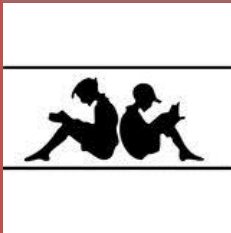


# Rutgers Center for Literacy Development Newsletter



## Fall 2018 Edition



### A NOTE FROM THE DIRECTOR

#### **Creating a Kinder More Just Approach to Literacy Instruction**

Not that long ago literacy research and practice focused on phonics instruction as the key to reading success. Soon after, there was an emphasis on whole language, which focused on the use of children's literature and engaging activities to motivate. The *No Child Left Behind Act* used scientifically based literacy strategies for instruction from the National Reading Panel Report, and the report listed the important processes involved in teaching reading. We focused on balanced reading instruction by selecting best practices appropriate for each child. The Common Core Reading Standards provided standards to strive for. We know a lot about literacy instruction. Now we need to stop looking for the next silver bullet to cure all reading problems. We need to refine our craft and focus on issues of social justice, and equity for all in the literacy instruction. We need to think about building a community of learners. We need to develop kinder and more just learning environments which should strengthen achievement.

#### **Building a Positive Mindset in the Literacy Classroom**

When thinking about teaching reading and writing, we must create an environment in which children are comfortable. The environment must be one in which teachers and children collaborate, help each other, and share a warm and supportive partnership. The way we talk to students will help to determine literacy achievement. The language we use will create a positive or negative mindset in a classroom. The environment will foster learning when it feels safe and just. Children will accept challenges when there is equity. The International Literacy Association created a list of **Children's Rights to Read** about an environment that will foster time for reading, the joy of reading, and equity in reading. Following are those rights.

#### **Children's Rights to Read - International Literacy Association, 2018**

1. Children have the basic human right to read.
2. Children have the right to access texts in print and digital formats.
3. Children have the right to choose what they read.
4. Children have the right to read texts that mirror their experiences and languages, provide windows into the lives of others, and open doors into our diverse world.
5. Children have the right to read for pleasure.
6. Children have the right to supportive reading environments with knowledgeable literacy partners.
7. Children have the right to extended time set aside for reading.
8. Children have the right to share what they learn through reading by collaborating with others locally and globally.
9. Children have the right to read as a springboard for other forms of communication, such as writing, speaking, and visually representing.
10. Children have the right to benefit from the financial and material resources of governments, agencies, and organizations that support reading and reading instruction.

### Language that develops a positive mindset

In addition to the ILA list of Children's Rights to Reading, I have my list of language samples to set a positive mindset in your classroom.

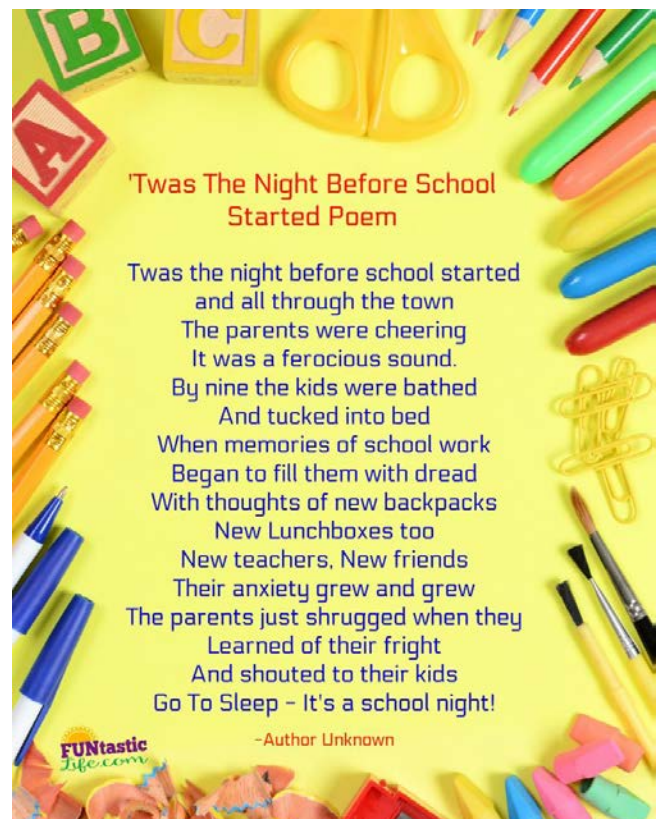
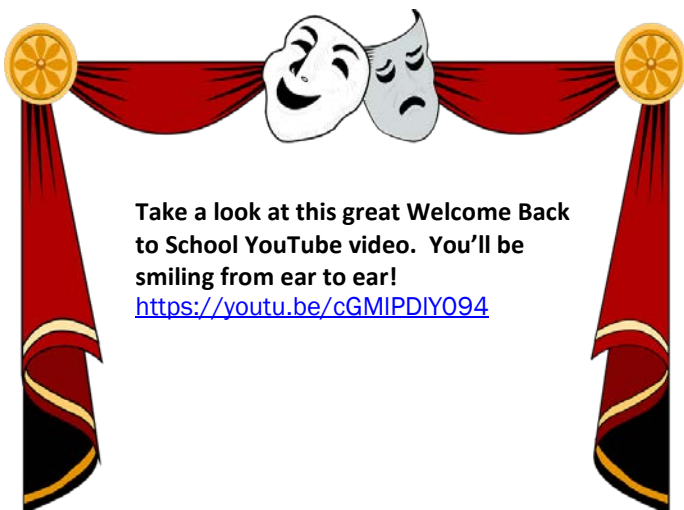
- Develop a mindset with your children of *"I can succeed"* rather than *"it is incorrect."* Don't say *"Is that all you did so far?"* Rather say, *"You have done a lot of good work, and I know you are going to do more."*
- Recite daily, *"Yes I can, I can do it"; "We will help each other succeed."; "We are proud of ourselves as we try and work hard."; "We can succeed and we will succeed." "Yes we can...Yes we can...Yes we can."*
- Your tone of voice sets the stage. With great expression in a rejoicing manner say: *"Wow that is a great book you selected."*
- Avoid sarcasm and negative remarks such as *"You don't work hard"* or *"You will never learn how to do this."*
- When talking to children, give them your complete attention. Look at them, don't fix your papers, or look for something you can't find.
- Positive reinforcement should be carried out by naming the behavior. Don't just say *"Good Job"*. Instead say: *"You did a great job fixing up the library corner"*
- Avoid calling out others to show the desired behavior, such as *"I love how Tiffany is reading"* rather provide redirection to achieve the desired behavior.
- For those who are struggling say: *"I watched you gather materials for your report. You worked hard to find books and to find pictures online. I think you are stuck now. How can I help?"*
- To encourage continued good work say: *"I see you remembered how to write the first letter in your name. Today you wrote the first three letters! Soon you are going to be able to write all six." "Emily, I noticed that you figured out the word after a few tries. I was so glad you kept on trying and didn't give up. A few months ago, I think you would have stopped after one try. What strategy did you use to figure out that word?"*

It is just as easy to be kind, thoughtful, respectful, and just, as it is to be the opposite. To provide the best literacy instruction, make your classroom kinder, just to form a community of learners who help each other. As we get caught up in strategy instruction, don't forget to say, "Thank you, Let me help you, you have improved so much, and I know you can, yes you can, and of course you can.

Have a simply wonderful school year.

*Lesley*

Dr. Lesley Mandel Morrow, Ph.D.  
Distinguished Professor  
Director of the Center for Literacy Development



## 3 Easy Ways to Establish Literacy Routines in September

By Gail Fazio and Vicki Aponte

Every teacher is aware of how important the beginning of the year is for creating class procedures and routines. Although it takes reflection, time, and practice, once established, routines are a life-saver as they ensure you actually have time to teach reading!

Here are 3 easy ways to establish routines that will provide more time-on-task and less “Does anyone remember what I said about \_\_\_\_\_!”.

### #1 Establish Your “Non-negotiables”

Decide which activities or routines must be ‘routine’ and share them with your students.

In Gail’s classroom, a non-negotiable was: Guided reading time is never interrupted. This meant Gail had to have procedures in place for typical interruptions such as broken pencils, missing materials at centers, inoperable technology, etc. She used the “Ask 3 before me” mantra, but providing an alternate authentic literacy activity saved the day. Extra time to read a book of the child’s choice promoted a love for reading while allowing children to practice various reading strategies.

### #2 Plan Routines and Think Ahead

Teachers know how important every minute is. In fact, we only have approximately 720 days to teach a child to read well (based on a Kindergarten to 3<sup>rd</sup> grade span). Every minute counts! Let’s be proactive instead of reactive. Think about the materials and spaces you need for an effective literacy classroom. What do you need to provide so your students can work independently, in small groups, or with a partner? Consider the following:

1. Is each space in the classroom accessible to all children?
2. Does each space have procedures and routines established?
3. Does each space have required materials in it?

Now plan for how you will teach the class how to use each space. We suggest you model exactly what you want students to be doing there and provide time for them to practice it. Begin with the class library and think about each facet of the space. Do you have a check-out routine? A return a book procedure? Ample books that are organized by level, theme, genre?

### #3 Plan for Problems

If your established routines break down (usually upon return from a break or holiday) revisit what worked in September. For those times that no matter what we do there is a disagreement that interferes with instruction, we suggest a Dispute Bag. This bag contains a coin, two sticks of different heights, paper and pencil, and a laminated paper with conflict resolution ideas. Here are a few suggestions: Ask the person to stop. Move to a different space. Take turns. Talk it out. Join another group. Share. Walk away. You may want to brainstorm these ideas with your class to ensure buy-in. The coin is for flipping to determine who’s turn it is, the sticks do the same thing, and the paper and pencil are for students to write down suggestions on how to work out the problem. Place everything in a small backpack or other bag that you can

hang where the kids can access it themselves. Model how to use it, hang it up and now you have a tool for your students to use and solve problems without you being involved.

These 3 simple ideas will allow you to spend time on authentic literacy practices!



*Gail Fazio has taught every grade level and possess a Bachelor’s degree in Special Education as well as a Master’s degree in Reading. She was a supervisor of Reading, Gifted and Talented, Social Studies, & Early Childhood in the Linden School District and taught special education for over twenty years in the Matawan School District where she grew up. Gail has presented at numerous reading conferences including Rutgers Annual Conference on Reading and Writing, the State Department of Education’s Office of Early Literacy, and the International Reading Association. Gail has been an adjunct professor at Rutgers, The State University of New Jersey, Rider University, and Georgian Court University. Mrs. Fazio was chosen to serve in the 1st cohort of Governor’s Coaches for the NJ DOE.*



*Vicki Aponte works as a Mentor Coach supporting teachers and literacy coaches. She models lessons, co-teaches and provides ongoing feedback as needed. In addition, Vicki plans and delivers professional development on balanced literacy and best practices. Vicki lives in Southern New Jersey and enjoys reading, hiking, and traveling.*

## The C's of Motivation

By Jennifer Del Nero

As you begin to revamp lesson plans, create seating charts, and decorate the classroom, keep these 8 C's of motivation in mind to ensure a meaningful school year!

**Connection:** It is critical for students to connect with literacy tasks in order for them to feel motivated to complete them. Begin the year by asking students to complete a reading and/or writing attitudes inventory. You can create your own, or there are many available on the Internet! Use the information to inform your literacy decisions.

**Example:** If you see that a number of your students love *Disney* movies, show excerpts of them (and/or Disney shorts on YouTube) to teach critical reading skills such as theme, author's purpose, etc.

**Choice:** We all like having choices in our daily lives. Children are no different. Whenever possible, let them have reasonable choices, perhaps where they sit when they read or write, what book they select for independent reading, who to partner read or write with, what writing topic they will work on, etc. The more reasonable control students have, the more likely they will be motivated.

**Example:** In lieu of a traditional end of the novel test, give students options as to how to demonstrate their knowledge of the novel.

**Confidence:** Children must inherently believe they are capable of a task. Begin the year by setting a positive tone by referring to all of your students as 'readers' and 'writers.' When teaching a new skill, use a gradual release model for students to gain confidence.

**Example:** To teach students how to write 'how to' books, first model high interest examples, as well as your own writing process. Then, have students practice writing as a class or in groups, finally, students can be responsible for writing their own.

**Continual:** Motivation is nurtured when students get to see a task through over a period of time and see learning as a process of uncovering and discovery, rather than covering something quickly just to 'get it done.' Less is more and motivating.

**Example:** Let each child pick an author to study/read about throughout the marking period and then share what they love about the author in a cumulative project.

**Creativity:** When students are able to act in playful, experimental, and creative ways, they are more likely to be motivated. Let them experience both consuming and producing literacy in multimodal ways.

**Example:** In lieu of a traditional book report, let students create Glogs (online posters) where they can embed video and sound with texts.

**Collaboration:** Ensure that your daily lesson plans afford students the opportunity to work with one another. Children enjoy opportunities to consume and produce texts with one another. Such opportunities increase motivation.

**Example:** Give students the option of co-writing a scary short story in October that they can share with the class.

**Community:** Children yearn to feel connected to one another and the community in which they live. Encourage community both in your classroom and outside the classroom/school to nurture motivation.

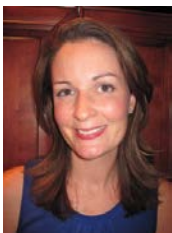
**Example:** This can be anything from buddy reading across grade levels, global pen pals, mystery reader visits, and author's teas with guardians.





**Cross-Curricular:** Learning that stays limited to the four walls of one classroom or subject may lead students to question its real life significance. Encourage their uncovering of this connectivity across disciplines in showing them how literacy is in art, math, music, etc. Such discovery enhances motivation.

**Example:** Collaborate with the art teacher and allow students to replicate a painting of their favorite author and compose a report on him/her. Invite guardians/community in for a 'Mini Metropolitan' celebration of art and writing.



*Dr. Jennifer Renner Del Nero PhD, is an Assistant Professor with the Special Education, Language and Literacy Department at The College of New Jersey. Her scholarly interests include aesthetic literacy, reading pedagogical practices, literacy engagement, the role of popular culture in the classroom, young adult literature, adolescent literacy, curriculum designs, and creativity in literacy practices. Del Nero has various articles on these topics in The Reading Teacher, Journal of Adolescent and Adult Literacy, and Reading Improvement. She is also an active participant in many national literacy associations including ILA (International Literacy Association) where she serves on the editorial review panel annual conference proposals. Del Nero is a graduate of Rutgers-The Graduate School of Education in Literacy Instruction and is a former middle school teacher.*

## Teaching Teens to Think

By Cyndi Castello-Bratteson

One of the brain's most dramatic growth spurts occurs during adolescence, but it can be tricky for middle school and high school teachers to harness this great neurological energy to help their young adult students to think meaningfully and deeply about reading and writing. This article will address this topic with tips used from work in local New Jersey high schools.

At the beginning of a new school year, most 7<sup>th</sup>-12<sup>th</sup> grade students are gearing up and anticipating learning a whole lot of "new stuff". As educators, we call this "stuff" - content. Teachers work hard to ensure all of the content in the curriculum gets covered, and students work equally as hard to figure out why they possibly need to know this exorbitant amount of information.

This past year in a large regional high school district, countless numbers of resource room teachers and content-area teachers accepted their coach's challenge to turn that model around. As their coach, I proposed we spend our students' time teaching them to think. I wanted the teachers and the students to begin thinking deeply and to connect that thinking to the outside world. I wanted them to know classroom skills were useful beyond the classroom.

Our mission was to carefully, in a spiral, weave comprehension strategies daily into every classroom experience. This idea was based on my belief that the elementary years successfully grow fluent readers because those students are deliberately taught how to read, but they are also instructed to process their thinking through applying pertinent, scientifically-based strategies before, during and after reading. Somehow, the use and continued instruction of those strategies drop off the radar of readers and of teachers in the later years.

In six NJ high schools we modeled, guided, evaluated and revisited the use of 8 main strategies not only in English classrooms, but in US history, AP History and Biology courses as well. English teachers finally abandoned the idea of getting through all the novels, and instead, they used those pieces as resources to teach young adults to engage, question, connect and evaluate not only what they were reading, but how they were processing what they were thinking about during the reading.



History and Biology teachers followed approximately two weeks behind the English teachers' strategy implementation schedule in their content-area classes, so instead of exposing students to deep thinking for 43 minutes for a one or two week span, the students were involved in strategy instruction and reading comprehension in more than 120 minutes of their high school day all year. While the English teachers were introducing inferring through reading *Death of a Salesman*, students were completing an inference formula: I read (text-evidence) + I know (background knowledge) = It must mean (inference). At the same time, history and biology teachers were reviewing determining importance. They were reading articles while drawing a pyramid-like graphic organizer. Small groups would do a close reading activity to find the big idea or overarching message put forth by the author. After a second and third round of reading, the groups would decide which main ideas were most important to understanding that big idea of the article, and they would carefully list out only the most relevant details under those chosen main ideas. They were evaluating their choices by asking each other, "If the main ideas and details they chose had been deleted by the author would it impact their understanding?" A few classes later, the same pyramid was being drawn in biology while reading and discussing a new chapter on cells.

In the year prior, I observed disconnected severely struggling readers with heads down on desks watching the clock. This year, I observed an invigorating dispute between two resource students. They both argued strongly about which strategy would work best to unlock their understanding of the article at hand. The teachers were just as excited. They realized that making the thinking, the strategy instruction, the center of the classroom stage freed both their students and themselves. Textbooks, novels, articles and especially content-heavy videos became more accessible to their students. Confusion was welcome because a road map to clear up the detour was suddenly available to the students.

Use of specific strategy-based lessons allowed the students to become thoughtful about their thoughts. With the neurological growth burst and something to focus it on, many high school students saw reading, fiction and non-fiction, in a whole new light. This shift empowered supervisors, teachers, and students. It is amazing how no one misses the "stuff" when real brainpower kicks in.

*Cyndi Castello-Bratteson is presently a coach for the Rutgers Center for Literacy Development. She has a master degree and supervision certificate, and holds a dual certification in elementary and special education. Cyndi has taught K-6 mainstream and special education, and has worked for NJ Department of Education as a Lead Literacy Coach.*

## **Communicating With Families on Back to School Night and Beyond**

**By Cynthia Pope**

Starting the school year off right is at the top of the list for teachers, students and the families. One of the most effective ways that teachers can begin the year in a positive direction is by preparing planned communications with families, especially an informative Back to School Night presentation. By meeting parents and guardians personally during school presentations, it is easier to reach out to communicate with them as the school year continues and to engage them in what happens in the classroom all year long.

The *Framework for Teaching Instrument* (The Danielson Group, 2013) reminds us that, "A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages" (p.66).

Well prepared new school year presentations that highlight the classroom practices, academic content, student expectations, and grading criteria signal to parents that their student's teacher is well prepared and has organized the school year ahead. The benefit of a thorough Back to School presentation is that parents and guardians feel confident in what to expect from that class for the remainder of the year. Informative Back to School presentations build the foundation for establishing a well-supported classroom community that bridges home and school; The classroom community helps to build a family's feelings of connectedness and trust in the students' learning experiences. Cohesive classroom communities also help establish the respect and rapport that students demonstrate with their classmates and teachers.

What are the key components that should be included in Back to School presentations?



- Provide teacher contact information for parents and including telephone numbers and e-mail address; list the best time and the best method for contact.
- Provide a school website or other location when after-hours information about assignments and homework can be found.
- Provide the grading criteria indicating factors that are assessed (assignments, participation, tests or homework).
- List the topics that students will be studying for the school year, including several academic standards.
- List the classroom expectations for materials that students should bring to class each day, and discuss how students maintain their workspaces. Wherever possible, during Back to School Night, seat parents and guardians in the seat where their student works during school hours.
- Discuss any behavior incentive programs that students participate in during the day.
- Highlight extra credit options, co-curricular clubs, competitions or field trip opportunities that are included with the course.
- Illustrate how students will be spending their time in the classroom (reading, writing, science, mathematics). If students go to special area teachers, when do they go for those classes?
- Are snacks permitted in the classroom? What are the restrictions? Can snacks be brought for celebrations?
- Demonstrate any technology programs students use in the classroom and can be used at home.
- Display the texts that students will use in the classroom.
- Back to School Night presentations may only be brief meetings, so the presentation information should be compacted to include vital information to relay to parents. Wherever possible, have students communicate with their families that attend the Back to School function. Students can provide examples of work that they have already created since the new school year. One idea is to have students write a letter to their parents and guardians letting them know their student goals for the new school year including what they hope to learn in their new grade. Deliver the letter to families on Back to School Night.

All families want to be at Back to School Night, but it is not always possible. Consider alternative times to hold meetings to be flexible to family work schedules. Technologies such as “screencasting” allow educators to make fifteen minute videos of Back to School presentations that families can view at a later time. Educators can also send home printed presentation materials from Back to School Night, or post the information on the classroom webpage. The effort that educators put into effective Back to School Night programs pay off throughout the school year and establishes the parental partnerships needed for student success. To continue two-way communication throughout the year, online newsletters are quick, efficient ways to inform families of classroom events. Students can author some of the articles.

According to Morrow, in *Family Literacy Experiences* (Rowse, 2006, p.12-13), “Schools need to view families as partners in the development of literacy .... Likewise, teachers should help promote parental involvement in children’s education: informing families on a regular basis what is happening in school and how they can help their children.”

Technology tools to foster family communications:

- Google Suite Documents, Calendars, Slideshow Presentations, Classroom web spaces: <https://edu.google.com>
- Collaboration Communication Tool: <https://padlet.com>
- Screencasting Video Tool: [www.screencastomatic.com](http://www.screencastomatic.com)
- Flyer and Newsletter Creator: <https://www.smores.com>

The Danielson Group (2013). Framework for teaching evaluation instrument: 2013 edition, Princeton, NJ.

Rowse, J. (2006). Family literacy experiences: Creating reading and writing opportunities that support classroom learning. Portland, ME: Stenhouse.



*Dr. Pope is the Supervisor of Language Arts for the Manalapan-Englishtown School District in Monmouth County. She is also a part-time lecturer at Rutgers Graduate School of Education, where she received her Ed.D. and Ed.M. degrees. Dr. Pope is the former Director of the National Writing Project at Rutgers. She is a Reading Specialist and experienced language arts teacher. Dr. Pope actively serves as an advisor to the Rutgers Center for Literacy Development and is a member of the New Jersey Literacy Association.*

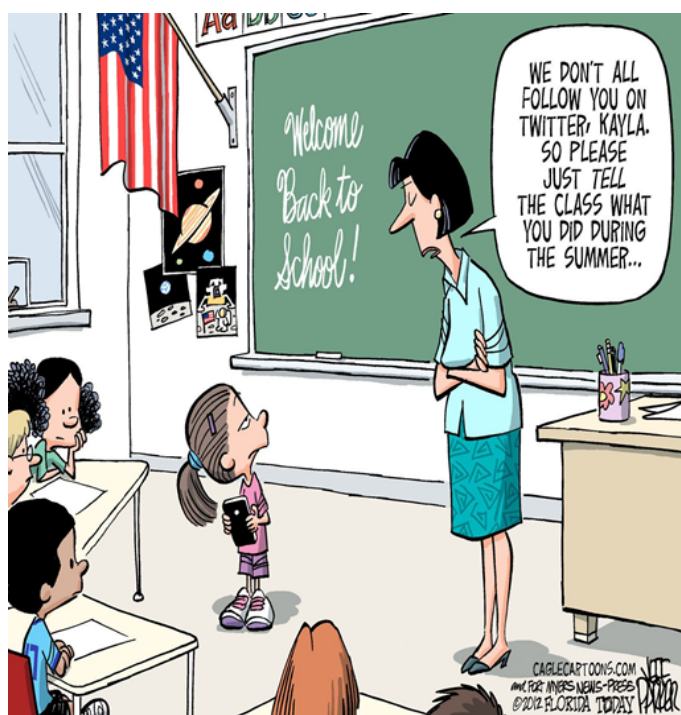
## Setting Up Routines for Stations and Independent Work

By Timi Hecker

While setting up stations may seem to be a daunting task, it doesn't need to be. We've all seen classrooms that seem to run by themselves, with students engaged in meaningful independent tasks and at the same time, a teacher is able to work with a differentiated guided reading group without interruption. This is a simple and attainable task when adopting the mantra, "teach, model, practice, repeat" along with clear procedures and expectations. The work in stations needs to reinforce skills and strategies that have been recently learned in reading and writing through mini-lessons, Intentional Read Aloud and guided reading lessons, with the opportunity for word work, reading and writing. Activities at literacy centers will periodically change, yet routines need to remain clear and constant. It is very important to resist the urge to rush and slow down now so you can speed up later. Introducing only one center at a time is a must, making sure students understand what they are learning, why it is important and what they are expected to do and how they are expected to behave. Procedures need to be specific, planned, modeled, practiced and consistent. Every aspect of the station needs to be modeled to establish who visits which station, what to do if a pencil breaks, how to choose jobs, who goes first, where to put finished work, etc. It is always a good idea to co-create anchor charts with students for each station for them to use as a reference. In the first few weeks of setting up routines, it is a good idea to hold off on guided reading instruction and observe student behaviors in stations and reflect on what might need to be adjusted. Now is the time! Initially, procedures and routines take precedence over the instructional purpose of the station. Creating non-academic stations is a great way to set the stage to introduce meaningful practice in literacy after routines are well established. When transitioning between stations, sharing and taking turns, knowing where to find materials, being able to solve problems and find materials are second nature, the class is ready to embark on fun and meaningful independent center work.



*Timi Hecker is an award-winning educator and literacy coach with over 25 years of experience in public and private school elementary education. As part of Rutgers University's Center for Literacy Development, Timi ensures ELA curriculum quality and coaches K-5th-grade teachers on expanding their pedagogy, setting ambitious goals for learning and engaging in rich collaboration with their colleagues. A mainstay of the Tenaflly and Englewood, NJ public school districts since 1994, Timi is best known for her use of innovative technology and outside-the-box, hands on lessons that capture a child's imagination and cultivate success. Her inspired work was recognized by the Tenaflly Public School Board in 1998, when she was awarded 'Teacher of the Year' before reaching tenure. Timi holds a Master's Degree in Education from Fairleigh Dickinson University.*



SAVE THE DATE  
**October 25, 2019**  
52<sup>nd</sup> Annual Conference on  
Reading & Writing

**Early Bird**  
SPECIAL

Great News! The Center for Literacy Development is offering an "Early Bird Special" on its 2018-2019 Membership. Register today and your membership will be \$699 (that's a savings of over \$50!!) Register at: <https://RutgersCenterforLiteracyDevelopment.cvent.com>



## Popular Childrens Books for 2019

By Poojan Rajan

### Grades K-3

**Alfie.** By Thyra Heder. Illus. by the author. Abrams (9781419725296).

**Big Cat, Little Cat.** By Elisha Cooper. Illus. by the author. Roaring Brook (9781626723719).

**Blue Sky, White Stars.** By Sarvinder Naberhaus. Illus. by Kadir Nelson. Dial (9780803737006).

**The Boy and the Whale.** By Mordicai Gerstein. Illus. by the author. Roaring Brook (9781626725058).

**Charlie & Mouse.** By Laurel Snyder. Illus. by Emily Hughes. Chronicle (9781452131535).

**Frida Kahlo and Her Animalitos.** By Monica Brown. Illus. by John Parra. North-South (9780735842694).

**Good Night, Planet.** By Liniers. Illus. by the author. TOON (9781943145201).

**A Greyhound, a Groundhog.** By Emily Jenkins. Illus. by Chris Appelhans. Random/Schwartz & Wade (9780553498059).

**King and Kayla and the Case of the Missing Dog Treats.** By Dori Hillestad Butler. Illus. by Nancy Meyers. Peachtree (9781561458776).

**The Little Red Cat Who Ran Away and Learned His ABC's (the Hard Way).** By Patrick McDonnell. Illus. by the author. Little, Brown (9780316502467).

**The Rooster Who Would Not Be Quiet!** By Carmen Agra Deedy. Illus. by Eugene Yelchin. Scholastic (9780545722889).

**The Wolf, the Duck, & the Mouse.** By Mac Barnett. Illus. by Jon Klassen. Candlewick (9780763677541).

### Grades 4-8

**All's Faire in Middle School.** By Victoria Jamieson. Illus. by the author. Dial (9780525429999).

**Bronze and Sunflower.** By Cao Wenxuan. Illus. by Meilo So. Tr. by Helen Wang. Candlewick (9780763688165).

**Clayton Byrd Goes Underground.** By Rita Williams-Garcia. Illus. by Frank Morrison. Amistad (9780062215918).

**How to Be an Elephant: Growing Up in the African Wild.** By Katherine Roy. Illus. by the author. Roaring Brook/David Macaulay (9781626721784).

**Malala: Activist for Girls' Education.** By Raphaële Frier. Illus. by Auréa Fronty. Charlesbridge (9781580897853).

**Princess Cora and the Crocodile.** By Laura Amy Schlitz. Illus. by Brian Floca. Candlewick (9780763648220).

**Sea Otter Heroes: The Predators That Saved an Ecosystem.** By Patricia Newman. Illus. Lerner/Millbrook (9781512426311).



*Pooja Rajan is a 5th year graduate student at the Rutgers Graduate School of Education. She is in the P-3/K-6 Elementary Education Program and is working towards receiving an additional Special Education endorsement. She has a passion for teaching and bettering our education system, and hopes to continue on this endeavor throughout her career. She has been working under Dr. Lesley Morrow for the past year, leading to her newfound passion in Literacy. This past winter break, she along with other graduate students took a trip to Yucatán where she collaborated with the UADY School of Education in efforts to engage in projects with Mexican pre-service teachers through conversation cafes and community-based education. She has been a substitute teacher in the West Windsor-Plainsboro School District and truly enjoys any opportunity she has to inspire children. She knew she wanted to be a part of the Education field since the age of 10, and is thrilled she gets to pursue this dream. Apart from teaching, she loves to sing, read, and travel in her free time.*



We asked 25 students *"What is the worst thing about school?"* and *"How could school be better?"* Here are some of the answers:

#### What is the worst thing about school?

- Homework
- Bullies
- It starts too early in the morning
- Having a teacher who does not like kids
- Tests
- A boring teacher

#### What would make school better?


- Lunches
- Additional time to choose activities you might like to do
- More field trips
- Teachers that make the work interesting
- Teachers that know their content well
- Projects when you work with others
- Learning things that would help with our lives

# Upcoming Events

## 2018-2019 SPEAKER SERIES


Register at

<https://RutgersCenterforLiteracyDevelopment.cvent.com>




**RUTGERS**  
Graduate School of Education  
*Advancing Excellence and Equity in Education*

**Center for Literacy Development**  
**51<sup>st</sup> Annual Conference on Reading and Writing**  
**October 26, 2018**  
New Brunswick Hyatt - NJ



**Keynote Speakers**



**Featured Speakers**

Register at <https://RutgersCenterforLiteracyDevelopment.cvent.com>

Register at

<https://RutgersCenterforLiteracyDevelopment.cvent.com>

Follow the Conference on Tweeter at **#RRWC51**



**Donalyn Miller**  
**December 6, 2018**  
**9:00 AM - 2:00 PM**  
**Douglass Student Center**  
**Registration Fee: \$150**



**Penny Kittle**  
**January 15, 2019**  
**9:00 AM - 2:00 PM**  
**College Avenue Student Center**  
**Registration Fee: \$150**



**Kylene Beers & Bob Probst**  
**February 27, 2019**  
**9:00 AM - 2:00 PM**  
**Douglass Student Center**  
**Registration Fee: \$150**



**Harvey "Smokey" Daniels**  
**March 22, 2019**  
**9:00 AM - 2:00 PM**  
**Douglass Student Center**  
**Registration Fee: \$150**

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**Empowering Educational Leaders:  
A Two Day Literacy Institute**



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**Lesley Mandel Morrow, Ph.D.**  
Distinguished Professor and Director  
Center for Literacy Development (CLD)

**Josue Fabiano, Ed.D.**  
Director, Rutgers Institute for Improving  
Student Achievement (RISA)

**Kenneth Kane, Ed.D.**  
Superintendent of Curriculum  
Middlesex School District

**Maureen Hall, Ed.S.**  
Literacy Consultant  
Rutgers University

**Day 1: November 13, 2018**  
9 a.m. - 3 p.m.  
Cook Campus Center  
59 Biel Road  
New Brunswick, NJ

**Day 2: December 11, 2018**  
9 a.m. - 3 p.m.  
Douglass Student Center  
100 George Street  
New Brunswick, NJ

**Cost: \$300 per person**  
Register at: <https://www.regonline.com/builders/site?eventid=2462447>  
For more information, please email Kelly Claida, Program Coordinator  
kclaida@rutgers.edu

**RUTGERS**  
Institute for Improving  
Student Achievement

**Rutgers Center for Literacy Development**  
*Advancing Excellence and Equity in Education*

Gratitude is extended to Kelly Claida and Sharon Masso for designing and organizing the CLD Newsletter.



## CENTER FOR LITERACY DEVELOPMENT COACHING IN SCHOOL DISTRICTS

### COACHING TOPICS

- Reading workshop
- Guided Reading
- Writing Workshop
- Common Core
- Use of Informational Text
- Assessment
- Project Based Learning
- Close Reading
- Differentiated Instruction
- Dyslexia
- Mentoring New Teachers
- Literacy and technology
- Struggling Readers
- Parent involvement Programs and More

OVER

**50**

SCHOOL DISTRICTS  
SERVED

The center provides experienced coaches to do workshops, coaching, and modeling strategies to enhance teacher performance and student achievement. Professional development is tailored to your school's need. We can also offer on site Rutgers courses for credit (additional fees apply).



MORE INFO



**RUTGERS**

Graduate School of Education

[www.rutgers.literacycenter.org](http://www.rutgers.literacycenter.org)  
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where great stories begin™

*The Rutgers Center for Literacy Development has partnered with the Reach Out and Read National Center, Eric B. Chandler Pediatric Health Center to help put books into the hands of every child. Your book donations at our events go to this clinic and have made family literacy possible for these children. The Center will collect new or gently-used books at each of our events.*





# Rutgers Reading Club

## AN AFTER AND BEFORE SCHOOL LITERACY PROGRAM FOR STRUGGLING READERS

### CENTER FOR LITERACY DEVELOPMENT RUTGERS READING CLUB

Instruction focuses on the child's needs however the basic teaching plan includes the integration of the language arts with developing: word work, comprehension, vocabulary, fluency, and writing.

Along with enhancing literacy development, motivation is a major goal in each teaching session. For example the child can choose a book for the teacher to read to them that is too difficult for the child to read themselves. Literacy games are also played.

Each child is taught twice a week for 12 weeks for 45 minutes to an hour by a teacher who is certified. In addition to literacy development, teachers work on building a relationship with the child.

### RESEARCH BASED PRACTICES THAT MAKE THE READING CLUB SUCCESSFUL

- + Motivating and Engaging children
- + Building Self-esteem
- + Creating time for socializing and snacking
- + Building relationships between teacher and student
- + Allowing for success
- + Differentiating instruction
- + Providing additional literacy instruction
- + Allowing for practice

### FOR MORE INFORMATION LESLEY MANDEL MORROW, PH.D



#### TREATMENT GROUP

DEC	JAN	MAR	DEC	JAN	MAR	DEC	JAN	MAR
Sight Words	Sight Words	Sight Words	Running Record	Running Record	Running Record	Phonics Inventory	Phonics Inventory	Phonics Inventory
128	171	255	E	H	J	42/74	63/74	68/74

#### CONTROL GROUP

DEC	JAN	MAR	DEC	JAN	MAR	DEC	JAN	MAR
Sight Words	Sight Words	Sight Words	Running Record	Running Record	Running Record	Phonics Inventory	Phonics Inventory	Phonics Inventory
134	144	170	E	E	F	42/74	44/74	50/74