

Literacy Quotes for Discussion Starters

Use the following steps and quotes to lead a roundtable discussion.

Directions

1. Create sentence strips with quotes that highlight the need for adolescent literacy and best instructional practices.
2. Assure there are enough sentence strips for each person.
3. Ask the faculty to read the sentence strips and react to the statements.
4. Distribute chart paper for each table of participants and direct them to draw a T-Chart, with the titles: Big Ideas/Possibilities for Instruction.
5. Guide each group to record three big ideas from their discussions based on the statement and three possibilities of improving literacy instruction within the school.
6. Lead a discussion to develop consensus and compile ideas on a whole-group T-Chart to use during a literacy planning session.

Quotes for Discussion

“Educators need to test mixes of intervention elements to find the ones that work best for students with different needs” (Biancarosa & Snow, 2004, p. 12).

“A number of effective comprehension instructional approaches are effective for middle and high school contexts, but no one approach is better than another. Possible approaches include:

- a. comprehension strategies instruction, which is instruction that explicitly gives students strategies that aid them in comprehending a wide variety of texts;
- b. comprehension monitoring and metacognition instruction, which is instruction that teaches students to become aware of how they understand while they read;
- c. teacher modeling, which involves the teacher reading texts aloud, making her own use of strategies and practices apparent to her students;
- d. scaffold instruction, which involves teachers giving high support for students practicing new skills and then slowly decreasing that support to increase student ownership and self-sufficiency; and
- e. apprenticeship models, which involve teachers engaging students in a content-centered learning relationship” (Biancarosa & Snow, 2004, pp. 15–16).

Literacy Quotes for Discussion Starters *(continued)*

“One way that motivation and engagement are instilled and maintained is to provide students with opportunities to select for themselves the materials they read and topics they research” (Biancarosa & Snow, 2004, p. 16).

“Students should have the opportunity to participate with text-based collaborative learning, which means that when students work in small groups, they should not simply discuss a topic, but interact with each other around text” (Biancarosa & Snow, 2004, p. 17).

“Some students require strategic tutoring, which may be for students who struggle with decoding and fluency or for students who require short-term, focus help. This may indicate a need for differentiation in classrooms that provides tutorials and strategies to support how to learn” (Biancarosa & Snow, 2004, p. 18).

“Students need access to diverse texts that provide a wide range of topics at a variety of reading levels. Texts must be below students’ frustration level, but must also be interesting” (Biancarosa & Snow, 2004, p. 18).

“Effective adolescent literacy programs must include an element that helps students improve their writing skills. Research supports the idea that writing instruction also improves reading comprehension. Effective interventions will help students read like writers and write like readers” (Biancarosa & Snow, 2004, pp. 18–19).

“Technology serves as an instructional tool and an instructional topic. As a tool, computer programs provide support with decoding, spelling, fluency, vocabulary, and comprehension and writing. As a topic, the computer supports reading and writing demands of a technology rich society in the fast-pace, networked world” (Biancarosa & Snow, 2004, p. 19).

“Ongoing Formative Assessment of students is important because the best instructional improvements are informed by ongoing assessment of student strengths and needs” (Biancarosa & Snow, 2004, p. 19).