



## READING UP

### Definition

*Reading up* is the act of incrementally introducing your student to literature that presents more challenging vocabularies, plots, themes, and story length. This doesn't always mean choosing more "difficult" books, but rather, strategically engaging the child in richer, focused discussion of these elements, to help make meaning and expand their awareness. Both chapter books and picture books offer opportunities for discussions that enhance meaning, the ability to make inferences, and critical thinking skills.

### Approach

Think of *reading up* as taking one step at a time as opposed to moving up an entire flight of stairs. Jumping too quickly into sophisticated literature will *intimidate* your student, where making progress in single areas (vocabulary, plot, or theme) will *enable* your student.

### Strategies

- **Read up with visuals.** Illustrated works can be a step up if they present new words and themes.
- **Help your student take ownership and reflect.** Ask, "What kind of book are you going to read next? Why?"
- **Plot matters.** A mystery story with a sense of intrigue, irony, or false trails will demand closer attention to detail.
- **Encourage students to share.** Plan ahead of time to share with another mentor-child pair who is around the same or slightly higher listening level. Allow the pair to recommend a book that they read together and explain why they enjoyed it.
- **Be keen on closure.** Try setting goals of reading 10 pages or 2 chapters. Try reading short selections with advanced content or vocabulary.
- **Celebrate the year:** "We've read [x] many books so far! I bet we can try something new." Refer to the genre sheet in the folder, and try something different: biography, nonfiction, mystery, myths, or fables.

*Best Ever Literacy Survival Tips: 5 Super Practical Ideas for Motivating Kids to Read More Challenging Text in the Age of CCSS!* by Lori Oczkus. April 2013. International Reading Association. <http://www.reading.org>

Observation Rubric of Reading Motivation, "What Teachers Can Learn About Reading Motivation Through Conversations with Children" by K.M. Edmunds & K.L. Bauserman, 2006, *The Reading Teacher*, 59 (5), 414-424. <http://www.reading.org/Libraries/engage/oczkus-observation-rubric.pdf>