**Fidelity Checklist**

Story Impressions

Story impressions, in short, are the students’ first impressions or perceptions of the story they are about to read. Using clues from the text, students get a sneak peek into the story that will que them information on what the story will be about prior to reading. These clues could come from the setting, characters, and events that occur throughout the story. Therefore, they will be able to stay engaged in the text while looking for the clue words. Using the clue words, students will then create a prediction of the text. It will require students to retrieve prior knowledge of the words and align them into a comprehensible story that may or may not match the actual story. This creates a thematic model rather than providing the students with specific content knowledge (Denner et al., 1989).

Through the use of Story Impressions, students will make predictions about what they believe could be a summary of the story. However, McGinley and Denner (2014) claim that the purpose of Story Impressions is not for the students to guess the events or plot of the story and be wrong, but, rather, the purpose is to allow the students the opportunity to compare their versions of the story with the actual story, once they have read the story. The students use their schemas to build an anticipatory model of the story. By writing out their predictions of the story, students are able to use strategies to improve their writing skills as well as pique their interest in the story, thereby increasing their comprehension.

When using Story Impressions in the classroom, a teacher should follow a specific format to carrying out the strategy. However, the Story Impression strategy can be adapted to fit multiple disciplines or age groups of students. The structure of a Story Impression is that students are given clue words from the story in a set called the Story Chain. Often, the Story Chain is comprised of a set of ten words, but the Story Chain can be adapted for younger students using a smaller set of fewer words. As another adaptation or modification of the strategy, the educator could allow students to create their own Story Chains by performing a Book Walk through walking through the different pages of the story highlighting or choosing words that they perceive as important. Students then create their Story Predictions using all the words in their Story Chain set. If students are not ready to write paragraphs, students could construct their prediction through oral means. After students read the story, they will then be able to compare their predictions to the events of the story (Vacca et al., 2014).

**Science of Reading connection**: The third pillar of The Four Pillars for Reading Success is stated as the “Evaluation and recommendation of effective instructional materials.” With the help of other educators who have tested the evidence-based strategy in their classrooms, teachers can recommend strategies that have helped their students in their own practice. In the use of Story Impressions, teachers can evaluate the effect on learning outcomes and reading comprehension *after* the students have read the story. Teachers are able to accommodate their own students in adapting the Story Impression strategy to fit their students’ needs, whether it be to fit the discipline area or the age of the student. Students are able to wholly connect their schemas to the story and make their prediction of the plot, allowing for comparison later.

**On the following page is the fidelity checklist to assist the teacher with completing the steps to ensure the correct implementation of the Story Impression strategy. Adaptations may be made to conform to the needs of the students.**

Date: Activity/Class:

|  |  |  |  |
| --- | --- | --- | --- |
| **STORY IMPRESSION STRATEGY** | **YES** | **NO** | **COMMENTS** |
| 1. Prepare students for reading by introducing the Story Chain (e.g., pull out ten clue words from the text), connecting the words to students’ prior knowledge. List these words on the board or in an area visible by the students. It is best for these words to be listed in sequential order of when they appear in the story. |  |  |  |
| 1. Using the words in the Story Chain, assign students to write their one paragraph predictions of the plot of the story in written or oral form depending on the needs of the students. |  |  |  |
| 1. Read the story, keeping track of where the Story Chain words appear in the story. |  |  |  |
| 1. Upon completion of reading of the story, have students compare their predictions to the story’s plot. Consider the following prompts as class engages in discussion: Where were they correct? Where did they guess incorrectly? What made them think that? |  |  |  |
| 1. Have the students participate in discussion regarding their reasoning and rationale for the predictions they made in connection with prior knowledge and new knowledge regarding the text. They may make corrections to their one paragraph predictions now that they have read the story. |  |  |  |
|  | | | |
| Total steps completed accurately: |  | | |
| Percentage of steps completed accurately: |  | | |

Additional notes or comments: