

# DOWNLOAD PDF MOTIVATING CHILDREN AND YOUNG ADULTS TO READ

## Chapter 1 : Understanding the Adult Learners Motivation and Barriers to Learning | Roger Jr Chao - calenc

*Designed for the practitioner concerned with motivating students to read, the 28 articles in this book are arranged in four sections. The articles in the first section, "Methodology," deal with how to motivate students to read.*

Just for Fun AdLit. Find out what you can do to motivate kids to read every day. This article highlights four classroom strategies that educators can use to engage students with texts. Department of Education Teachers can help students build confidence in their ability to comprehend content-area texts, by providing a supportive environment and offering information on how reading strategies can be modified to fit various tasks. Stuck in the Middle: Traci Maday Learn about three strategies that can help create a meaningful curriculum to engage middle-level learners. The strategies draw from effective classroom practices across grade levels, as well as from research about the social, emotional, and physical development of middle-level learners. Learning Point Associates As part of their series to help schools understand the federal No Child Left Behind Law, Learning Point Associates describes the four key elements of student engagement – student confidence, teacher involvement, relevant texts, and choice among texts and assignments. Learning Point Associates For struggling adolescent readers, creating student interest is as vital as teaching language skills. Caitlin Johnson Schools often struggle to find appropriate materials and approaches to support adolescent literacy. Here are some effective teaching strategies for struggling older students. Chall and Vicki A. Jacobs Teachers have often reported a fourth-grade slump in literacy development, particularly for low-income children, at the critical transition from "learning to read" to "reading to learn. Richison , Anita C. Hernandez and Marcia Carter The theme-basket concept of literature instruction combines several approaches known to work with marginalized readers, students with learning disabilities, and ELLs: This article includes a sample theme basket with The Grapes of Wrath by John Steinbeck as its centerpiece. Lori Rog and Paul Kropp One of the keys to helping struggling readers is to provide them with books that they can and want to read. Non-fiction books, newspapers, magazines, even comic books can hook students on reading. Motivating Reluctant Adolescent Readers By: Northwest Regional Educational Laboratory How can you motivate adolescents who have never turned on to the magic of reading? Tutoring teenagers is as much about building self-confidence as teaching skills. Low self-image and feelings of powerlessness trouble many unmotivated adolescents. Our Fans Speak Up "Your articles have given me so many tips that focus on the skills that my students struggle with daily. The articles put the problems and suggestions into everyday terms that make it easier for an over-worked teacher to understand and implement. The comprehension strategies and explanations are wonderful. Help us support the teachers of struggling readers. Make a tax-deductible donation today.

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## Chapter 2 : Motivating Children to Read - UMN CEHD

*Motivating Children and Young Adults to Read [James L. Thomas, Ruth Loring] on calendrierdelascience.com \*FREE\* shipping on qualifying offers. Educators suggest ways to encourage students to read, specific methodologies, how to determine reading interests.*

Reading at this level means that students can comprehend subject-matter material and apply appropriate analytical skills or relate to real-world situations. The latter study and another literacy survey, Reading at Risk National Endowment for the Arts, , highlight the challenge of aliteracy and the large number of people it includes. Aliterate students and adults can read but either are not able to read with comprehension or choose not to read. Cramer and Castle report that best estimates indicate "only about 20 percent of adults who are able to read do so voluntarily with any degree of regularity. Fostering the ability and inclination of students to read more is an important instructional goal for a number of reasons. In short, a well-read student is typically a successful student. Independent Reading Time Good readers tend to be intrinsically motivated to read, and the amount of time they spend reading is highly correlated with their reading proficiency and overall academic success across all subject areas. Students who are less motivated to read, and who spend less time practicing their reading skills, typically lag behind their peers and often experience frustrating academic difficulties. Motivation to read independently appears to be a key component of reading success and should be a goal of reading instruction. Teachers are not merely responsible for providing instruction in the mechanics of text and reading, they also bear responsibility for instilling in all students a desire to read independently from a variety of sources. Although research has provided a wealth of information to inform instruction on the mechanics of text, there are few findings from well-designed, experimental research studies to guide educators in motivating students to spend a great deal of time reading widely and independently. In an attempt to simply get students to read more, many teachers have carved out blocks of uninterrupted class time for students to practice reading independently. While SSR and DEAR clearly communicate the value schools attach to reading and serve to alleviate the surface-level problem of students spending too little time practicing, there are other factors to consider beyond merely providing this basic encouragement for students to read more. Even students who are proficient, motivated readers often do not spend the allocated time actually engaging in reading activities. But students for whom the task of reading is too difficult or tedious, those for whom practice is most crucial, also frequently and deliberately engage in avoidance behaviors, thereby denying themselves any benefit that might follow from unguided, independent reading time. Even when students do conscientiously spend this time practicing reading, Shanahan cautions they may still be reinforcing bad habits. Teachers have no way of knowing or intervening when students make errors while reading silently, so the students may continually practice and habituate mistakes. Every minute with a good teacher is precious to a struggling reader, and to the extent that independent practice time cuts into more effective instructional time, it can actually undermine reading success. Intrinsic Versus Extrinsic Motivation Many schools have turned to more formalized reading programs designed to encourage independent, self-paced reading while attempting to provide more structure and accountability than the basic sustained silent reading initiatives. These programs contain mechanisms to help students both select appropriate materials and be accountable for reading them with comprehension. In one popular reading program, for example, students first take an interactive vocabulary test that identifies their reading levels and the books that are at this designated reading level. Students are generally discouraged from checking out books above or below the reading level the program has defined for them; thus, at least in theory, students are only reading material that is challenging but still within their grasp. After finishing a book, students take an objective test over the material. This is intended to provide some measure of accountability for actually reading and understanding the book, as well as an ongoing means of monitoring their established difficulty range. Students who struggle with reading need consistent feedback on their efforts, regardless of their achievement. These programs have been referred to as reading management tools since a computer can

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keep track of the amount of reading each student does and, presumably, help each student develop motivation to read more through a sense of competition or by simply quantifying achievement. However, this approach to motivation can be problematic. There is also a danger that quantifying reading performance in this way will instigate or perpetuate a system of extrinsic rewards. For example, some schools offer pizza parties or other prizes to students who read a predetermined number of pages or books. Extrinsic rewards, particularly tangible rewards like pizza parties, actually can reduce internal motivations to read, as Cameron and Pierce found in their meta-analysis of 96 experimental studies related to intrinsic motivation. Studies have shown that students who are offered extrinsic rewards often become dependent on the rewards for their motivation, subsequently need more prodding and cajoling to read, and read less frequently when the reward is discontinued. Conversely, a correlation has been found between students who have increased internal motivation to read and the frequency and breadth of their reading Guthrie et al. Students who struggle with reading need consistent and targeted feedback on their efforts, whatever their level of achievement. Matching Readers with Appropriate Reading Material As discussed in the previous section, programs or reading management tools that limit the selection of reading materials do so with the best of intentions. Without guidance, poor readers tend to overestimate their ability to read challenging text and usually select text that is beyond their independent reading level. So there is good cause for restricting students to a selection of leveled text for independent reading. However, as Renninger found, interest in the reading material enhances comprehension; therefore, students with high interest in a topic might be able to read more difficult material than an ability test might indicate. Conversely, students with little interest in a topic may demonstrate low comprehension of material that should be at an independent reading level for them. Hence, text leveling is not as formulaic as some reading programs suggest, and often readers are needlessly prohibited from reading high-interest material deemed too difficult for them to read independently. Subjected to this approach, a low-ability student who is working very hard will still not achieve a point score equivalent to her or his high-ability counterpart. Point systems have not proven to alleviate the disparity in reading practice times. In one study of a competitive reading program, participant readers in the top 5 percent of ability levels read times more than those in the bottom 5 percent Paul, Hence, neither reading volume nor motivation was positively impacted for those students most in need. There is no simple method teachers can use to spur students to read more. Threats of failure or retention are as ineffective as extrinsic rewards like points in that they manufacture compliance rather than result in engagement. Based on their work developing principles for creating a classroom conducive to increasing motivation and implementing those principles in classrooms using five experimental classrooms and five control classrooms, Guthrie and Alao suggest teachers may enhance motivation by using conceptual themes, providing real-world experiences and personal connections, and encouraging collaboration and discussion among students. Teachers can also provide students with a diverse selection of texts from which to choose. This is especially important for struggling adolescent readers, who might need low-level, high-interest books. These books provide comprehensible text with topics more relevant to the adolescent, such as those that target differing cultures; deal with hardships or crises, death, and heroism; or include modern-day humor. Ultimately, what motivates students to spend a lot of time reading are the same things that motivate people everywhere to engage in certain behaviors: They see a real-world value in the behavior, it provides pleasure, it is a means to a worthy end, or all three. Extrinsic controls may give the illusion of increased reading motivation, but it is fleeting at best. To be successful readers, students must develop a desire to spend their own time outside of school reading an hour or two a day. That kind of desire cannot be cultivated through any one simple program or approach. Instead, teachers need to constantly, subtly, creatively invite children into the world of literacy. Tips for Motivating Students Here are suggestions for motivating students that author Deborah Reed has used and drawn from numerous sources. Offer students choice in their reading materials. Allow students to respond to their reading through discussion with both peers and adults, through reflective writing, or both. Frequently and explicitly model reading, responding, and monitoring comprehension. Reduce the number of activities associated with the book to focus more on the reading itself

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and foster an aesthetic stance as opposed to an efferent stance where students read to carry away information.

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## Chapter 3 : Motivation & Engagement | Hot Topics in Adolescent Literacy | calendrierdelascience.com

*Get this from a library! Motivating children and young adults to read. [James L Thomas; Ruth M Loring;] -- A collection of journal articles divided into 4 categories: Methodology, interests, programs and nonprint.*

They viewed reading as a frustrating skill to learn and had few, if any, adults modeling reading. That changed when I began reading aloud to my students. They were swept up in stories, and became engaged and motivated listeners. It was a small step for them, then, to become engaged and motivated readers, who wanted to do the difficult work of learning to read because they had a reason to do so—the book itself. Often I would stop in the middle of a story, and every single child would continue reading it on their own simply to know what happened! These kids cared about what was occurring in the book, so the motivation to read came from within—the reader, because of the book. Let children see you reading: Adults are models for children. Show children that you value this time by honoring it. Talk about your own books: Read together, out loud: This is crucial, yet reading aloud often ends when children are old enough to read on their own. Reading out loud in the classroom levels the playing field. It ensures that all students hear the same words, so they can contribute their thoughts and ideas as equals. This too models for children some of the possibilities inherent in engaged reading. Surround children with books: While cost can be a factor with new books, the local library is a great no-cost other than gas or bus fare! Fill up a book bag for the car when traveling with children. If possible, have a bookshelf with favorite books right there with the toys and electronics. Teachers can encourage students to keep a book in their desks to read if they finish classwork or tests early. Ask for their ideas, their opinions and their guesses, and accept them all. Use them to explore the book in new ways. As I explained last week, each reader will bring their own background to their interpretation of texts. When shopping for new books or visiting the library, read the first page out loud. Does it pique your interest? All positive encounters with literature will rub off on children. A great resource for parents, teachers, librarians and parents at no charge is the New Books for Young Readers list. You can download the current issue of New Books for Young Readers online. From my more than four decades of work, teaching and research on literacy, I have learned there really is no substitute for books. They are like food—sustenance for the mind, heart and soul. I believe they are necessary to a rich life and I encourage parents and teachers to step up to the plate so their children can experience the power of reading. See how CEHD is improving lives!

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## Chapter 4 : Motivating Young Adolescents - Educational Leadership

*Educators suggest ways to encourage students to read, specific methodologies, how to determine reading interests, programs to get students involved, and non-print sources to use in promoting reading.*

Such a time of turbulence. For those of us charged with helping young people feel better, parent them or educate them, sometimes it can feel like we are on the losing team no matter which trick, technique or skill we try. Luckily for both sides, we are not willing to give up so easily. I have spent the better part of the past decade, trying, failing, and sometimes succeeding in helping young people make positive changes in their lives and accept help from others. The research is clear. We have developed amazing social and emotional techniques to help young people change their lives and feel happier and healthier. They build up the wall and refuse to budge. So what is going on? How do we move from the losing team to the winning team? I once worked with an adolescent male who was dealing with a recent HIV -positive diagnosis. In the case of this young man, his medical doctors had prescribed him a cocktail of medications that would extend and potentially save his life. And, try as they might, his medical team could not get him to take his medication. They made sure he knew the risks, the sickness and the eventual death that would potentially come with his lack of adherence. But the message just did not get through. Knowing where a client is on this continuum is very important. My lab did a study in In other words, assessing motivation can be as simple as asking someone how ready they are to make a change. Telling that young man about all of the dangers of not taking medication was only making him dig his heels in, not helping him make changes. Instead, meeting him where he was at motivationally, helping him to feel comfortable, and persistently using motivational enhancement techniques led to acceptance of his medication and a healthy future. Telling him the dangers of nonadherence did not work. Reflecting his feelings anger, fear, withdrawal and pointing out his underlying ambivalence led to increased motivation and eventual acceptance of the lifesaving drugs. His story was one I listened to over and over again. It is possible to help adolescents in therapy in the same way. Seeing what they want, and helping them reach a point of acceptance of our proven techniques to assist them often will lead to success and brighter outcomes. But a few simple practices can get you started. Ask your youngster, student or client where they are, how much they want to change a certain maladaptive behavior, and what they are willing to do. Reflect all of the anger, frustration, and pain. Search for nuggets of change talk and ambivalence with the status quo and work up from there. Take time to understand where they are at from a motivational perspective and you will be on the right path to playing on the same team, as opposed to the one they want to obliterate. Helping Young People Change: He is also in private practice in the Dallas area.

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## Chapter 5 : Helping Young People Change: The Key of Motivation

*Intended for teachers, librarians, and reading specialists, the articles in this collection of essays address the problem of how to determine, capture, and then maintain children's interest in the reading process.*

Teach students reading strategies. Teach children reading strategies i. Set up a book club. Book clubs and reading groups are a great way for students to socialize and share their thoughts. This interaction makes reading so much more enjoyable, and it enhances their comprehension skills. Let students choose their own books. Studies have shown that when students choose their own books it will boost their reading ability. Make sure you have an abundance of different genres and themes in your classroom library from which students may choose. Use technology to create an e-book. Children love technology , and there is nothing is better than using these tools to get students to love reading. Download an app like Book Creator or ebook Magic and have students create their own works. Kids will love sharing their books with their peers and they can even submit their stories to iBooks. Introduce students to a book series. Whether students are into adventures or fantasy novels, there is a book series for everyone. All you have to do is find out what your students love and get them to read the first selection. Once they get a taste of the set, they will definitely want to keep reading to find out what happens next. Allow students to dislike books. This will also help you choose future class novels as well. Helps students see the importance of reading. Sometimes just knowing the facts can encourage someone to see their world differently. For example, knowing that maintaining a healthy lifestyle may help us live a longer life can motivate us to make better life choices. Laying out the benefits of reading may be the best way to enhance appreciation and encourage them to pick up a book on their own. Reading for Pleasure, Boosting Ability Teachers, how do you encourage a love of reading in your students? Share with us in the comment section below. We would love to hear your thoughts. Janelle Cox is an education writer who uses her experience and knowledge to provide creative and original writing in the field of education. She is also the Elementary Education Expert for About.

## Chapter 6 : The 7 Secrets of Motivating Teenagers – Understanding Teenagers Blog

*Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.*

By Chris There is a good reason that the stereotypical view of modern teenagers is they are lazy kids who just want to sleep in, play computer games, surf the net and hangout with their friends. The reason this view exists is because all around the world this is all parents see their teenagers doing. The image of the lazy teenager has become so commonplace that many people simply assume that being lazy and unmotivated is a natural consequence of adolescence. Such thinking, while understandable, is essentially misguided. Once upon a time, teenagers were some of the most hardworking members of society. Long before shopping malls, computer games, and high schools, teenagers were expected to work with the adults, and work hard. Many teenagers responded well to this invitation, did work hard, and were motivated to do so. They did this because what they were doing had a point, and it matched their natural desire to be treated and considered as adults. Teenagers worked hard learning a trade, taking on responsibility around the farm, learning to cook and keep house, striving to prove themselves in adult company because they could see these tasks mattered. They understood how what they were being asked to do was preparing them for the future. The jobs themselves were real jobs that had to be done and hence provided a sense of significance and value. A lot has changed you might say. And you are right a lot has changed. But despite all the changes, teenagers are essentially the same. What has changed the most is the context in which teens grow up and the significance of what they are expected to do. Very few teenagers completely lack motivation. With this context in mind, here are my 7 Secrets to Motivating Teenagers

1. What is In It For Me? This is the most important motivational ingredient of them all! If your teen does not understand what the task has to do with them, or their well-being, then it will be a struggle for them to find the desire to carry it out. Teenagers long to feel significant. They want to demonstrate to themselves and the world that they matter and are capable of making a difference. Many of the problems teens encounter today is because their desire to be significant is ignored or diminished. If your teenager understands the value to them of the task, you will have little problem motivating them to do it. If your teenager wants to wear clean clothes, they will be motivated to cooperate with requirements relating to laundry. If your teenager wants to eat they will find the motivation to cooperate with meal time chores. I did however notice when the rubbish bin was overflowing. Give your teen chores that they can see value in doing. The other common task that is not meaningful to teenager is homework. Many an adolescent has failed to see the point of learning algebra or ancient history. Trying to explain possible practical uses of abstract learning can be an exercise in futility. Youth expert Josh Shipp has a helpful way of dealing with these types of issues. He talks about helping teens understand by using the statement: Getting schoolwork done is necessary for a teen who wants to get into the university course of their choice, or be considered for their dream job one day. Getting out and finding a part time job is needed if they want to have money to spend on going out, buying a car, or getting the latest piece of technology. Regular practice is vital to being able to play well when it comes to the day of the game or the performance. Let Them Have a Say If your teenager feels like all they are being asked to do is to fit into your agenda, your timetable, and conform to your way of doing things they are not going to be terribly motivated. Developmentally, teenagers are seeking to establish themselves as their own person, independent from their parents. Give your teenager a say in what and how things are done. If your teenager has had a say in setting the agenda and the timetable they will be much more motivated to participate. Discuss with them what chores they would prefer to do around the house. Set deadlines, but give them the freedom to choose when and how a task is completed Discuss with them what they think is a reasonable expectation and then share your expectations. Try to work to a compromise position you can both live with. Give your teenager responsibility for whole tasks. For instance if they have to cook one night a week, let them

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set the menu and arrange for the shopping to be done. Or if their job is to clean the bathroom let them be responsible for decorating it as well. No parent wants to see their kids fail, but it is through failure that we grow and learn to improve. They will learn more from this than by a parent repeatedly nagging them at 11pm the night before, or doing it for them. Similarly, if your teen chooses not to study for an exam and fails they are more likely to be motivated next time. Parents can maximize these opportunities by asking questions rather than giving lectures. Discuss with your teen how they feel about the outcome, what they might do different next time, and ask if there is anything they need from you to help them. The reality is teenagers, particularly younger ones, are hardwired to forget. With all the stuff going on in their life it is very easy for teenagers to get distracted and forget. They need help to remember what they committed to do and to get organized. It is important to point out that constant verbal reminders from parents, also referred to as nagging, is not the solution. If you nag your teenager, you make it about your agenda and about keeping you happy. Use visual aids such as charts, colour coded rosters or timetables, and place them in obvious places. Help your teen create routines in their weeks that help them to establish patterns. Leave little hints around the house about a task that needs to be completed. Get them to use an App or program on their computer, phone, or ipod as part of the reminding process. Make It Achievable Sometimes it is the size of the task that teenagers find hard. If your teen is putting off getting started, it can sometimes be helpful to sit down with them to find out how they are feeling about getting it done. Do they know where to start? Maybe they feel scared about failing? Whatever the reason, offering to help your teen think through a process for getting the job done could be just the thing they need. Break the task up into a series of smaller achievable tasks with shorter deadlines. Teenagers often struggle with long term planning, but respond well to more immediate time horizons. By helping your teen come up with a series of small steps, you empower them to work their way through the task. Sometimes it might be worth getting your teen to think of little rewards they could give themselves after each mini milestone is reached. This method can be applied to school projects, sporting or artistic goals, jobs around the home, fixing relationships, future careers or even moving out of home. As mentioned earlier not all tasks have an obvious intrinsic consequence that can be used as motivation. Likewise, for the teen is not naturally coordinated or athletic the motivation to participate in physical activity can be hard to find. For these type of instances providing an additional incentive can help generate motivation where otherwise there would be none. By offering rewards for effort, improvement, or participation, you reinforce in your teenager the values of trying and perseverance, rather than rewarding the act of giving up or resigning. Does your teen respond well to encouraging words, gifts, quality time, physical affection or some other form of affirmation? Knowing what type of incentive your teen will respond best to will increase their motivation and responsiveness. Make It Fun This motivational principle applies to people of all ages, not just teens. Most people are more motivated to do something fun rather than something boring. Fun is the key ingredient to getting teens active and motivated to participate in social activities. If you want your teen to get out of the house, get active, and make new friends, then explore with them what activities it is they enjoy doing and encourage them to do it. Remember what you enjoy may not be what your teen enjoys. Be sure to show interest and value whatever it is that your teen considers interesting and fun. No matter how menial the task, any job can be transformed into a passion filled activity if there is a competitive aspect involved. If your teenager can learn something by playing games, watching a movie, or searching the Internet then encourage them to do it. Using technology as part of any task makes it instantly more appealing to young people today. So there you have 7 methods for building teenage motivation. As usual if you have some more to add please share with us all in the comments section below.

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## Chapter 7 : Reading Programs - RI Office of Library & Information Services

*"If children do not enjoy reading when they are young, then they are unlikely to do so when they get older." For younger readers in particular, their home environment is critically important.*

They struggle with literacy, language, and content. If they have access to readable materials in their interest area, and they are allowed to read for enjoyment, however, they will be more likely to read independently. The question is "how to get them reading?" There are a variety of strategies educators can use to help motivate ELL readers. Interest Start by finding out what students are interested in. You may gain a lot of insight from your day-to-day interaction with students and by observing symbols and pictures on their clothing or notebooks. If you want to try a more formal survey of student interests, there are reading inventories see Hotlinks that may work with some students. Small groups of students can also discuss key questions. What is something that you think is fun? Talk about a movie you liked. What kind of music do you like? Who are some of the artists? Do you like to read? What is something you read that you liked? For very beginning students you may simply ask them to draw a picture of something they like. If it is a picture of flowers, their family, or a dragon, it still may tell you something about what interests them and makes them happy. In my experience with focus groups on the literacy development of ELL students in high school, we interviewed many small groups of ELL students, and found books about the subjects relating to their interests. Many schools determine student reading level by DRA or Lexile reading scores, and they have leveled libraries available in the media center. There are also book series that level books by the number of different vocabulary words used in the story. For example, you may have a story about Cinderella with unique words and a story about Cinderella with unique words "they both tell the same story, but the first story would be more comprehensible to a beginning-level English speaker see Hotlinks for leveled reader resources. Other sources of regular comprehensible input include: The current events series News for You "this series is written at a beginning to intermediate English level and covers weekly news headlines. Comic books or graphic novels "they have a lot of visual support, an enjoyable story, and in many cases the language, although presented in short sentences, contains challenging vocabulary. With the popularity of Manga there are probably some students who would enjoy this option. For more ideas on high-low reading resources, please visit the Hotlinks section. Spark Their Interest Pre-reading activities are very important in activating student interest and background knowledge before reading. This example highlights why this is such an important step: A fifth-grade teacher was teaching her class about the American Revolution, and before the students opened the textbook, the teacher introduced vocabulary in an engaging way. She put up signs such as "England" and "British" on one side of the room and "America" and "Colonists" on the other side. As the king kept sending more tax declarations over to the Colonists, they were increasingly agitated at how "unfair" it was. The teacher kept checking in to ask what the Colonists wanted to do. They finally came to the verge of revolution. As the class ended, the students were told they would read about this tomorrow. As they left the room, one student stopped and asked urgently, "But who won? Many teachers save the movie for a treat after the reading and discussions have been completed, but ELL students can benefit from making connections back to the movie while they read the story. Remember, however, that the film version of the book should be seen as a complement rather than a substitute. It is also important to expose students to a variety of literature by reading to them regularly. This works with all ages, and adolescents may particularly enjoy this because they are not read to often. Having audio books available is also an excellent resource, especially in conjunction with reading a book. Some of these words may just be figurative and not imperative to comprehension, but some may be key vocabulary words. Students can develop strategies for handling unknown vocabulary and reducing interruptions to their reading. The temptation is to stop and look up each word. Teachers can demonstrate how students can determine the importance of the unknown word through structural clues. If the word is in a string of commas, it may be a descriptive word that is not necessary for comprehension. However,

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if it is a noun especially a repeated noun students may want to spend time figuring it out. Teaching students how to use context clues can also be a valuable tool for reading comprehension. Demonstrate how context clues can help students "guess" the meaning. The stout man had difficulty sitting in the chair because of his size. Why would the man have difficulty sitting in a chair? Which choice makes more sense in this sentence? What do other sentences lead the reader to believe? In some instances, students may be able to use their own language as a resource in figuring out the meaning of an unknown English word. Take a look at this example: Many people felt uncomfortable around him after he told them what he did for a living. Most people associated morticians with tragic circumstances. The Spanish word for "to die" is "morir. Of course this strategy only works for students who speak a language that shares cognates with English, and students can also ask a friend for the meaning of a word or look it up themselves in a dictionary. The objective, though, is that students who learn strategies for attacking unknown words gain confidence in moving through text without having to stop for every unknown word, which may ultimately enhance their enjoyment of reading.

Interaction What makes a fun movie even more enjoyable? Talking about it with your friends afterwards. ELL students can learn that the same is true about reading. What does this story remind you of? This is an opportunity for students to be an expert and to be influenced by peers who have enjoyed a different book. Part of the job of teaching ELLs to read is to expose them to the "culture of reading. Experienced readers have learned through many reading experiences the kind of material they are likely to enjoy, and they can be easily motivated to pick up a book and read. Beginning readers, on the other hand, may interpret a boring or frustrating book as "not liking to read. If students learn to love reading, then they will do it more often and eventually become fluent readers in English who will be able to continually gain vocabulary and concepts from what they read. Everything you do to provide them with a wide variety of materials at lower English levels is worth the effort. The "love of reading" is a precious gift your students will enjoy for a lifetime. The magazine connects its topics to Latino cultures and offers family activities that can be sent home.

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## Chapter 8 : About Your Privacy on this Site

*Let children see you reading: Adults are models for children. As a teacher, set "time to read" where everyone sits down and reads either the same book or a book of their own choosing. As a teacher, set "time to read" where everyone sits down and reads either the same book or a book of their own choosing.*

Teachers and leaders from ancient cultures—for example, those of us born in the 20th century—agree: Ten- to year-olds, we declare, rarely inject anything but minimal energy into their studies. Instead, they demand, "When are we ever going to use this? Each new set of mature adults has declared the same thing about the set of young teenagers behind them—yet so far, humans are still thriving. So what keeps middle schoolers in the room and engaged? Neither does lack of choice about what to learn, or teachers who find their own stories more fascinating than their students do. Many middle school teachers actually know things they can do to motivate their students. But substitute the word manipulate for motivate in the previous sentence, and what at first sounded reasonable now seems disturbing. None of us wants to manipulate students. Every day, however, we practice the art of persuasion, convincing students that our subjects are worth their time and energy. Manipulation is very different from motivation, however. Manipulation involves one person doing something to someone else in order to control his or her actions or attitude. Conversely, motivation comes from within. So the first mind-set teachers need is the recognition that motivation is something we create with students, not something we do to them. Our goal should be a classroom culture that cultivates curiosity and personal investment, one in which students feel safe to engage in the activity or topic without fear of embarrassment or rejection. Humans are hard-wired to do demanding and complex things. Young adolescents are developmentally primed for learning things that are intellectually and physically advanced and for getting excited about their growing expertise and the freedoms that come with competence. Time and again, when a student successfully solves a difficult puzzle or math problem, she says with a grin, "Give me another one. He or she may be working hard outside of school. Middle school students will work for hours on service projects and read page books. Each new success invigorates their reach for the next one. We must help kids get past such face-saving by empathizing with them and by conducting ourselves in such a way that students know we have their backs. Think back to the stomach-turning fear you felt at age 13—fear that others might find you were out of your league in school and life. Most middle schoolers feel that. Building relationships with students, proving daily that risk taking is safe in your class, can dissolve those fears and replace them with courage. So if JoJo says something incorrect, instead of pointing out his error, ask him to tell the class more about his point of view. Or tell him the answer is wrong but affirm his risk taking, thanking him for giving the class something to chew on. Even one stable relationship with an adult can make the difference. Remember where they are. The single most motivating practice teachers can employ in the middle-level classroom is to teach in developmentally appropriate ways. The best middle-level teachers understand the unique nature of young adolescents. They can point to specific experiences in their lessons that are appropriate for to year-olds. The association offers resources on specific motivational techniques, such as ways to forge meaningful connections among subjects, create teacher advisory programs, and incorporate authentic assessments. When asked which teachers motivate them, young adolescents immediately mention teachers who "get" them; who accept them unconditionally mistakes and all ; and who empathize with them as if remembering what it was like to experience certain concepts for the first time. Switch activities every 10 to 15 minutes to maintain momentum. Help students recover from bad decisions and failure. Teach each topic in more than one way. Show enthusiasm about their subject, even after teaching it for years. Offer regular opportunities for self-definition; encourage students to incorporate their own culture into assignments or to develop a unique voice for class presentations. Middle school students are thinking, "Am I normal? How am I doing? How do I know when I know this stuff? Only timely, descriptive feedback helps kids get that picture. Motivational teachers provide many exemplars, formative feedback, and opportunities for students to self-assess.

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Feedback-focused teachers recognize the power of allowing students to redo their assessments and assignments in light of specific teacher feedback. Absent the option to redo an assessment, descriptive feedback is a frustrating exercise in what could have been. The performâ€”feedbackâ€”reviseâ€”performâ€”feedbackâ€”revise cycle is not only motivating to young adolescents, but it also prepares them better for high school, college, and the working world. Teach the way the mind learns. As teachers, we have to cultivate expertise in how the mind learns. Our lessons should show evidence of this expertise. Teachers might interview a math symbol about its importance, have students write the autobiography of a phospholipid, or create simulations to show syncopation. Young adolescents crave structure and patterns. Young adolescents respond well to thematic instruction and integrated curriculum. Making connections among fine and performing arts, with math, social studies, foreign languages, and so on makes these subjects come to life. Motivation flourishes as students apply skills taught in one class to tasks done in another class. They will discover that scholars do quantitative and qualitative analysis in both science and poetry units and that people interpret data visually in every subject. The key to solid learning, though, is for students to make these connections themselves, not just be told about them. Teaching young adolescents skills that build executive function is invaluable. So is teaching them about proper diet, exercise, and adequate sleep. Tell stories and spark curiosity. Without the backstory, learners are trapped behind walls of indifference. Thomas Huxley put it well: To a person uninstructed in natural history, his country or seaside stroll is a walk through a gallery filled with wonderful works of art, nine-tenths of which have their faces turned to the wall. Narratives not only appeal to their theater of the mind, but they also provide connections among disparate parts. Reel students in with the story of the very uncertain particle that could never tell its location and speed at the exact same moment. How about the one about Avogadro and his amazing number? In middle school and the early years of high school, students are particularly responsive to stories of individuals persevering through difficulty. Young adolescents internalize each moment of these stories, wondering, "Would I do the same thing? Fasten props to your clothing and incorporate each prop into the lesson meaningfully at some point. Schools of teacher preparation should provide coursework in motivation studies for new teachers, because inspiring everyone they teach will be crucial to their success. Without serious training in student motivation, new teachers are left with a limited repertoire of responses and unexaminedâ€”sometimes harmfulâ€”notions of what inspires middle-grade students to engage in something new or stick with something challenging. Sure, there are structures in place that obstruct motivational pedagogy. But with the approaches described here, any teacher can make Renaissance art compelling or make understanding the terms slope and y-intercept liberating. The era of blaming young adolescents for their lack of motivation is over. Instead, help kids live this one week of their lives powerfully. Teachers who talk the whole class period or who speak in long paragraphs when disciplining. Teachers who see teaching middle school as just something to do until a high school position opens up. Fs, zeroes, and other indicators of failure. Spending the day working on weaknesses, without identifying and using strengths. Being treated like elementary school students. No more requiring students to march to the cafeteria with their fingers pressed to their lips or clapping hands at the front of the room in a cute rhythm that students must repeat. Anyone belittling your strong emotional response to something minor in your life. Classes that claim to be relevant to your life but that deny you access to personal technology during lessons. Unwavering adherence to pacing guides or program fidelity, regardless of individual needs and talents. Aphorisms and reflections from the works of T. Selected by Henrietta A.

### Chapter 9 : How to Motivate Students to Love Reading

*2. Read several stories every day. The more children are exposed to literature, the more reading will become part of their daily life. A child is introduced to new information, concepts, and phonemic awareness with every story.*