**Fidelity Checklist**

Sentence Variation

The Sentence Variation strategy is a collection of strategies designed to help students understand sentences and the parts of speech that compose them through explicit instruction. This strategy is designed to instruct students how to decode words using phonemic awareness to increase fluent reading (Al Otaiba et al., 2019). Incorporating the Sentence Variation strategy illustrates the importance of how word choice can impact the meaning of a sentence and alter the perspective the reader has toward the text (Grota-Garcia, 2017). This speaks to the importance of students learning and working with the syntax or word order of sentences. Additionally, use of this strategy can embed or utilize the Sentence Tree-Structure strategy, which is based on Schema Theory and Lexical Chunk Theory, to organize words into different parts of speech and how they form the syntax of the sentence (Huang, 2019). This Sentence Variation strategy can be implemented using both simple and complex sentences, but complex sentences will require complex sentence trees.

**Science of Reading Connection**: This strategy utilizes the following five elements needed for proficient reading according to the National Reading Panel (NRP): comprehension, fluency, vocabulary, phonics, and phonemic awareness (2000). Using direct instruction and segmenting, vocabulary is broken down at the phoneme level to increase reading comprehension and fluency (Al Otaiba et al., 2019). Scarborough’s Reading Rope has two major components: Language Comprehension and Word Recognition (Scarborough, 2001). Sentence Variation specifically targets the Language Comprehension portion of Scarborough’s Reading Rope in that it helps to solidify the students’ understanding of language structures.

Date: Activity/Class:

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| **SENTENCE VARIATION** | **YES** | **NO** | **COMMENTS** |
| 1. Prepare example sentences for a student or class by highlighting specific words and embedding definitions. |  |  |  |
| 2. For any word that may cause difficulty in decoding, segment into its phonemes and blend them together. |  |  |  |
| 3. Draw a trunk of a tree and place the sentence’s subject and it’s predicate in the center of the tree. |  |  |  |
| 4. Draw the other parts of speech as branches connecting to the trunk. |  |  |  |
| 5. Draw noun phrases, verb phrases, prepositional phrases, and other different phrases as branches with prepositions or adjectives connecting to the trunk. |  |  |  |
| 6. For compound sentences, draw a new tree trunk with a conjunction connecting the two trees. |  |  |  |
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| Total steps completed accurately: |  |  |  |
| Percentage of steps completed accurately: |  |  |  |

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| Additional notes or comments: |