**Fidelity Checklist**

Discussion Web

Discussion Webs allow students to engage the text and peers in deliberate and thoughtful conversations and discussion by creating a framework for students to explore texts. Through use of Discussion Webs, students are able to consider different sides of an issue in discussion before coming to their own conclusions. Discussion Webs have been encouraged and suggested for classroom use over the use of teacher-directed or teacher-dominated discussions (Alvermann, 1991).

The Discussion Web strategy encourages cooperative learning principles similar to a think-pair-share format (McTighe & Lyman, 1988) with the first stage of the Discussion Web involving students first considering the ideas they may want to share in conversation based on what they learned from the text. They will determine what they want to say to their partners. Next, they work together in pairs as they engage in dialogue. The partners then link up with a different set of partners. The four students dialogue to resolve differences in perspective and to work toward a general consensus or group answer about the topic or issue at hand. The next step of the discussion web involves students selecting a representative from the group to share or report out on ideas with the class.

When thinking of how to depict information shared during a discussion web, once can use a graphic display of a web! The question that spurs on the discussion is placed in the center of the web. The question should be constructed as such that dialogue and conversation can flow from the question. Questions with more than one point of view are ideal for this strategy. Students are encouraged to investigate and explore the pros and cons to the question or issue that is being raised from the reading and can be listed in two columns on the web. As the students engage in discussion, with their partners then in their larger groups of four, they engage in the main goal of the four person grouping which is to come to a conclusion (Vacca, Vacca, & Mraz, 2014).

**Science of Reading connection**: Per the first pillar of The Four Pillars for Reading Success, pre-service teachers need practice leading high-quality discussions in actual classrooms or instructional settings. It is through these situations that pre-service teachers can gain a true understanding and practice with applying the components of carrying out a high quality discussion. The Discussion Web strategy incorporates language comprehension through background knowledge being utilized when responding to questions and engaging in conversations with peers. Vocabulary and verbal reasoning, under language comprehension, are incorporated within the Discussion Web strategy since students need to make inferences and comprehend the meaning of words as they ponder answers to the discussion question or prompt that is provided (Scarborough, 2018). The students also must be successful with sight recognition of familiar words and decoding spelling-sound correspondences through recognizing words that are present in the discussion question or prompt.

Date: Activity/Class:

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| **DISCUSSION WEB** | **YES** | **NO** | **COMMENTS** |
| 1. Prepare students for reading by activating prior knowledge, raising questions, and making predictions about the text.
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| 1. Assign students to read the selection and then introduce the Discussion Web by having the students work in pairs to generate pro and con responses to the question.
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| 1. Combine partners into groups of four to compare responses, work toward consensus, and reach a conclusion as a group.
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| 1. Give each group three minutes to decide which of all the reasons given best supports the group’s conclusion.
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| 1. Have your students follow up the whole-class discussion by individually writing their responses to the Discussion Web question.
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| Total steps completed accurately: |  |
| Percentage of steps completed accurately: |  |

Additional notes or comments: