

Motivating Adolescents to Read and Write - Course Companion

Literacy Academy on Demand

The Course Companion is designed to allow participants to capture notes, reflections and action steps as they work through a course. Additionally, the Course Companion contains a list of all extra resources listed in the course. Each section of the Course Companion is linked to a corresponding section of the course.

Consider this Scenario

10th grade English teacher Mr. Russell struggles to engage his students in reading and writing with texts that aren't of interest to his students. Mr. Russell expects this response from his students when reading nonfiction or historical texts and attempts to pre-correct by acknowledging their feelings and emphasizing the value of this learning on their overall academics and achievement. However, he still finds that engagement in tasks relating to these low-interest texts is low and often, classroom performance was affected.

Q: Can you relate to the above scenario? In what ways are your challenges in literacy instruction similar or different?

Why motivation?

Notes:

Motivation with Dr. Joan Sedita (Video)

Notes:

Resources

Course Reflection

1. Think back to the scenario at the beginning. Which of these practices could Mr. Russell incorporate in his planning and instruction to improve student engagement and motivation in literacy learning?

2. What is a practice or recommendation you could embed in your classroom practice to increase student engagement and motivation in literacy learning in your content area?

The following resources are listed in the course:

1. [Reading Motivation: What the Research Says](#) by Linda Gabrell and Barbara Marinak, presents a clear picture of the role that motivation plays in student success and why careful attention to this factor by educators is important.
2. The [IES Practice Guide on Improving Adolescent Literacy](#) provides more detailed information on carrying out the recommendation to increase student motivation and engagement in literacy learning.
3. The article, [Students' Engagement in Literacy Tasks](#) (The Reading Teacher, 2015), digs deeper into designing literacy instruction that is engaging for students.
4. [Motivating Struggling Adolescent Readers](#) provides specific recommendations to support unmotivated adolescents and build students' self-confidence