

Rutgers Center for Literacy Development Newsletter Spring and Summer 2019 Edition

Volume III, No. 5



A NOTE FROM THE DIRECTOR

What is a Teacher?

My grandson James is a sophomore in high school. An assignment from a journalism class required him to interview a person in the field of education. He asked me to be his subject and of course I was delighted. The interview made me think a lot about my career as a teacher and professor.

The first question he asked was “Why did you become a teacher?”

I thought a bit and then said, “Most women did not go to college when my family decided that was the path for me. If a woman did go to college she became a teacher or a nurse. There were not many choices for women at the time. I chose teaching since it interested me more than nursing. Today women have many choices. They can become lawyers, investment bankers, doctors, etc. The question now is would I make the same career choice today? The answer is Yes, I would become a teacher. I really enjoy working with young people. They have such enthusiasm, unfiltered thoughts, and rose colored glasses. I love teaching since there is tremendous satisfaction to see those you have taught use what they learned from you.

As I thought about my career, I realized how rich my life has been with all the lives I have touched as a teacher and a professor. Quite a while ago I had the good fortune to go through materials left by a retiring teacher. Among her things, I found an essay called, *What is a Teacher?* I will share it with you.

Between the innocence of infancy and the dignity of maturity, our children fall under the influence of a group of people called teachers. Teachers have various interests and beliefs, but they share one creed: to help each child to reach their highest potential.

Teachers must have the energy of a volcano, the efficacy of a computer, the memory of an elephant, the understanding of an analyst, the Wisdom of Solomon, the patience of a turtle crossing a highway, the decisiveness of a general, and the diplomacy of an ambassador.

A teacher must possess a deep abiding love and respect for children. A teacher must love the child who has the song of a bird the squeal of a pig, the stubbornness of a mule, the curiosity of a cat and the slyness of a fox. Teachers must know when to talk and when to listen. He or she must be encouraging without pushing and loving without being possessive. A teacher must live in childhood without becoming childish; enjoy its great satisfactions and delights, while understating its challenges. For this a teacher will earn a modest salary, but teachers will be rich with the joys and rewards the profession has to bring. The amazing thing about teachers is they wouldn't trade jobs with anyone when they truly love to teach.

This has been a great year for the Center for Literacy Development. We began with the Rutgers Reading and Writing Conference in Oct. Christopher Lehman, Troy Hicks and Gloria Ladson-Billings were our keynote speakers. There were at least 30 different workshops, and 35 Vendors. There were research posters and Lunch and Learn Sessions. In December Donna Lynn Miller weaved her classroom stories and shared multicultural literature. Her presentation was inspiring. In January, we had Penny Kittle. Her enthusiasm created a motivating atmosphere. She modeled strategies teachers could put into place immediately. Bob Probst and Kylene Beer's were wonderful presenters. They brought humor to the meeting as well as excellent strategies to help students comprehend. The series ended with Harvey Daniels who discussed the importance of photographs and pictures in reading instruction.

In addition to conferences, the CLD Coaches worked in multiple school districts throughout the state. We also helped some districts to start Rutgers Reading Clubs for those children who are struggling.

Next year we have a wonderful line up of presenters beginning with Cornelius Minor, John Schumacher, and Ralph Fletcher for the October Conference. Our series include Colleen Cruz in December, Jennifer Serravallo in January, Nancy Frey in March and Kelly Gallagher in June.

During this summer read a book for pleasure to share with your students in the fall. Select a professional development book you've wanted to read and think how you can improve your teaching based on the strategies presented.

We look forward to seeing you again in 2019-2020 and if you haven't been a member of the Center, please join us in the fall to continue the conversation.

Lesley

Lesley Mandel Morrow, Ph.D.
Distinguished Professor
Director of the Center for Literacy Development
Rutgers Graduate School of Education



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.

Leaders in Literacy: Spreading the Joys of Reading in Summer and Beyond

By Jenna Maxman

Most educators today will agree we face a daily battle for our students' attention. Whether it is from TV, Youtube, *Fortnite*, or the ever-growing social media outlets, literacy teachers seem to feel this competition more acutely. There is always something that tears our student's attention away from reading. *THE* most authentic leading indicator of student success in education is the ability to read on grade level.

The struggle to engage students as readers is most obvious this time of year...when students leave the classroom and begin to fall under the effects of the "SummerSlide". The research is strong, clear, and consistent year after year. Students can lose on average as much as three months of learning progress over the summer break. The data doesn't lie. Access as well as socio-economic factors, time after time prove to be the leading cause of student summer decline. According to a study done by *Reading Rockets*, wealthier communities have three times more the access to children's books compared to poor income homes (Myraz & Rasinski, 2007). Therefore, while educators compete with various media outlets and fierce social influences, what is often missed or simply overlooked is mere accessibility of resources to keep our kids reading over the summer.



I decided to take action! In an effort to tackle these various summer slide challenges, I recruited the assistance of my student-driven, after school, community service club-**EarlyAct**. EarlyAct is the elementary division of Rotary International. The club meets two times a month and focuses on a different character trait each month. This past January the 45 students in EarlyAct grades 1-6th, decided to be "Literacy Leaders" and began a campaign to bring free books to our community for this summer and beyond.

The club members rallied behind the idea of having *free books* available to community members of all ages year round! We teamed up with the non-profit organization "Little Free Library". This foundation allows for children and adults of all ages to take part in local book exchange. By taking and sharing their favorite pieces of literature, community members increase their access to books 24/7 with no fees or charges. By associating ourselves with this world-renowned organization, our libraries will be properly registered, listed on the Little Free Library Google map, and have the support and reputation of this amazing organization. Students in the club conducted an online fundraiser and approached local civic organizations in our town to raise funds as well as recruit volunteer builders. In two months time, we raised over \$1400!

My club is happy to report, this month we will be installing **three** separate Little Free Libraries around our community. Each will be chock full of books, ready to keep our students, as well as anyone else that happens to pass through our little town, satisfied with a daily dose of literature!

So as summer draws near, I urge you to do whatever you can to help your students resist the effects of "Summer Slide." Send students home with books, start your own "Little Free Library", or take students on a field trip to get library cards! Think outside the box! Remember, if accessibility is the key -do what you can to ensure finding a wealth of reading material is as easy for families as possible. In September your students, and their parents, will thank you!

For more information check out the links below!

<https://littlefreelibrary.org/3-ways-to-use-summer-to-get-kids-reading/>

<http://www.earlyact.com/>

<http://www.readingrockets.org/article/summer-reading-loss>

<https://www.renaissance.com/2019/03/06/blog-preventing-the-summer-slide/>



Jenna Maxman has taught 4th and 6th grade for 13 years. She was the 2016 NJ Governors District Teacher of the Year. Jenna currently serves as a member of the Rutgers Center for Literacy Development Advisory Board and is also a board member of the New Jersey Literacy Association. Jenna is the advisor of the afterschool club-EarlyAct (a division of Rotary International) that is 45 members strong -grades 1st -6th. She presents annually at the NJEA convention on literacy and acts as a literacy coach in her district.

We Can Not Let Our Students go Down the 'Summer Slide'

By Dana Smith

Can you believe we are reaching the final months of the school year? It feels like yesterday I walked into a new school, meeting my new co-workers and now remarkable teacher friends for the first time. As the end of June is approaching, we must continue to teach and engage our students in learning up until the last day of school.

One of the issues we face with summer vacation is the Summer-Slide. The Summer-Slide refers to the loss of some skills learned throughout the school year, during the summer vacation. Research has shown that achievement scores decline over summer vacation, and the decline gets even larger as the students get older. So what can we do as educators to deal with this concern? Since we don't work with our students over the summer, we can prepare children and families so they are more likely to read than not during the vacation.



Set up a Parent's Night and Provide Summer Reading Ideas and Resources.

At a night for parents before summer vacation you can let family members know how important it is for their children to read during their time off from school. Some families simply do not know how to support their child's reading, therefore, teachers need to provide them with ideas and resources. At the Parent Night have children and their parents or caregivers put together reading kits to use during July and August. Have many books for families to look at and provide abstracts and reviews to aid their selection. The abstracts and reviews can be written by other students who have read the books in the past. Allow families to take those books home that evening. Be sure that your selection of books is broad. You want something there for everyone. Access to books and choices makes this task motivating. Be sure you have high interest books such as well known series books, books about pop culture and books that have humor in them. Don't forget books about sports, and well known celebrities. Have equal numbers of informational books and narratives. Parents and children should read the same books selected to provide for conversation about what they read.

In addition to book selection share the following information with families at the Parent's Night:

- Describe word work practice such as the preparation of flashcards to enhance sight words, and building words with onsets and rhymes. Have packets of letters for families to take home.
- Describe sample questions to ask children, before reading, and after reading to promote discussion. Give prepared question cards to take home.
- Introduce parents to read aloud techniques, echo reading and choral reading to help with fluency. Give them some reader's theatre stories to take home and to read with their child.
- Give each family a small notebook to take home for the parent and child to write their favorite part of each book read.
- Provide families with a list of online resource where they can find more ideas. Some good sites are teachyourmonstertoread.com, storylineonline.net, abcy.com, starfall.com, etc.
- Get permission from parents and the information needed to text them weekly to remind them to read to and with their child during the summer and provide them with more ideas.



Dana Smith is currently an Academic Support Instructor for struggling readers in first and second grade, and taught 1st grade prior. She is a Rutgers Graduate student obtaining her Reading Specialist and Supervisor Certifications. Dana has had extensive training in both Lucy Calkins Writers Workshop, and Orton-Gillingham, which is implemented daily.

Summer Transition from Students to World Citizens

By Leigh Brodsky

As a high school teacher, I know that one of my goals is to make my students capable and knowledgeable citizens of the world. Infusing current events and historical moments into my English classes is natural to me, but I want my students to stay engaged in the world around them long after they leave my classroom. Incorporating current event study into the end of the year assessment or summer reading program is a perfect way to keep students aware and connected to the world around them.

Informational texts and current events are powerful ways to engage students in the same subjects and themes that their fictional counterparts might present. Think about your current curriculum, are there any fictional texts that are set in a different country or time period from present day? For my freshmen, when we read *The Kite Runner* we not only look at the political history of Afghanistan, but I ask students to find articles about what is happening in the country today. This is a low-stakes way to talk about the context of the novel while also asking students to evaluate news sources. How do we know the source is accurate? How do we know the source is unbiased? Asking students to read current events can also tap into their compassion and empathy. How would you feel in that situation? What would some of the challenges be? These engaging questions allow students to think about how life is different throughout the world.



As we are in the fast acceleration towards the end of the year there are still a few ways to go about including global awareness into the classroom. Adding a current event component to a year-end assessment is one way to incorporate authentic informational texts into a literary curriculum. Ask students to pick one text they read this year and then find an article that relates to that text. The connection could be geographic or thematic, but either way students will have the opportunity to examine how these texts connect to each other, and how the students interpret the world around them. Tools such as Newsela and *New York Times: The Learning Network* are leveled and offer a wide range of texts for middle and high school students, so every student can find an article that is at their level.

As a way to practice reading the news daily over the summer, another activity is to have students keep a current event journal. Students would select a news source and follow it for a few weeks in the summer. Then in their journal, they would take notes on one article a day. To challenge students further, ask them to take notes on articles from different sections on different days (Monday: news, Tuesday: sports, Wednesday: opinion, etc). This is an effective way for students to both keep track of the news and examine the writing styles of the different sections of a news source. In addition, recognizing the difference between news articles and opinion articles can make for a powerful writing lesson when school starts again in September. And of course, more authentic reading experiences will help combat the summer slide.

These are just a few ideas to encourage students to connect to the world around them and to start to think of themselves as world citizens. Have a great end of the year and a restful summer!



Leigh Brodsky is currently an English teacher at Watchung Hills Regional High School. She teaches 9th and 12th grade as well as several elective courses, including a graphic novel course, which she designed. She received her Master's degree in secondary English education from the Rutgers Graduate School of Education and is currently enrolled in the Reading Specialist and Supervisor Certification Master's program.

Embracing the New with the Old: Ideas for Next Fall from a TEACHER OF THE YEAR

By Dakashna Lang

We reading teachers are often portrayed as gray-haired, dust-covered old dears perpetually surrounded by our books and still stuck in the last century. We may even see ourselves this way! When teaching traditional skills like reading and writing, it can sometimes feel like an anachronism to pull out computers during our classes.

While I do find myself constantly surrounded by books, there is nothing last century about the way we are expected to teach language arts today. I encourage you to dust yourself off and embrace what technology can do to prepare our students to be great readers and writers in the 21st century! Here are a few areas in which it is valuable to blend the still important traditional skills with some new tools.

Research in the Information Age

It is crucial to teach our students how to research from a young age. Modeling in the classroom how to approach a nonfiction textbook, encyclopedia, or magazine is a wonderful way to introduce skills of questioning, dealing with text features, and how to navigate subject-based vocabulary. Nothing could replace classroom instruction on how to navigate a table of contents, charts and graphs, or a glossary.

However, many students (and adults) today do the majority of their research online. It is important to teach our students how to utilize age-appropriate online databases so that they do not fall back on random Googling or using Wikipedia as a primary resource. These databases also require specifically taught skills, such as keyword searches and clickable vocabulary words, and it is important to devote time to a balance between the old and new. Researching animal habitats? What a great time to check out National Geographic Kids online! Doing an author study? Find that author's official website and see what your students can glean from it.

Multimedia Literacy

Reading comprehension is the crux of what language arts teachers teach. There is nothing more basic than helping a student to learn the metacognitive strategies for understanding what they read and how to dig deeper. We practice this process by helping students to make their thinking visible with post-its or graphic organizers until students begin to internalize their strategies.

In today's world, however, students are just as likely to have to use those interpretive strategies on a meme, an online video, or social media discussion stream. It is helpful for teachers to bring those alternate mediums into the classroom to talk through comprehension strategies. Students should learn to question authorship, bias, and visual information in a way that can help them better understand the information that they are being bombarded with on the internet. Working on understanding persuasive strategies? Assemble some clips from famous Super Bowl advertisements. Let them put those metacognitive strategies to work.

Be Part of the Conversation

We work hard to teach our students public speaking and discussion skills in the classroom. They raise questions in large group discussions, make text-to-self connections in small groups, and brainstorm ideas in pairs. These interpersonal skills are key for language arts class, work in other content areas, and transfer into the real world.

In our social media era, however, most discussions and interactions take place online and often with people we have never met. It is easy, as kids get older, for them to see comment streams and Snap Chat groups as informal areas used for chatting and trolling. It is important to teach our students how to handle themselves professionally, academically, and civilly in online discourse. Part of our job as teachers of communication is to help students understand how to transfer skills they have learned in class, such as providing evidence-based statements and using appropriate, high level language, to an online environment. Working on an independent reading project? Have students sign up for Goodreads accounts (if age appropriate) and read conversations taking place about books and genres. This can help them see the power of an online forum for sparking intellectual conversation that will hopefully extend into other areas as they mature.

It sometimes feels like the world of language arts has become unrecognizable, but the landscape of literacy has been constantly changing since the introduction of the printing press! The classic skills of reading, writing, and discussion will always be a necessary part of what we do, but it is important to find ways to blend these 21st century skills in as well. In this way our students can have the best of both the old and the new!





Dakashna Lang is an 8th grade English teacher and former Educational Technology Coach in Livingston, NJ. She is a proud GSE graduate with a Doctor of Education in Literacy and her research centers around using multimedia to effectively teach literacy skills. She has been voted the Teacher of the Year in her school district, and is also mommy to two wonderful young readers who keep her inspired. Follow her @DrDLang on Twitter!


The Center for Literacy Development's 2019-2020 Events Brochure is available online at <http://rutgersliteracycenter.org/>.

If you would like a copy of the brochure, please send us an email request with your name and address to:

Center-for-Literacy-Development@gse.rutgers.edu

Rutgers Graduate School of Education
Center for Literacy Development



Center Events for 2019-2020

- 52nd Annual Conference on Reading and Writing
Friday, October 25, 2019 - Register Now!
- Onsite Professional Development
- Rutgers Reading Club for Struggling Readers
- Speaker Series Workshops
- National Writing Project Conference

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Rutgers Reading Club: A University-Style Literacy Clinic in your School

By Jennifer Yulo

Are you looking for a way to help struggling readers in your district? Would you like to provide your teachers with additional training in reading instruction and intervention?

The Rutgers Reading Club is a research-supported model for a before or after school struggling reader program. It resembles a university literacy clinic and aims to increase reading self-esteem and motivation while developing and expanding students' foundational, reading comprehension, vocabulary, fluency, and writing skills. Unlike university clinics which often charge a fee and are located outside of a child's community, the Rutgers Reading Club is hosted in their public school so students can easily participate regardless of finances or parental availability.

Based on the research by Dr. Lesley Mandel Morrow at the Rutgers Graduate School of Education's Center for Literacy Development, the club meets for an hour twice a week for twelve weeks, with additional sessions for pre- and post-assessment. Student attendees are below grade-level but not classified for special education and are selected for the Club by teachers with the help of administrators and reading specialists from their district. At Club meetings, children work in groups of one to three with a certified, experienced teacher from the district in their school. Each meeting begins with snack and socializing, followed by instruction, and a group project all based on students' individual needs. In addition to reading skills, the teacher will establish a positive relationship with each student and provide opportunities for students to connect with the other members of the group. At the conclusion of the twelve week program, a celebration for parents, children and teachers is held with snacks, presentations from each group or student, and certificates from Rutgers' Center for Literacy Development.

Schools provide the teachers (and any compensation for their time), materials, and snacks. In addition to guidance in setting up and operating the Rutgers Reading Club (selecting students, assessments, planning a celebration, etc.), The Center for Literacy Development provides an initial two-hour training for Club teachers and three coaching visits. During these visits a Literacy Coach from the Center observes the groups in action, and then provides an additional one hour training afterwards for teachers to enhance their skills. Through this feedback and development process, the Rutgers Reading Club also significantly helps teachers improve their ability to teach struggling readers. Jessica Ging, a Club teacher in Springfield states, "I have grown as a reading teacher...I truly love the program and I hope that it continues to thrive."

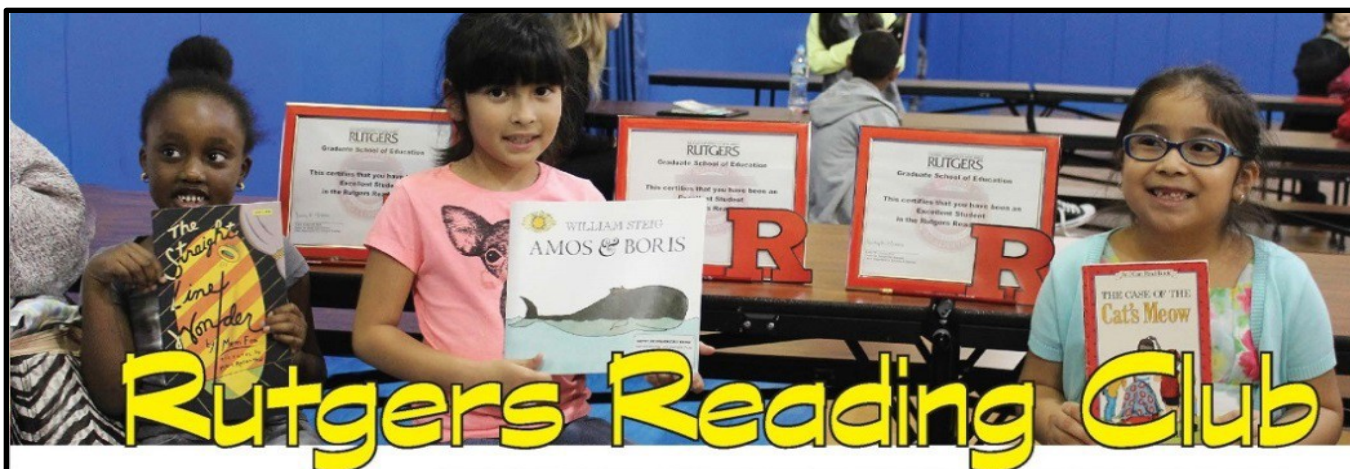
Students who are part of the Rutgers Reading Club consistently show statistically significant growth, typically growing several additional reading levels, when compared with peers not in the Club or attending a homework club. Importantly, students enjoy the program and report feeling better about themselves as readers and writers after participating. "They can't wait to come back," Kathy Frankhouser of Springfield, NJ recently said of her club members. Nine out of eleven parents of Springfield Rutgers Reading Club students reported their child enjoys reading more, is willing to read more frequently or with less resistance and feels more positive about school. Ten out of eleven parents reported their child is more positive about learning and more confident.

Once trained by the Center for a year (or two), schools are often able to continue the program on their own. Our most recent additions to the clubs in New Jersey include Springfield and Bogota.

If you are interested in starting a Rutgers Reading Club at your school, contact the Center for Literacy Development at Center-for-Literacy-Development@gse.rutgers.edu.



Jennifer Yulo is an Educational Consultant and Literacy Coach with the Rutgers Center for Literacy Development. She has eleven years experience as a classroom and academic intervention teacher, a supervisor's certificate, National Board certification and earned a master's degree from Rutgers Graduate School of Education.



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



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

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Center for Literacy Development

52nd ANNUAL CONFERENCE ON READING AND WRITING



2019 KEYNOTE SPEAKERS



Cornelius Minor
Educator and Author

What are we Missing in Literacy? -- Why We Keep Walking Even Though We Know How to Fly



Ralph Fletcher
Author and Educator

Helping Students Write Memorable Memoirs



John Schumacher
Ambassador of School Libraries
for Scholastic Book Fairs, lecturer, and blogger

The Reading Life: Connecting Classrooms, Libraries, and Communities through Story

OCTOBER 25, 2019

**Hyatt Regency
New Brunswick, NJ
Registration Fee: \$180**

Conference Registration website:

<http://rutgerscenterforliteracydevelopment.cvent.com/d/26q4z3>



RUTGERS

Graduate School of Education

Advancing Excellence and Equity in Education



Center for Literacy Development 2019-2020 Speaker Series Workshops

Register at

<http://rutgerscenterforliteracydevelopment.cvent.com/d/26q4z3>



Colleen Cruz

*Unstoppable Writing Teach: Tools and
Tips to Create Classrooms Filled with
Unstoppable Writers*

December 11, 2019

**Busch Student Center
Registration Fee \$155**



Jennifer Serravallo

Complete Comprehension
January 29, 2020

**Busch Student Center
Registration Fee \$155**



Nancy Frey

*Engagement By Design: Creating
Learning Environments Where
Students Thrive*

March 12, 2020

**Busch Student Center
Registration Fee \$155**



Kelly Gallagher

*Moving Readers and
Writers From Compliance
to Engagement*

June 3, 2020

**Rutgers Student Center
Registration Fee \$155**

51st Annual Conference on Reading and Writing Center for Literacy Development October 26, 2018

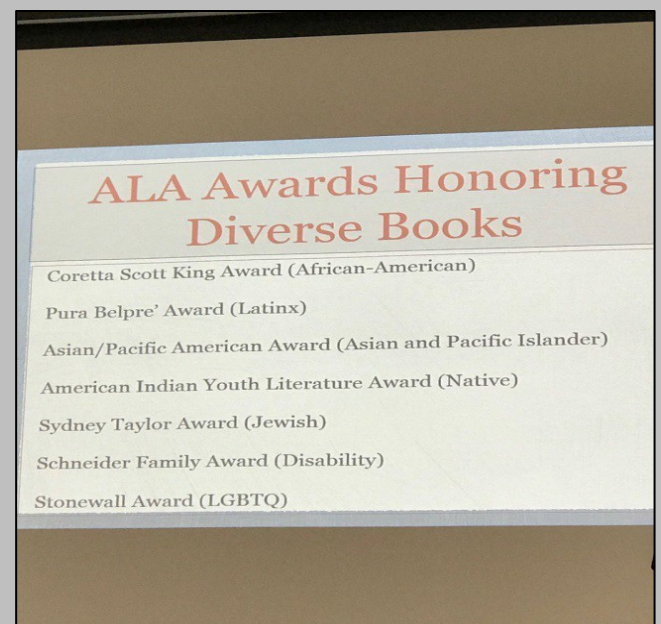
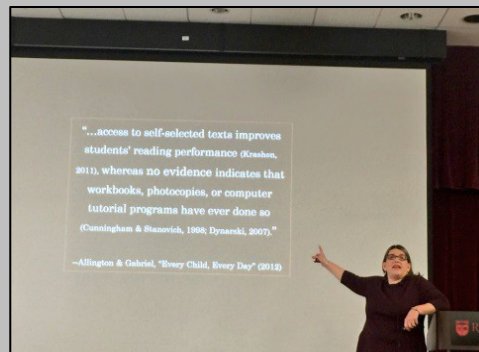
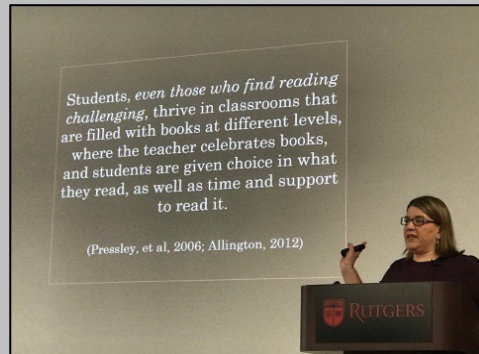


“Creating Strong Readers in a Classroom Reading Community with Voice and Choice”

Twitter Photos from Donalyn Miller’s Workshop

December 6, 2018

Douglass Student Center

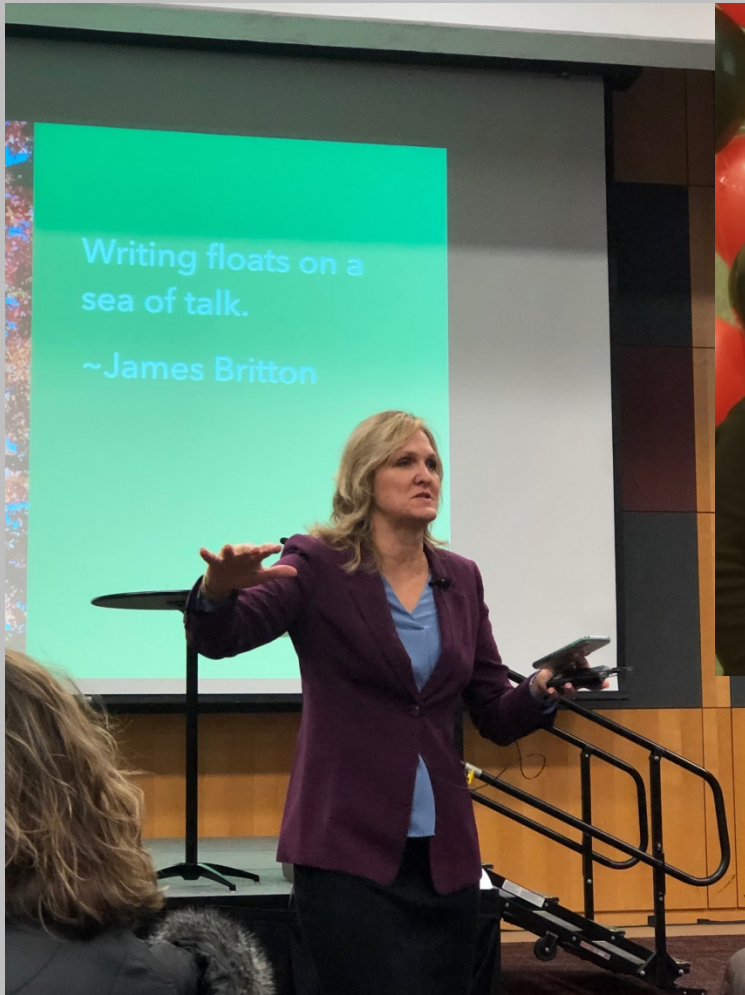


“Teaching Poetry to Transform Thinking About Writing”

Twitter Photos from Penny Kittle’s Workshop

January 15, 2019

College Avenue Student Center

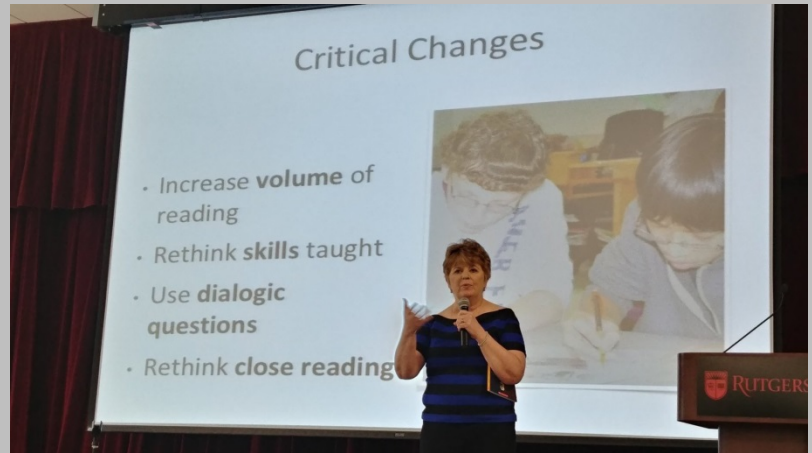


“Access, Choice, and Time: How to Create Attentive and Critical Readers”

Twitter Photos from Kylene Beers & Bob Probst’s Workshop

February 27, 2019

Douglass Student Center



“The Curious Classroom: Building Knowledge with Student - Directed Inquiry”

Twitter Photos from Harvey “Smokey” Daniels Workshop

March 22, 2019

Douglass Student Center

