

## Fidelity Checklist

### Sketch to Stretch

Sketch to stretch 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 them take information from one system of meaning, this being language, and forces them to recreate it into another system, this being a visual representation, which creates new meaning for the material through a process called transmediation. Using sketch to stretch also gives students a chance to see that there is no ‘right’ answer in the meaning making process and that everyone’s thoughts on a subject are different (Short & Harste, 1996). The sketch to stretch method also provides students a chance to work in large, small, or single groups during their learning time and these groups can provide students a chance to self-reflect or use social communication to create new meanings or connections with the material. Lastly, letting students create and use visuals aligns more 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 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 and when all the strands are strong and well woven together the rope is referred to as reading comprehension. There are two main sections that make up reading comprehension, these being: language comprehension and word recognition; with both of these large strands being made up of smaller strands or beginning level reading skills. (Stewart, n.d.). The sketch to stretch connects with the language comprehension stand in that it makes use of a student’s vocabulary knowledge as well as the verbal reasoning behind their sketch overall. 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 that uses stories that emphasize letter sounds to help student make connections between graphemes and the phonemes associated with letter.

Date: 11/9/2021

Activity/Class: 1st Grade SFA tutoring

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.	X		
2. Introduce sketch to stretch activity to students as a means to help them better comprehend material that was read. Then have students do a quick stretch before grapping paper and pencil while preparing for read aloud or assigned student reading.	X		I talked with my tutee about how we sketch things as a way of sharing ideas with other people. We reviewed how the pictures in the books help to tell the story. I then explained how she would draw pictures to help tell the story.
3. Next 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	X		my tutee listened to me read the story out loud and I would only ask her to read the green words

the goal and that the goal is to make an image based on what was read.			(vocabulary words in each story that can be sounded out)
4. 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 tutoring the tutor can sketch and discuss their understanding of the reading with the student.)	X		We were one on one so I as the tutor also draw a picture from the story and we talked and asked each other questions about our drawings.
5. 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 their sketch and its meaning to someone else, or skip this step and move to step 6).		X	
6. For a follow up activity reread the passage and have students reflect on how their sketch is supported by information from the text. Ask them open-ended questions like: <u>What made you think of this picture from what we read?</u> <u>What does your drawing show?</u> <u>How did you think of this picture?</u>	X		I reread the passage and we discussed how the sketch helps to tell a story. My tutee added a few things to her sketch as I read the second time. I allowed this as she was having fun and engaging in the story in a meaningful and deep way.  She was able to answer all of the open-ended questions and retell the story to me.
Total steps completed accurately:	5		
Percentage of steps completed accurately:	83%		

Additional notes or comments:

This was a fun and engaging activity for my tutee. She loves to draw and it went very well. Thank you!

### Reflection

1. Provide the context of the tutoring situation or classroom instruction (i.e., grade level, age, gender, race, target skill of instruction).
  - a. I used the dataSTARS strategy with one of my tutees at East Garfield Elamaetyr. I am Tutoring a First-grade girl using the Sucess For All tutoring plan and manual. This is a part of EDU 345 Reading Assessments and Diagnostics. I do not know the race of my tutee but I do know that she

comes from a low socioeconomic background and signal parent home. I used this strategy to help target comprehension of the text as she often struggles with decoding and reading as a whole. Therefore her comprehension also suffers. She loves to draw so I thought this strategy would be an effective interaction.

2. Have you used a fidelity checklist in your practice? Share your experience.

- a. Yes, I have used a fidelity checklist before. Not often though. this checklist was very helpful as it took everything step by step and I was able to make sure that I completed the whole lesson with fidelity. It had clear instructions for me so that I could guide my student and make notes if needed on their progress. While my student did well with the strategy, I like that I could make a note if they struggled and know exactly what part of the lesson they were struggling with.

3. Did the implementation of the strategy, used during this one instance, add value to your instruction?

Describe the impact on your teaching and on the student's or students' learning.

- a. This strategy did add value to my instruction. It was good to take in data as to how she comprehended the story. I wish I had been able to use it in a setting with mutable students but it was good to see it used in a one-on-one setting as well. It certainly gave meaning to her love of art and I will be using this strategy in my future classroom. She was able to clearly and articulately share with me what was learned in the story. I used this strategy as a part of reviewing our green words (vocab words). She was able to listen except for when she had to read a green word. This might not seem like much but I know it was challenging to my tutee.

## Article Summary

Whitin, P. (2002). Leading into Literature Circles through the Sketch-to-Stretch Strategy. *Reading Teacher*, 55(5), 444–450.

This article explored the effectiveness of using the sketch to stretch strategy with at-risk readers. Sketching is an engaging and effective way to have students engage with a text and comprehend the material. Students who sketch were able to do more than simply retell the story, they also made observations about the characters, elements and gave different perspectives of the story that they were then able to share with their class. Students discuss what they read and what they sketch. They also give an explanation of their work during whole group sharing.

Some of the goals of the article were to show that all readers have different differences with reading fluency, having something meaningful to share about literature and that there is no single correct perspective (Whitin P. 2001). This article showed that despite struggling to read, all students can use sketching as a means of comprehending the text and drawing out the meaning. This led to greater student learning and class discussion as a whole.