declare a winner or winners.
9. **Achievement Awards** should also be given out to all participants.
10. The **Literary Detective Achievement Award** and the **Literary Detective Winner's Award** are both included in the Appendix.

Secret Character Selection

1. Each student will select a secret literary character to "bring to life." This will be accomplished by closely reading the literature in which the character appears and noting details such as traits, moods, language, and opinions. The students will record their findings as they gather evidence about their characters, respond to the challenges on the Literary Skills pages, and take part in the Secret Character Lineup activity.

Teaching tip

If there is not enough time to do this during the Character Convention, return the **Scorecards** to the students. At the next meeting, declare the winner of *Literary Detective* and distribute the awards at that time.



2. After making a character selection, students will give you the name of their secret characters. You will first record those names on the **Secret Character Selection Sheet** and then give the students a Secret Identity Number for their characters.
3. As students complete activities, they must place the Secret Identity Number on the top of each of their pages.
4. Students must also complete an **All-Points Bulletin** activity that describes their secret character. You will collect this page, score it, and return it to students to record on their **Scorecards**. Students can earn up to five points for work done on this page.

Creating Text-Based Questions

1. Demonstrate the creation of text-based questions to the class by using a passage or a page from one of the selected books. Distribute copies of it to the class and ask them to read it and mark any questions they have about the reading. Encourage them to use open-ended rather than closed-ended questions, and remind them that the answers to the questions must be inside, not outside the text.
2. Have the students share and discuss these questions with the whole group.
3. Record the questions on a chart.
4. Ask the students to reread the passage and answer the questions.
5. Distribute copies of **Text-based Questions** to each student.
6. Students are to create three text-based questions that involve their secret characters and provide evidence-based answers for them.
Before the Character Lineup activity, students will give these questions to you, who will then ask the students to respond to the questions during the activity.
7. Because formal citation is not necessary, scoring of text-based questions is optional.



Teaching tip

Tell students to keep the text-based questions in their folders.

Secret Character Identification

1. After students have completed the Literary Skills activities, and you have checked them for accuracy and completeness and given them a point score, you will create folders for the secret characters by putting only the Secret Identity Number on the cover of each. This information can be retrieved from the **Character Selection Sheet**. Students can then place the Literary Skills activity responses for each character inside the correct folder. Keep these Secret Character Folders in a box, metal file, or some other type of secure container. Students will use the information on the activity response sheets inside the folders later to

Setup Directions

Finding the Missing Pieces

Teaching tip

Remind students that they are not to write on the activity sheets. They may use note paper to record information.



help them uncover the identities of their classmates' secret characters during the class time allotted for *Literary Detective*.

2. Place a time limit on how long a student can peruse a particular character's folder. Students review the evidence in the various Secret Character Folders.

When students have reached the time limit set for reviewing the activities in the Secret Character Folders, they may be ready to make identity guesses. Students will take a form (or forms) from the Guess the Identity Folder and use the evidence in them to identify the secret characters. They must be sure to list the specific evidence that helped them solve each mystery. After making a guess, the student must give you the form to verify the correct answer and that the evidence is cited correctly. If the answer and evidence citation are correct, award up to ten points and tell the student to enter these points on his or her **Scorecard**.



Character Convention

The Lineup

1. This concluding activity can be held during the school day or during the evening hours as an Open House for parents, principal, other teachers, and friends to attend. A refreshment table is optional.
2. The students will line up in costumes that are intended to reveal the identities of their secret characters. They will also have a Secret Character Nameplate to use in the Lineup.
3. Students can create simple yet effective costumes to wear out of things found around the home. Full costumes are not necessary; a hat, scarf, belt, t-shirt, or vest may be all that is needed to identify a character. Prop ideas can also be added, such as a bag of rocks for Bud in *Bud, Not Buddy* or a piece of pottery for Tree-ear in *A Single Shard*.
4. Class Partners: Two students will pair up and take turns reading their Secret Character Description Cards to visitors. Each will have approximately three minutes to read his or her partner's character information out loud before changing roles. Each character will stand quietly and as still as possible while the information is read by the partner.
5. After all students' identities have been disclosed, a Debriefing will take place. Classmates or visitors may ask questions about the story characters. Students will discuss their reasons for selecting their Secret Characters.
6. You will ask each Secret Character one or more of the text-based questions that the student created.
7. You will distribute all student **Scorecards** with the total point score.

Awards

1. You will announce the winner, based on the earned points information from the scorecards. The winner will receive a special **Literary Detective Winner's Award**.
2. All participants will receive a certificate for their efforts.



Teaching tip

Make sure students have time to

change into costumes and assume their Lineup positions before guests arrive.



Teaching tip

Ring bell or call out, "Change places!"

after three minutes are up.



Teaching tip

If it is not possible to add the Lineup scores

at the Convention, you can postpone declaring a winner until the next meeting.

● Assessments ●

Literary Skills Activities

1. Consult the **Using Text Evidence** and **Writing Skills** rubrics provided in the Appendix to score the Literary Skills pages.
2. The rubrics offer scores from one to four points.

Guess the Identity

1. Forms are scored by you.
2. Students are awarded ten points for each correct guess.

Lineup Activity

1. Consult the **Oral Presentation Rubric** provided in this unit to score the Lineup activity.
2. The rubric offers scores from one to four points.
3. Scoring of **Text-Based Questions** is optional. One point may be scored for each open-ended text-based question and answer.

Scorecards

1. Students will use the **Scorecards** to record points earned for Literary Skills activities and the **All-Points Bulletin** page.
2. Students will use **Scorecards** to record points earned for correct identity guesses. (This includes correct citations)
3. You will use the **Scorecards** to record points earned for participation in the Character Convention Lineup activity.
4. Prior to the Character Convention, you will have reviewed all points earned from all of the above activities. After the Lineup activity is completed, you will add on the points scored during the Lineup to determine the winner of *Literary Detective*. Return the **Scorecards** to the students at the next meeting and declare a winner if it is not possible to do this at the Convention.

Evidence

Textual Evidence

The use of **textual evidence** in reading has helped students to engage in a deeper and more critical analysis of what they have read. Anchor Standard 1 of the Common Core State Standards is Key Ideas and Details. It requires students at all levels to: *cite specific textual evidence when writing or speaking to support conclusions drawn from the text*. This standard points out that readers' conclusions drawn from both explicit (the directly stated words of the author) and implicit (inferences) passages must have evidence to support them. The importance of this skill is demonstrated in the writing arguments that require students to provide evidence and support for the claims and assertions they are making. Students must gather evidence by reading closely and by asking questions like, "How do I know this is true?", "Where is the proof for this statement?", and "What examples can I find that will lead me to the correct conclusion?"

Citing Evidence

The two main ways to add textual evidence to a piece of writing are using **paraphrasing** and using **direct quotations**; both must be attributed to the source. When writers paraphrase, they are putting the author's words into their own words.

Example from *Bud, Not Buddy*:

He is told that _____ is his full name and is warned not to let anybody tell him differently (Curtis 41).

Cite the paraphrase in the following way: paraphrase-parenthesis-author's last name-page number-parenthesis-period at end.

Direct quotations must be punctuated correctly using quotation marks. Write the direct quotation in the following way: "quotation"-parenthesis-author's last name-page number-parenthesis-period at end.

Example from *Bud, Not Buddy*:

"_____ is your name and don't you ever let anyone call you anything else outside of that either" (Curtis 41).

A **Citing Evidence Chart** is included on page 52.

Close Reading

Another important requirement of the Common Core Standards is the strategy of close reading. Along with citing specific textual evidence, Anchor Standard 1 asks students to: *Read closely to determine what the text says explicitly and to*

Setup Directions

Evidence

make logical inferences from it. Close reading helps the student analyze the text more deeply in order to construct a better understanding of what is being read. Close reading requires that students read the text carefully more than once, circling key vocabulary words and details, questioning the content, and annotating parts of the text that are significant or provoking. After rereading the text, students are encouraged to seek answers to their questions, observations, and notations by discussing the text with their classmates. Close reading does not focus on making personal connections to what is being read. The primary point of close reading is extracting knowledge from the text itself.



Options

Technology Adaptations

1. If technology resources are available for the students to use with *Literary Detective*, you can use computer files to collect the Literary Skills responses for each secret character. The secret identity number must be typed on each file. Students can access these computer files to gather information that will help them identify the Secret Characters.
2. **Scorecards** can be scanned into the computer so that you and the students can keep up-to-date on points earned.

Differentiation

Literary Detective provides differentiated experiences through its varied learning opportunities. You can adjust the level of difficulty of these experiences to fit the level of your students. For example, in the activity **Argument/Opinion Writing**, you can require G/T students to extend the activity with a debate, or in **Identify Themes**, students who are having difficulty may be required to find only one theme. You can select and alter the activities so that they best suit your students' abilities.



● Working in Pairs ●

Students can partner with a classmate while participating in *Literary Detective*. If this option is chosen, students will read the same book, select one Secret Character, and share all activity responsibilities. During the Lineup activity, one student can dress up as the secret character while the partner reads the Secret Character Description Card. Both student names will be written on the **Scorecard**. This option can work well if time limits are a consideration.



Literary Skills



Secret Identity# _____

Literary Skills Checklist



- | | |
|--|--|
| <input type="checkbox"/> Make an Assertion | <input type="checkbox"/> Identify Theme |
| <input type="checkbox"/> The Big Questions | <input type="checkbox"/> Helpful Advice |
| <input type="checkbox"/> Use Evidence to Infer | <input type="checkbox"/> What Would You Do? |
| <input type="checkbox"/> A Shift in the Action | <input type="checkbox"/> Focus on Foreshadowing |
| <input type="checkbox"/> Dialogue Discoveries | <input type="checkbox"/> Thank You Note |
| <input type="checkbox"/> Characterization | <input type="checkbox"/> Vocabulary Lie Detector |
| <input type="checkbox"/> Understand Cause and Effect | <input type="checkbox"/> Compare and Contrast Analysis |
| <input type="checkbox"/> Present an Argument | <input type="checkbox"/> Figurative Favorites |
| <input type="checkbox"/> Argument/Opinion Writing | <input type="checkbox"/> Story Setting |
| <input type="checkbox"/> Point of View | <input type="checkbox"/> Changing Moods |
| <input type="checkbox"/> Keep a Diary | <input type="checkbox"/> What Happens Next? |
- ☐ Interview a Character

Secret Identity#_____

Make an Assertion

An **assertion** is a strong statement that can be debatable. It must be backed up with logical reasoning and evidence to support or disprove it. Using literature, the teacher might state that a story character is courageous. Students would have to find evidence in the story to support that assertion and cite it.

Example from *Shiloh*:

Assertion: The Secret Character was a brave and determined boy.

Reasoning and Evidence: He stood up to Judd and worked hard to pay off the cost of owning the dog. "He [Judd] says if I work hard for him for twenty hours, at two dollars an hour, that will pay the forty dollars he wants for Shiloh" (123).

Make three assertions about your Secret Character and give reasons and evidence for them. Do not use the character's name. Use "My character" or "The Secret Character" instead.

Assertion	Reason	Evidence

Secret Identity#_____

The Big Questions



During your close reading of the story, have you come upon any important question or questions that the Secret Character asks another character or him- or herself? How do these questions provide the reader with insight into what might be troubling the Secret Character? How might finding the answers to these questions lead to a solution?

Example from *Moon Over Manifest*:

In the novel, _____'s father Gideon sends her to live in Manifest with a family friend. Gideon had grown up in Manifest and had related many stories about his happy life living in the town. She now misses her father, who is far away, and is saddened by his absence. _____ wonders why he does not seem to need her close to him anymore: "Something had changed in him. . . . And it was painful enough to make him send me away" (2).

Big Questions: What had changed? Why was she sent away?

Solution: _____ was able to dig deeper into the reasons for her father's actions and was finally able to unlock the truth about him and Manifest. Her father had gotten into trouble in Manifest and was afraid to return. However, he realized that his daughter would have a good life there and arranged for her to have that opportunity. Father and daughter eventually reunite.

What are the Big Questions asked or wondered by your Secret Character? Write them in the space below. How do these questions lead to the solution of a problem?



Secret Identity#_____

Use Evidence to Infer

Information is not always stated directly. Making **inferences**, or “reading between the lines,” helps us to understand the deeper meaning of what is read. Readers often use prior knowledge from their own experiences plus the words of the author to make reasonable guesses about the meaning of the material that they are reading. Story clues, chapter titles, and picture clues all help to determine unstated facts, opinions, and reasons for the characters’ actions.

Example from *Number the Stars*:

In the novel, the characters in the story get the news that a Jewish family’s button shop has been closed under German orders.

Text Evidence: “But why the button shop? What harm is a button shop? _____ is such a nice lady” (23). What can be inferred from this act?

Inference: It can be inferred that the closing of this neighborhood shop signals that the situation is getting worse for the Jews in Denmark.

In the space below, record and cite two inferences that involve your Secret Character, and provide the evidence that helped you to make the inferences.

Text Evidence	Page #	Inferences
1.		
2.		

Secret Identity#_____

A Shift in the Action

Is there a special place in the story where your Secret Character does something different and unexpected? When this occurs, it usually points to a deeper and more complex portrait of the character.

Example from *The Great Gilly Hopkins*:

In the novel, _____ surprisingly changes from an angry, unhappy foster child to a helpful, caring member of the family. _____ cares for the sick family members and even cooks Thanksgiving dinner for them (164). _____ tells Agnes that her "family" had been sick and that she had been caring for them. She refers to Mrs. Trotter as her mother, W. E. as her brother, and Mr. Randolph as her uncle (168). These actions show that _____ has finally realized that her biological mother will never come for her, and she has begun to love and appreciate her foster family.

Analyze the actions of your Secret Character in the story. Note a place where the character acts in an unexpected way. Write about it in the space below. Do not use the Secret Character's name. Cite the evidence.

Why do you think the Secret Character changed? Write your thoughts in the space below. Use evidence from the story to support your reasoning.

Secret Identity#_____

Dialogue Discoveries

Dialogue is the term that describes the spoken words of characters in a story. Through dialogue, the reader can comprehend more about how each character thinks, feels, acts, and relates to other story characters. By using dialogue in a story, the author makes it possible for readers to feel present at the scene of the action.

Example from *Amos Fortune, Free Man*:

Quotation: In the novel, _____ says, "Two things stand out in my life... the way the mountain stands out in this country" (178).

Explanation: _____ spends most of his life in slavery. When he finally earns his freedom, he is almost sixty years old. He moves his family to a rural area in New Hampshire that is within sight of the beautiful Monadnock Mountain. He starts a successful new life in the town of Jaffrey and wishes to contribute to the community he has grown to love. The two things that stand out to him are the town church and the school. He endows both with money that allows them to continue their important work.

Find two examples of dialogue that are spoken by your Secret Character. Note them in the spaces below and explain why they are important. Be sure to use correct punctuation marks and do not use your Secret Character's name. Do not forget to cite the evidence.

Dialogue Example 1

Quotation:

Explanation:

Dialogue Example 2

Quotation:

Explanation:

Secret Identity#_____

Characterization

Authors provide readers with pieces of evidence that provide clear pictures of the characters. In each of the boxes below, write a word that describes your Secret Character. Under each of the defining words, provide evidence that matches the word’s meaning by providing an example or examples from the story in which the character appears. Think about the character’s behavior, appearance, personality, and speech. Cite the evidence.

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Secret Identity#_____

Understand Cause and Effect

In literature, a certain event or action sometimes results in the occurrence of another event or action. This is called **cause and effect**.

Example from *The Sign of the Beaver*:

In the novel, new settlers come to the wilderness area, which forces the Beaver Tribe to leave that land and search for a new hunting ground (116). _____ climbs up a tree to get some honey and is badly stung by a swarm of bees (23).

Locate examples of cause and effect that involve your Secret Character. Sometimes, the effect is seen first and then you must search for the cause.

Example from *The Sign of the Beaver*:

_____’s father’s rifle is missing. _____ had let a stranger into the cabin, and that man stole the rifle while _____ slept (18).

Provide and cite the evidence you find. Do not use the name of your Secret Character in your writing.

Cause and Effect

Evidence (Cause and Effect)	Cite Page

Secret Identity#_____

Present an Argument

Does your Secret Character engage in an argument with another character during the course of the story? Compare and contrast their positions. Which character presented the better argument? Analyze the facts and reasoning of each character and come to a conclusion. Cite evidence.

Example from *My Brother Sam Is Dead*:

In the novel, _____ and his father have many disagreements about the course of the American Revolutionary War. _____ argues, "It's worth dying to be free" (7). He also believes, "If they [England] won't let us be free, we have to fight. . . . They're 3000 miles away, how can they make laws for us? They have no idea of how things are here" (7).

However, his father has seen war and knows its horrors. He insists, "I know war. . . . _____, it isn't worth it. Now take off that uniform and go back to your studies" (21). _____ believes that he is an American and not an Englishman. However, his father feels that _____'s opinions sound like treason.

Find an example or examples of an argument between your character and another character in the story or novel. Write this evidence in the space below, but do not use the character's name if it appears in the statements.

Topic of Argument:
Secret Character's Opinion:
Secondary Character's Opinion:

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Secret Identity#_____

Contrast Arguments

Use the space below to contrast the arguments that each character makes, as indicated on the previous page. In your opinion, which character makes the best argument? Which character's point of view do you think is correct? Provide evidence for your opinion.

Secret Character: Main Points	Secondary Character: Main Points
<p>I believe the better argument was made by the _____ Character for the following reasons:</p>	
<p>The _____ Character offers the correct point of view for the following reasons:</p>	

Secret Identity#_____

Argument/Opinion Writing

Now that you have identified and contrasted an argument made by your Secret Character, it is time for you to decide if the character's argument is valid or invalid. If you agree with your character's opinion, write a letter to the secondary character and convince that person to change course. If you disagree with your Secret Character's opinion, write a letter to convince him or her to consider a different point of view. Begin by examining the evidence provided in the story. Then, jot down several good reasons why you support your character's side of the argument or several good reasons why you do not support it. Try to understand the other side of the argument so that you can refute those claims. Always remember to back up your opinion with facts and reasons based upon the text. Use the information from the Contrast Arguments page from **Present an Argument** to help you in your writing.

Write your letter in the space below.

Dear Secret Character,



Secret Identity#_____

Point of View

The **point of view** is the voice that is used to tell the story plot. The most commonly used points of view are the first and third person narrator.

First person point of view happens when the characters narrating refer to themselves. Tim is the **first person narrator** who tells the story in *My Brother Sam Is Dead*. Tim refers to himself as "I" and takes part in the story. Suppose the story had been told by Sam instead of Tim? Is Sam completely convinced that he is doing the right thing by joining the army? Sam's version of the story events might have been different.

Third person point of view is the most common perspective that authors use to tell stories. The author is the narrator who describes the action. The characters are referred to as "he" or "she" or by their names. The author develops and contrasts the points of views of different characters. Through the dialogue and description in *Number the Stars*, the reader learns about the courage of Annemarie and the cruelty of the German soldiers.

Choose an event from the book you are reading in which your Secret Character and other characters take part. Retell the same event from the point of view of two or more characters. How do the accounts differ?

The Event:

Secret Character:

Secondary Character:

Secret Identity#_____

Keep a Diary

Create a diary entry that your Secret Character might have written to record a particular experience or a reaction to a particular experience. Consider what you know about the character's personality, emotions, and actions, and use that information in your writing. Make sure to use text evidence to back up your statements. To avoid giving obvious clues, do not use the character's name or location in the diary account. Use first person point of view.

Example

(Portion of a diary entry based on the novel *Shiloh* [Secret Character: Marty])

It is to be the happiest day in my life. I am going to get ownership of the dog I love. He will finally be mine, and I'll keep him safe from further harm. Or will he be safe? I am very worried that his mean-spirited former owner will find a way to get even.

Dear Diary,

Secret Identity#_____

Interview a Character

Imagine that you had the opportunity to interview your Secret Character. What questions would you ask? Based on evidence from the story, how might the secret character most likely respond?

In the boxes below, create the questions (Q) and the responses (R) to each question. Cite the evidence (E) that you used to create the character's response.

Example:

What has made you happy/sad/angry?

How do you feel about . . . ?

How did you reach your solution to the problem?

What lessons have you learned from your experiences?



Later on in the unit, you will be asked to present the interview to the class with the help of a classmate. One of you will ask the questions and the other will present the responses. Remember to speak slowly and clearly, use appropriate expression in your voice, and make good eye contact with the audience.

Q

R

E

Q

R

E

Q
R
E

Q
R
E

Q
R
E

Q

R

E

Q

R

E

Q

R

E

Secret Identity#_____

Identify Theme

The **theme** is the central idea in a work of literature; some stories can have more than one theme. The theme helps readers understand how the main characters deal with problems and emotions. It also allows the author to express a point of view or message about an important topic. Common themes in literature include friendship, revenge, love, determination, failure, hope, loss, survival, and jealousy.

Example from *Out of the Dust*:

In the novel, the author provides the themes of loss, endurance, and healing. _____ suffers the loss of her mother and baby brother:

I walk to town. I don't look back over my shoulder
at the single grave holding Ma and my little brother.
I am trying not to look back at anything. (73)

The message that the author shows is that, although _____ is experiencing a great loss, she is trying to move forward with her life.

_____ faces great difficulty, living in the environment of the Dust Bowl in Oklahoma during the Great Depression. Devastating dust storms occur there with frequent and unwanted regularity:

But I kept on,
spitting out mud,
covering my mouth,
clamping my nose,
the dust stinging the raw and open
stripes of scarring on my hands,
and after three hours, I made it home. (144)

In this example, the author illustrates the strength of people like _____ who have to endure difficult times but always strive to survive.

At the end of the story, _____ finally experiences healing. The rain comes, the wheat starts to grow again, Ma's apple trees are blooming, _____'s injured hands improve, and her father begins a new romantic relationship that _____ hopes will last (219–227). The message that the author sends through this theme is one of healing and hope, that the tragedy and hard times of the past will be replaced by happiness.

On the next page, describe the theme or themes of the story that you are reading. How does the Secret Character fit into the theme? What message is the author trying to convey? Find evidence of the themes in the story and carefully cite them. Use both direct quotations and paraphrasing. Do not use the name of the character.

List the theme or themes of the story.

How is the secret character affected by the themes?

Name the themes and provide supporting evidence from the story to support each. Cite evidence.
What message is the author trying to convey in each theme?

Secret Identity#_____

Helpful Advice

People in real life and books often offer advice to others. In the book that you are reading, does your Secret Character offer or request advice from another character?

Example from *Charlotte's Web*:

In the novel, Wilbur asks _____ to help him stay alive. _____ responds with the following advice: "You must try to build yourself up. I want you to get plenty of sleep, and stop worrying. Never hurry and never worry" (64).

Find an example of advice—giving or receiving—that involves your Secret Character. Write this evidence in the space below, but do not use the character’s name if it appears in the statement. Cite the advice.

.....

Why is the character offering advice?

.....

Forecast how this advice might help the character with the problem.

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Secret Identity#_____

What Would You Do?

Your Secret Character has a problem that needs to be solved immediately. On the **Helpful Advice** page of this unit, another story character has offered some guidance. How would you advise the Secret Character to find a solution to the problem? What evidence would you use to formulate your recommendations? Write a paragraph explaining what you would do based on your findings. Why do you think your solution is best? Do not forget to cite your evidence. Do not use the real character's name if it appears in the evidence.



Secret Identity#_____

Focus on Foreshadowing

Foreshadowing is a literary device that provides clues to narrative events that will occur later in the story. It can add drama or suspense and prepares the reader for what is yet to come.

Example from *The Great Gilly Hopkins*:

In the novel, _____ decides to write a letter to her mother in California and complain about conditions in her foster home: “The foster mother is a religious fanatic. Besides that she can hardly read or write and has a very dirty house and weird friends” (110–11). This letter, that exaggerates the truth, is later the cause _____’s removal from the foster home that she has grown to love.

In the close reading of your story, see if you can find hints or clues that involve your Secret Character and might foreshadow what happens next. In the chart below, list these clues and tell how they affected the character later in the story. Cite your evidence.

Evidence (clues)	What Happened Later?

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Secret Identity#_____

Thank You Note

Sometimes one book character owes another character a big thank you for helping him or her in an important way.

Example from *Bud, Not Buddy*:

In the novel, _____ is very grateful to Miss Thomas because she helped him to connect with his long-lost grandfather and gave him a cherished photograph of his deceased mother: "I wanted to say thank you, but I just stared at the picture in the heavy iron frame. It was Momma" (224).

If your Secret Character could write a thank you message to another character, who might that character be? Compose a thank you note to that person using evidence from the text to explain why appreciation is deserved. Sign the note with your Secret Identity Number. Do not forget to cite your evidence.

Dear _____,

Secret Identity#_____

Vocabulary Lie Detector

In your close reading of the story, you have come upon and annotated a number of interesting words. These words may be used to play the Vocabulary Lie Detector game with your classmates. Each student will present two words to the class or cooperative team and ask classmates to guess the true definition. For each word, you must write three definitions; one will be the correct definition and the other two will be false definitions. The words should relate to your Secret Character in some way. Choose two words to use in the Vocabulary Lie Detector game. In each box below, write the word and the three definitions.

Example:

Word: gargoye
1. a rinse or medication to clean your mouth
2. a roof spout with a carved figure in it
3. a South American cowboy

Word:
1.
2.
3.

Word:
1.
2.
3.

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Secret Identity#_____

Compare and Contrast Analysis

Compare and contrast your Secret Character with another character in the story. Read closely for evidence that describes each character's personality, actions, feelings, and dialogue. You may refer to examples about your Secret Character from the **Characterization** page. Carefully analyze how the two characters interact with each other during the course of the story. Some character traits may have to be inferred. Begin by listing the qualities or characteristics that you wish to differentiate. Remember, **comparing** means how the characters are alike, and **contrasting** refers to the ways in which they are different.

Examples from *The Sign of the Beaver*:

In your examples, refer to the characters as Secret Character and Character 2. Cite your evidence.

In the novel, Secret Character and Character 2 are **compared** in one way.

Secret Character and Character 2 are both resourceful. Evidence: Character 2 did not have to depend on "white man's tools." He could make the things he needed by using the natural resources of his environment. In fact, he taught Secret Character how to make bows and arrows (60). Secret Character was left alone in Maine to care for the crops and cabin while his father returned to the family home in Quincy, Massachusetts. Evidence: (2).

In the novel, Secret Character and Character 2 are **contrasted** in one way.

In Character 2's Native American tradition, every boy must have a *Manitou* before he can take his place as one of the men in the family. Evidence: Character 2 took part in the coming of age tradition, by spending time alone in the woods and chanting ancient prayers while waiting for his Manitou to appear before him (108). Secret Character's ancestry did not have that requirement.

On the next two pages, you will find a Compare and Contrast Chart and a Venn Diagram Character Chart. Use either one to complete your Compare and Contrast Analysis.

Secret Identity#_____

Compare and Contrast Chart

Secret Character and Second Character

In what ways are they *alike*? Provide the evidence.

1.
2.
3.

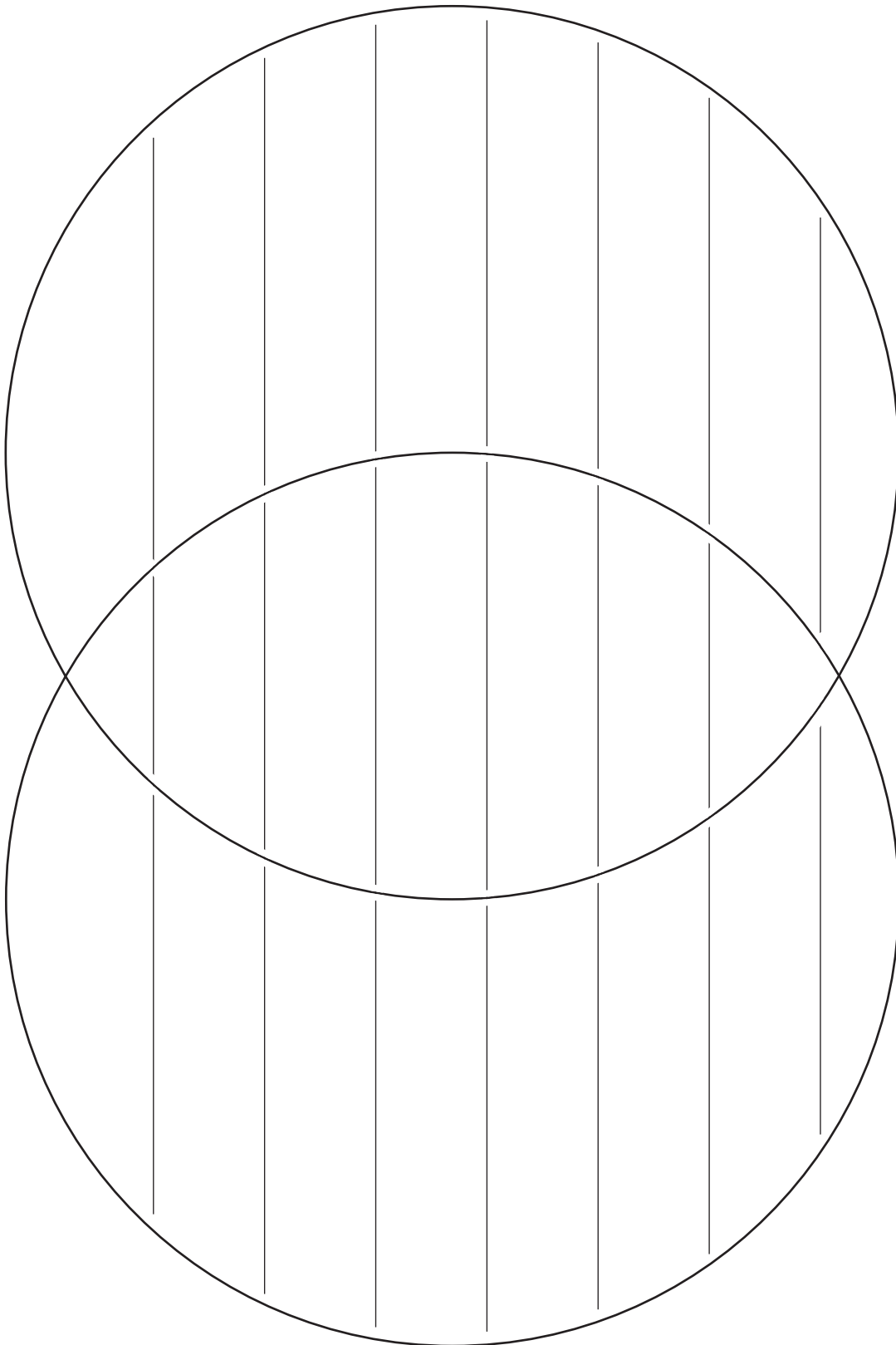
In what ways are they *different*? Provide the evidence.

1.
2.
3.

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Secret Identity# _____

Venn Diagram Character Chart



Secret Identity#_____

Figurative Favorites

Figurative language is a device used by authors to make their characters seem more interesting and colorful.

Examples from *The Higher Power of Lucky*, *The Graveyard Book* and *Moon over Manifest*:

One type of figurative language is the **simile**. A simile is a comparison between two unlike things using *like* or *as*. In the novel, a character who has just given up the habit of smoking says to _____, “Once I decided to quit, it was like turning off a light switch” (73). After the character made a decision to stop smoking, she proceeded to quit immediately. This act is compared to the immediate action of turning a light off by quickly flicking the switch. Both are done swiftly.

Another type of figurative language is **personification**. Authors use personification to give human characteristics to animals and nonliving things. In the novel, personification is used to describe _____’s environment: “The fog wreathed around him like a long lost friend” (12). The action of the fog is being compared to the action of a long lost friend. Both are giving _____ a hug.

A **metaphor** is used to compare two unlike things, but the words *as* and *like* are **not** used in the comparison. In the novel, a metaphor is used by _____ to describe Shady. She says, “I wondered about Shady’s jigsaw life, but decided not to pry” (19). _____ has discovered that Shady has had many life experiences that she finds difficult to understand, so she compares his life to a jigsaw puzzle.

Locate evidence of similes, metaphors, and personification that relate to your Secret Character. List and cite the evidence on the left and explain the comparison on the right.

Type of Language	Evidence	Explanation

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Secret Identity#_____

Story Setting

The **setting** of a story is the time and place in which the story occurs. Although the setting of a story usually provides the backdrop for the plot, it sometimes adds to the story's mood and conflict.

Example from *Out of the Dust*:

Such is the case with the novel. The story takes place in Joyce City, Oklahoma between the winters of 1934 and 1935, a time when severe dust storms devastated the area. Farmers battled to save their crops, their cattle, and their homes. The area became known as the Dust Bowl.

_____ keeps a journal in which she documents the people and events that shape her life. In her journal, there is evidence of how she felt about her difficult life in the Dust Bowl:

The sand blew
right through the cracks in the schoolhouse wall,
right through the gaps around the window glass. . . .
It covered the children with dust and made them cough. (37)

Brown earth rained down from sky.
I could not catch my breath
the way the dust pressed on my chest
and wouldn't stop. (143)

Provide evidence from the story in your responses to the following questions.

1. What is the setting of your story?
2. What effect does the setting have upon your Secret Character?
3. What effect does the setting have upon other characters in the story?

Secret Identity#_____

Changing Moods

Mood is the emotional feeling and effect that is produced by the words the author has written. It can be conveyed through the author’s descriptions, settings, and characterizations. As you closely read the story, look for clues that reveal changes of mood in your Secret Character.

Example from *Shiloh*:

In the novel, _____ describes his feelings to his mother when she discovers he is hiding the dog from Judd, the abusive owner of Shiloh: “I can feel hot tears in my eyes now and try to keep them from spilling out. . . . ”Judd Travers ever comes here to get his dog, he’ll have to fight me to get it” (74).

_____’s Mood: _____ is feeling sad, angry, and fearful. He is afraid that his parents will make him return Shiloh to Judd.

Later on in the story, _____’s mood changes: “I slide into my chair and almost have to push my cheeks in to keep the smile from going all the way around my head.” He tells his mother, “Went to see Judd Travers, and I’m buying his dog” (122–23).

_____’s Mood: _____ is now feeling happy and is proud of himself for making a good bargain with Judd.

Note the changing moods of your Secret Character in the space below. Record and cite your evidence. Explain the character’s moods.

Text Evidence	Page#	Mood/Reason

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Secret Identity#_____

What Happens Next?

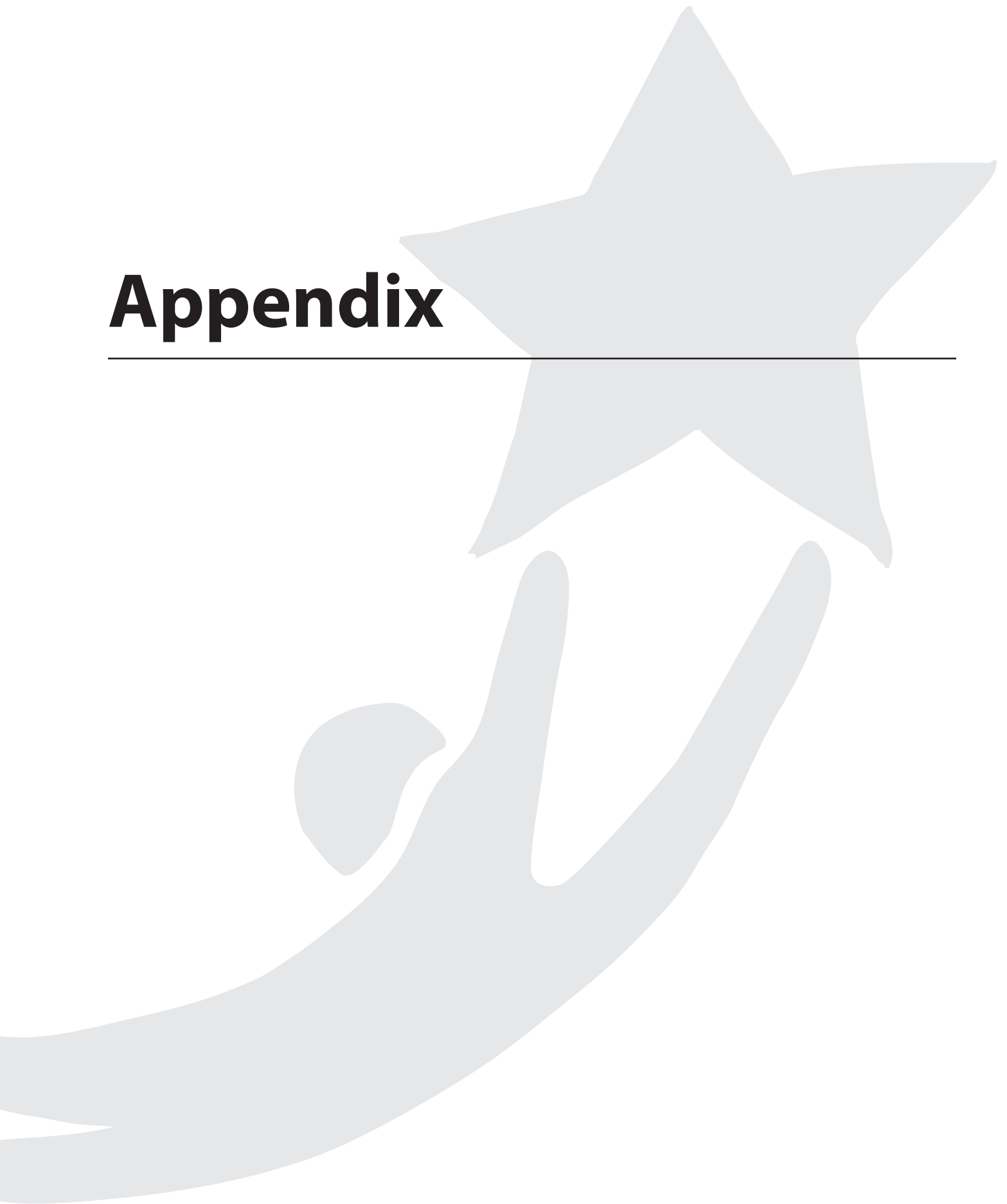
Use your imagination and facts from the story you just read to create a sequel that depicts what happens next in the life of your Secret Character. You can develop the roles of secondary characters from the story and/or create new ones. Does the Secret Character live happily ever after or are there more obstacles in the way? You may change names to guard your Secret Character's identity, but keep your story true to the original version in all other ways.



Start your sequel on the lines below.

[illegible]

Appendix



Citing Evidence Chart

	Paraphrasing	Direct Quotations
Standard Citation Style	<p>Example from <i>Bud, Not Buddy</i>:</p> <p>He is told that Bud is his full name and is warned not to let anybody tell him differently (Curtis 41).</p>	<p>Example from <i>Bud, Not Buddy</i>:</p> <p>“Bud is your name and don’t you ever let anyone call you anything else outside of that either” (Curtis 41).</p>
Secret Character Citation Style	<p>In the novel, My Secret Character is told that _____ is his full name and is warned not to let anybody tell him differently (41).</p>	<p>In the novel, My Secret Character is told, “_____ is your name and don’t you ever let anyone call you anything else outside of that either” (41).</p>

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Note to Teacher: Make as many copies of this page as needed for your class size. Keep the pages in a secure folder. No student in class should ever see them.

SECRET CHARACTER/WORK OF FICTION

[illegible]

Secret Identity# _____

Text-Based Questions

On this page, create three text-based questions that involve your secret character. Try to use **open-ended** questions rather than **closed-ended** questions. Closed-ended questions require a deeper evidence-based response than open-ended questions. Because these open-ended questions will be based on an overall understanding of the book, citations are not needed.

Examples from *Because of Winn-Dixie*:

Closed-ended: What did _____ fear the most?

Answer: thunderstorms

Open-ended: How did _____ confront the past and reach new understandings?

Answer: _____ changed in several ways. She made new friends, reached out to help others, and no longer felt lonely. With a new understanding of her parents, she was able to forgive her father and accept the loss of her mother.

Your Name(s) _____

Secret Identity # _____

Text-Based Questions and Answers

1.	
2.	
3.	

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All-Points Bulletin

Secret Character Summary Report

Filed by _____ (Your name)

Character Profile

Name of Secret Character: _____

Last seen: (book title, setting of story details)

Be on the lookout: Describe your Secret Character's appearance, ideas, and behavior. Cite evidence from the text.

Summary

Write a short summary of the story plot. What problems did your character have to overcome? What lessons did this character learn? Cite evidence from the text.

Guess the Identity Form

Secret identity # _____

Name of student _____

Who is the secret character? _____

List some specific evidence that helped you to identify the Secret Character. Cite the evidence from the Literary Skills activities in the Secret Character Folder.

Example:

Billie's Secret Character is Attean, because on the **Compare and Contrast Analysis** handout, Billie says that her Secret Character took part in a coming of age tradition ceremony (108).

Scorecard

Student(s) Name(s): _____

Secret Character Identity Guesses

I. D.# _____ Guess and Cite _____ Points _____

I. D.# _____ Guess and Cite _____ Points _____

I. D.# _____ Guess and Cite _____ Points _____

I. D.# _____ Guess and Cite _____ Points _____

I. D.# _____ Guess and Cite _____ Points _____

I. D.# _____ Guess and Cite _____ Points _____

I. D.# _____ Guess and Cite _____ Points _____

I. D.# _____ Guess and Cite _____ Points _____

I. D.# _____ Guess and Cite _____ Points _____

I. D.# _____ Guess and Cite _____ Points _____



Literary Skills Activities	Points
Make an Assertion	
The Big Questions	
Use Evidence to Infer	
A Shift in the Action	
Dialogue Discoveries	
Characterization	
Understand Cause and Effect	
Present an Argument	
Argument/Opinion Writing	
Point of View	
Keep a Diary	
Interview a Character	
Identify Theme	
Helpful Advice	
What Would You Do?	
Focus on Foreshadowing	
Thank You Note	
Vocabulary Lie Detector	
Compare and Contrast Analysis	
Figurative Favorites	
Story Setting	
Changing Moods	
What Happens Next?	
All-Points Bulletin	
Lineup Activity	
Text-Based Questions (Optional)	
TOTAL POINTS	



Oral Presentation Rubric

Lineup

	4	3	2	1
Organization	Presentation is very well organized and easy to follow. Student has made an excellent effort to impersonate the character.	Presentation is generally organized and easy to follow. Student has made a good effort to impersonate the character.	Presentation is somewhat organized but not always easy to follow. Student has made a fair effort to impersonate the character.	Presentation is not organized and difficult to follow. Student has made little effort to impersonate the character.
Voice	Speaking voice is loud and clear.	Speaking voice is generally loud and clear.	Speaking voice is sometimes loud and clear.	Speaker's voice is difficult to hear.
Eye Contact	Speaker holds the attention of the audience by making excellent eye contact.	Speaker generally holds the attention of the audience by making some eye contact.	Speaker often loses the audience's attention by not making proper eye contact.	Speaker is unable to hold the audience's attention. No eye contact is used.
Content	Student is very knowledgeable about content and is able to answer all class questions correctly.	Student is generally knowledgeable about content and is generally able to answer all class questions correctly.	Student is at times knowledgeable about content but does not often answer class questions correctly.	Student is not knowledgeable about content and is not able to answer class questions correctly.

Using Text Evidence Rubric

	4	3	2	1
Citing Text Evidence	Consistently accurate in using evidence from the text. Cites both direct quotes and paraphrases correctly.	Generally accurate in using evidence from the text. Usually both direct quotes and paraphrases are cited correctly.	Sometimes accurate in using evidence from the text. Cites only direct quotes or paraphrases. They are sometimes cited correctly.	Rarely uses text evidence. Does not cite correctly.
Analyzing Text Evidence	Consistently presents a careful analysis of text evidence and is able to use it effectively.	Generally presents a careful analysis of text evidence and is generally able to use it effectively.	Sometimes presents a careful analysis of text evidence and is at times able to use it effectively.	Rarely presents a careful analysis of text evidence and does not use it effectively.
Organizing Text Evidence	Organization of content is consistently smooth. Evidence is always integrated in an orderly way.	Organization of content is generally smooth. Evidence is usually integrated in an orderly way.	Organization of content is at times smooth. Evidence is at times integrated in an orderly way.	Organization of content is rarely smooth. Evidence is almost never integrated in an orderly way.

Writing Skills Rubric

	4	3	2	1
Conventions	Consistently demonstrates command of standard English conventions.	Generally demonstrates a good command of standard English conventions.	Demonstrates inconsistent command of English conventions. Makes patterns of errors in grammar and usage.	Demonstrates little command of English conventions. Makes multiple errors.
Clarity	Consistently writes with effective style using precise language and details.	Generally writes with effective style. Generally uses precise language and details.	Inconsistently writes with effective style. Limited use of precise language and details.	Ineffective writing style. Little or no use of precise language or details.
Organization	Consistently demonstrates excellent organization of writing that is easy to follow.	Generally demonstrates good organization of writing that is easy to follow.	Inconsistently demonstrates good organization of writing. Not always easy to follow.	Rarely demonstrates good organization in writing. Never easy to follow.

Student Guide to the Character Convention

The exciting conclusion to *Literary Detective* is the Character Convention. At this event, you and your classmates will assume the identity of your Secret Character and take part in a Lineup activity. During the Lineup, the identities will be revealed to students, teachers, and guests. Winners' Awards will be presented to the students who have attained the highest scores, and all those who have successfully completed the requirements of the unit will receive **Certificates of Achievement**.

To prepare for a successful Character Convention, you and your classmates must proceed in the following ways:

1. All-Points Bulletin/ Character Description Card

Make sure that you have completed all information required for the Character Profile and Summary sections of the "All-Points Bulletin." This information is needed in order to create a "Character Description" that will be used during the Lineup part of the Character Convention by your partner. Write your character description on a three by five index card and store it in your Student Folder until the day of the Character Convention. The description should be about six to eight sentences long and contain important facts about the character. Start your character description card by saying:

The Secret Character is _____. He (or she) appears in the book titled _____ by _____.

2. Date, Time, and Place

With your teacher's help, you and your classmates must decide on a date, time, and place to hold the convention. It can be held during the day or evening. Consider a day and time that will be most convenient for family and friends to attend. Choose a location within the school that is large enough to accommodate all who will be attending. Try to include a refreshment table in your plans.

3. Invitations

Create an invitation to send to family members and friends who might like to attend the Character Convention. The invitations can be handwritten or designed on the computer. Be sure to include date, time, and specific location. Examples: All-Purpose Room, Library.

4. Nameplates

Before the start of the Lineup, your teacher will distribute a nameplate to you and your classmates. Your nameplate has the name of your Secret Character written on it. Do not display the nameplate until the start of the Lineup. At that time, place the nameplate in front of you as you stand in the Lineup.

5. Lineup Partners

A few days before the Character Convention, you and your classmates should choose a Lineup partner. If an uneven number of students are participating in the Lineup, three students can work together. On the day of the convention, you and your partner will stand next to each other in the Lineup. You will exchange Character Description Cards. When it is your turn, you will read the facts on your partner's card to the audience while your partner stands silently. You can start by saying, "The secret character standing next to me is _____."

Each student will read for about three minutes. When it is time to switch roles, the teacher will signal you with a bell or simply say, "Change places!" Then student partners will switch roles. Extra time can be allowed if three students are working together.

6. Costumes and Props

Think about a costume and a prop that might help you bring your Secret Character to life for the Character Convention activity. Your costume can be simple and still be effective. Consider hats, belts, vests, scarves, shoes or boots, ties, and other clothing items that you could use. These items may be found around your home. Items for props will depend on the story plot and may be constructed simply out of boxes, tubes, paper, or other materials.

7. Debriefing/Text-Based Questions

Earlier in the unit, you created three text-based questions about your Secret Character. During the Debriefing, your teacher may ask you to answer one or more of these questions by having you provide the text-based evidence to support your response. Also, be prepared to respond to questions from the audience. They may wonder about the reasons for your Secret Character choice.

8. Awards

After the Lineup points have been added to the **Scorecards** and all **Scorecard** points have been totaled, a winner or winners will be declared and awards will be distributed. Achievement awards will also be given to everyone who has completed the requirements.

9. Refreshments

After the Lineup and Debriefing, and before the awards are distributed, guests can take time to enjoy light refreshments. During this time, the teacher will be able to complete the scoring by adding Lineup points to the **Scorecards**. You and other students can take turns helping guests at the table.

Certificate of Achievement

Literary Detective

Winners' Award Given to

for winning work in using text evidence to analyze and identify literary characters

Certificate of Achievement

Literary Detective

Achievement Award Given to

for outstanding work in using text evidence to analyze and identify literary characters

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