**Fidelity Checklist**

Sketch-to-Stretch (StS)

Sketch-to-stretch (StS) is a strategy that allows students to create connections between reading and reading comprehension. It allows students to engage with both material and their peers in meaning making processes and makes use of coding information through multiple means in a way that is superior to simple notetaking or reading methods (Paivio, 1973). The reason this method of sketching out what is read or heard during lessons helps students to comprehend the material is because it makes the students take information from one system of meaning (e.g., language), and forces them to recreate it into another system of meaning (e.g., visual representation), which creates new meaning for the material through a process called transmediation. Using an StS graphic organizer or reading strategy also gives students a chance to see that everyone’s thoughts on a subject are different in their meaning making process (Short & Harste, 1996). The StS method also provides students a chance to work in large or small groups or independently during their learning time. These groups can provide students a chance to self-reflect or use social communication to create new meanings or connections with the material. Lastly, allowing students to create and use visuals aligns with how children have learned to take in other information as younger and younger students use videos and other visual media as a means to gain information (Bustle, 2004).

**Science of Reading connection**: the Science of Reading approach uses examples and explanations like the Simple View of Reading which has shown that reading comprehension is like a formula where decoding is multiplied by language comprehension in order to equal reading comprehension (Farrell et al., 2020) and further research by Scarborough has created the graphic referred to as Scarborough’s Reading Rope. This rope is made up of several strands representing different components of reading comprehension. When all the strands are strong and well woven together the rope is referred to as representative of reading comprehension. There are two main sections that make up reading comprehension: language comprehension and word recognition; with both of these large strands being made up of smaller strands or beginning level reading skills. The StS connects with the language comprehension strand through making use of a student’s vocabulary knowledge as well as the verbal reasoning behind the student’s overall sketch. This activity can also connect with a student’s word recognition by making use of phonological awareness during the activity. An example of this is being a teacher who uses stories that emphasize letter sounds to help students make connections between graphemes and the phonemes associated with the letters by asking the students to complete an StS on the letters or sounds heard in the story.

Date: Activity/Class:

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| **Sketch to Stretch** | **YES** | **NO** | **COMMENTS** |
| 1. Prepare students for strategy by activating background knowledge related to previous classes that align with current lesson through open-ended questions and short review. |  |  |  |
| 1. Introduce StS activity to students as a means to help them better comprehend material that was read. Have students do a quick stretch before pulling out a piece of paper and pencil while preparing for read aloud or assigned student reading. |  |  |  |
| 1. Read aloud or assign students material to read. Reaffirm that the activity is for the students as a means to help them better comprehend what was read. Let students know that how the art looks is not the goal. Rather, the goal is to create an image based on what was read. |  |  |  |
| 1. Give students time to sketch their understanding of the material and then have them share the sketch with a desk or elbow partner. For one-on-one instruction, the teacher can sketch and discuss his or her understanding of the reading with the student. |  |  |  |
| 1. Give the student pairs time to discuss their sketches and understanding of what was read before bringing the class back together for large group discussion on their different sketches and how they relate to the reading. For one-on-one lessons, if possible, let the student explain his or her sketch and its meaning to someone else, or skip this step and move to step 6. |  |  |  |
| 1. Next, the students are to write beneath the image, thereby stretching their sketch and using vocabulary to describe what was drawn. |  |  |  |
| 1. For a follow up activity, reread the passage and have students reflect on how their sketch is supported by information from the text (e.g., cutting out the text evidence strategy). Ask the students open-ended questions like:   *What made you think of this picture from what we read?*  *What does your drawing show?*  *How did you think of this picture?* |  |  |  |
|  | | | |
| Total steps completed accurately: |  | | |
| Percentage of steps completed accurately: |  | | |

Additional notes or comments: