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| ISBN                    | 1-4522-9484-4<br>1-4522-9798-3  |
| Descrizione fisica      | 1 online resource (208 p.)  |
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| Soggetti                | Reading (Secondary) - United States<br>Reading (Middle school) - United States<br>Motivation in education - United States   |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Note generali           | Description based upon print version of record.   |
| Nota di bibliografia    | Includes bibliographical references and index.  |
| Nota di contenuto       | <p>""Cover""; ""Contents""; ""Preface""; ""Acknowledgments""; ""About the Editor""; ""About the Contributors""; ""Chapter 1 - Reading Motivation and Engagement in Middle and High School: Appraisal and Intervention""; ""Dilemmas of Studentsa€? Motivation and Engagement in School Reading""; ""Challenge: Teacher Support for Motivation and Engagement""; ""Meaning is Motivating: Classroom Goal Structures""; ""Control and Choice: Supporting Self-Directed Reading""; ""Reading is Social: Bringing Peer Interaction to the Text""; ""Self-Efficacy: Building Confident Readers""</p> <p>""Interest in Reading: Potency of Relevance""""Struggling Readers: Boosting Motivation in Low Achievers""; ""Merging Engagement Support into Structured Classroom Management""; ""Next Steps: Transforming Classrooms and Schools""; ""Chapter 2 - Meaning is Motivating: Classroom Goal Structures""; ""Providing Mastery Goals""; ""Making Tasks Relevant""; ""Using Hands-on Activities""; ""Mastery Versus Performance Motivation: Theory and Research""; ""Transforming Text to Meaning""; ""Scaffolding Mastery Motivation""; ""Providing Reteach Opportunities""; ""Rewarding Effort Over Performance""</p> <p>""Chapter 3 - Control and Choice: Supporting Self-Directed Reading""""</p> |

Providing Control and Choice in Instruction"; "Overview of Instructional Practices"; "Ownership of Text"; "Options for How to Learn from Text"; "Input into Curriculum"; "Student Self-Direction and Shared Control: Theory and Research"; "Self-Selection of Knowledge Displays"; "Voice in Standards for Evaluating"; "Inquiry Projects"; "Scaffolding Control and Choice for Diverse Students"; "Order in the Classroom!"; "Roles for Administrators"  
"Chapter 4 - Reading is Social: Bringing Peer Interaction to the Text"  
Open Discussions"; "Student-Led Discussions"; "Collaborative Reasoning"; "Why Social Interaction? Research and Theory"; "Arranging Partnerships"; "Socially Constructing Class Management"; "Scaffolding Social Motivation Over Time"; "Chapter 5 - Self-Efficacy: Building Confident Readers"; "Recognizing the Gap"; "Matching Text to Students"; "How Self-Efficacy Develops in a Classroom: Theory and Research"; "Establishing Initial Confidence"; "Setting Realistic Goals"; "Assuring Enabling Skills"  
"Chapter 6 - Interest in Reading: Potency of Relevance"  
"Rationale for Relevance"; "Real-World Connection"; "Personalizing with Questioning"; "Extending Intrinsic Interests"; "How Relevance Works: Theory and Evidence"; "Self-Expression"; "Puzzling"; "Chapter 7 - Growing Motivation: How Students Develop"; "Context Counts"; "Situating Motivation is Significant"; "Motives Move from Outside to Inside"; "Internal Motivation Drives Achievement"; "General Motivation is Stable"; "Global Internal Motivation Declines Across Time"; "Cause and Effect?"  
"Chapter 8 - Struggling Readers: Boosting Motivation in Low Achievers"

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### Sommario/riassunto

With contributions from content teachers, this insightful book discusses instructional approaches, student activities, and textbooks that can motivate reluctant learners to become active readers.

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