

Rutgers Center for Literacy Development Newsletter Fall 2020 Edition

Volume XI, No. 3



A NOTE FROM THE DIRECTOR

It is with excitement and great trepidation that we all approach the new school year. No one seems to have the exact answer for how school should be in the fall. Since it is clear that there will be some distance learning we have asked teacher who are experts in digital instruction for their best practices. When there is distance learning parents are much more involved with schooling of their children. Parents have asked what can they do? We asked a Mom who has been home schooling her four children way before the Pandemic. She provides excellent information you can pass on to the parents of your students. Finally, a reading specialist and her daughter who is a teacher offer a positive note about Pandemic Teaching in the coming school year.

The first article written by Erica Boling is an upbeat and positive discussion about how amazing online learning can be. Years before the Pandemic, as an Associate Professor at the Graduate School of Education, Dr. Boling taught her Reading Specialist students how to teach reading using technology. Erica describes with practical application the ingredients for excellent virtual learning which include social presence, cognitive presence and teaching presence.

Patrina Plunkett is an 8th grade language arts teacher who discusses how she incorporates technology into her language arts instruction. I met Patrina at a face to face event carried out by the Center for Literacy Development. As a result of her expertise in social media and technology she helped us set up tweeting at our conferences and a Book Club for center members. Ms. Plunkett introduces us to Padlet, and Flipgrid. She has used these platforms successfully and presents student work. After reading her article you will want to go to your virtual classroom to try the activities she describes.

The third article by Lisa Mullin provides practical information about what works with home schooling. Lisa taught for several years. As she began to raise a family she became a home schooling teacher. Lisa is not suggesting that parents become permanent homeschoolers, but because of her experience as an experienced teacher and one who does home schooling she provides ideas for your student's parents that you can pass along to them.

Finally, Janet Higgins, a reading specialist, along with her daughter, who is a teacher, provides us with some upbeat encouragement about how to have a positive attitude about teaching this fall.

Along with you, I will be doing online teaching this fall. Although involved with a bit of virtual teaching in the past, I too am approaching this with some anxiety and have so many questions: Should classes be synchronous, totally online or a little of both? How will small group discussions and activities work? When students have presentations should they do them live or should they record presentations and put it on the class website? What if the presentations require audience participation? How much time can we spend online before it is too much time?

This fall I'm teaching new graduate students in the reading specialist program. I really want to get to know these people. Graduate school is supposed to build professional relationships. I enjoy engaging students in my work. I often ask them to present at conferences I organize. I ask them to write in this newsletter. I recommend them for positions when I hear about them. This is the joy in teaching for me. I am hopeful that the fall will unfold in a good way for you as teachers and parents with safety and good health.

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



SAVE THE DATE!
**National Writing Project
Conference**
at Rutgers featuring
Lucy Calkins
February 26, 2021

SAVE THE DATE

54th Annual Conference on Reading & Writing
Friday, October 22, 2021

Creating Powerful Online Learning Experiences for Literacy Learners

Erica C. Boling, PhD

Creating an amazing, online learning experience is totally possible when teaching reading and writing online. The challenge for many teachers, however, is that they can struggle to visualize what such instruction looks like.

When it comes to face-to-face instruction, we know that the most powerful educational experiences happen when social presence, teaching presence and cognitive presence intersect (Garrison & Vaughan, 2008). With social presence, for example, teachers need to create a risk-free environment where students can collaborate during the learning process without fear of making mistakes. They need to feel safe and supported while learning.

During in-person instruction, cognitive presence occurs when we teach in ways that encourage students to exchange information, problem solve, connect ideas and apply these ideas. Additionally, teaching presence consists of the various teaching methods that we use to present and teach the curriculum. This can include such methods as lecture, focused discussions, teaching through stories, collaborative group work and so forth.

It can be easy to create social presence, cognitive presence and teaching presence when we teach in a “brick and mortar” classroom setting. What might this look like, however, when we teach online? How do we provide instruction where all three of these areas intersect, creating a more powerful, online learning experience? Below are just a few examples.

Building Social Presence Online

One of the easiest ways to provide social presence is through the use of video and audio. This can be through live [Zoom](#) meetings, for example, or by providing recordings where students can see and hear you. Your tone of voice, gestures and visual presence can help set the tone for a positive learning environment. Written words do not always convey encouragement, support and gentle nudging in the ways that audio and video can.

One of my favorite ways to give personalized and constructive feedback to students is by audio recording my feedback rather than writing it. A simple and free tool for doing this is [Vocaroo](#). Simply open the website, click record, share you're your thoughts, click on “stop,” and then share the audio recording link with your students. Students love the personalized feedback and being able to hear your voice. You also save TONS of time. It takes you about four times longer to write a response compared to audio recording it. Not only do you save time, but the comments are so much more personal and meaningful to the students. While offering critique, students can hear your encouraging tone of voice at the same time.

Achieving Cognitive Presence Online

There are many ways to cognitively engage students online, and some of the most common are worksheets, online discussion forums and posting or asking questions throughout a lesson. What engages them cognitively are the *types* of questions that you ask. I find that one of the most motivating ways to engage students online and to have them demonstrate their ability to apply what you are teaching them is through project-based learning. Instead of learning through simple rote memorization or regurgitation of facts, they are *applying* the concepts you are teaching. This engages them at a much deeper, cognitive level.

What might this look like online? Let's say that you are teaching expository writing. Normally you might have students submit an essay after teaching them what expository writing is. There are a number of ways that you can turn this into a more meaningful and engaging, online learning experience by having students create their own online news broadcast shows.

Have students view online news shows to illustrate how this type of text differs from others. Have students research a topic and draft out a script for their own broadcast show using a shared [Google Doc](#). Feedback can be provided by you or even other students. Once the script has been refined, have students practice turning the script into a spoken news broadcast show by recording their voice with [Vocaroo](#) or a similar program. You can then upload the audio shows onto a

website, privately shared folder or even create a class podcast show by uploading the audio to a free program like [Anchor](#).

Promoting an Online Teaching Presence

Teaching online can occur in many different formats. One of the easiest ways to meet students' individual needs and to guide them throughout the learning process is through live, video conferencing calls where you and your student can see each other and view each other's computer screens. Popular programs for doing this include [Zoom](#) and [GoToMeeting](#). Challenges exist, however, when you have multiple students logged in at the same time, when students can't join you live and/or when there are technical issues during live instruction. This is where pre-recorded video lessons can be helpful.

When teaching reading and writing in person, teachers frequently walk students through the process by using think-alouds. You can use think-alouds to help students understand such things as what to do when they come to a challenging word they don't know or how to problem solve when struggling to organize ideas during writing. A powerful way to support students during this process is to *show them* what you are doing *while also narrating* the steps at the same time. A very simple way to do this is to pull up onto your computer screen whatever it is you want to show them and then narrate your thoughts while recording the computer screen and your voice. You can do this by hosting a [Zoom](#) session by yourself and record the session or use free "screencasting" software like [Screencast-O-Matic](#) or [Loom](#) to record your computer screen and voice. Once you finish recording, these programs will produce a video file that can then be shared and uploaded online or emailed directly to your students.

These are just some of the many ways that you can build social presence, cognitive presence and teaching presence into online instruction.



Erica Boling is a former Associate Professor of Literacy at Rutgers University and is the CEO of Northeast K9 Conditioning, LLC and the CEO of ECB Aspire, Inc. Dr. Boling also has an online academy for online small businesses.

CENTER FOR LITERACY DEVELOPMENT WEBINAR PRESENTATION

ERICA BOLING

Thursday, September 24, 2020

4:00 PM

Distance Learning Strategies for Your Reading and Writing Instruction

Are you struggling to engage and motivate your students when teaching online? Do you miss that "personal touch" in your digital classrooms? Are you looking for more efficient and effective ways to guide and scaffold student learning while engaging them in the reading and writing process? Join Dr. Erica Boling to learn about proven strategies and easy-to-use, online tools that will transform both face-to-face and online instruction.

Webinar Registration Fee: \$35 or \$100 for ALL 4 WEBINARS

Register at: <https://cvent.me/qgDIYV>

STUDENT REGISTRATION: \$5 (Please contact the Center for Literacy Development at Center-for-Literacy-Development@gse.rutgers.edu to register)

Essential Tools for Essential Teachers

Petrina Plunkett, Ed. M.

Before and during remote learning, my students and I used Padlet and Flipgrid in order to share ideas and collect supplemental texts. Both platforms support collaboration throughout asynchronous learning. Students have the opportunity to collaborate as they would in the brick and mortar classroom, and they have the agency to choose when they will join the discussion. As the facilitator of our learning, I further appreciate how the students and I can return to our online discussions whenever we'd like. In this way, it is especially easy for me to share student examples in my next instructional video. On several occasions last spring, I used Google Meet to confer with students in need of further guidance, and by sharing my screen view, I could share observations and pose questions about the student's work. Below, I will describe a few ways Padlet and Flipgrid can facilitate authentic learning experiences.

My students and I use Padlet to collect and share a variety of texts about a shared topic or genre.. I love asking a class to create a playlist of supplemental texts focused on a topic or genre because they often choose beautiful texts I haven't met yet. Before remote learning, I noticed that students are much more likely to complete this kind of assignment for homework, and they will invest time and energy in the analysis of texts selected by their peers. Padlet is also a great way to crowdsource information about a new topic. For example, when we learned about Afrofuturism during our sci-fi unit in seventh grade, each student found a text (article, art, video, song) that defined, discussed, or represented the genre. In addition to providing a link to the source, students described its purpose and included one direct quotation from the text. Then students needed to explore at least two of the texts shared by their peers, and they needed to comment on the post, using one of the three big questions: What surprised me? What challenged, changed, or confirmed my thinking? What did the author think I already know? (Beers & Probst). Padlet is a great way to explore and discuss new concepts. Padlet can also be used for inquiry purposes. During remote learning, my eighth grade students participated in historical fiction book clubs online, and we used Padlet to share our questions concerning the plot's historical context. Students shared their question, a credible source, and a brief explanation of what they learned inspired by a group that read *The Invention of Wings*.

Flipgrid can be used in similar ways to facilitate video discussion, and although most students choose to show their face, they have the option of uploading a relevant image or displaying an emoji instead. I appreciate that students have the choice while they're learning at home. When we left school on March 13, we had just wrapped up our unit on dystopian fiction, and I planned to start our historical fiction unit. I decided to use Flipgrid to facilitate a discussion about the unit's essential questions. Students chose one of the essential questions, and they drafted a written reflection. I provided feedback on the written work, and then students shared their thinking via Flipgrid. They then responded to at least two peers by building upon the ideas of others, posing questions to challenge thinking, or disagreeing respectfully and providing evidence as support.

You chose one essential question and shared your thoughts and connections about the topic. Now, you will share your ideas with your classmates.

1. Create a video where you share the highlights of your written response. Because this is a discussion, feel free to pose your own questions.
2. Respond to at least **two** of your peers. Because this is a discussion, your goal is to
 - build upon the ideas of others
 - pose questions to challenge thinking
 - disagree respectfully and provide evidence as support

Discussion Rubric

24 Responses 90 Replies 40.1h of shared learning

Random Slideshow

JP C
Why are yesterday's heroes still important? Ft: Baby Noah

May Ann N
how does what happened in history affect or shape the world today

Aidan M
yup... thats my room
How does history affect or shape the world today?

Eli M
Are yesterday's heroes still important

sofiaaaa:
Are yesterday's heroes still important today? [ft chase]

Ashley M
How does what happened in history affect or shape the world today

While my students and I kept quarantine journals, we used Flipgrid to share a variety of topic and format options. Our conversation gave writers ideas for future entries, and students shared 2-3 specific writing goals with me after the Flipgrid conversation

What decisions are you making as a writer?

- 1) Explain the kind of thinking and writing you are doing in your digital journal. You can focus on one piece in particular or your overall process. You do not have to read your writing aloud; instead, you want to share ideas for different entry topics and formats.
- 2) Respond to at least TWO peers. Your goal is to share one of the following: a connection, question, suggestion, or resource. Watch my video to see how this works!

As we have learned, remote learning is tough - for teachers and students. Padlet and Flipgrid can help us feel a bit more connected and confident in our online learning. As anxious as I am about September, I feel more at ease when I think of all the ways I can use these platforms to get to know my students and engage their minds.



Petrina Plunkett is a grade 8 language arts teacher at Lawrence Middle School. Before moving to New Jersey, Petrina taught juniors and sophomores at Kennett High School in PA. She received a Master's in Education degree from Arcadia University, and she holds a NJ Supervisor Certification from Rutgers University. In addition to teaching, Petrina enjoys her role as LMS literacy coach. In 2019, she was a recipient of the Princeton Prize for Distinguished Secondary School Teaching.

CENTER FOR LITERACY DEVELOPMENT ADDITIONAL FALL 2020 WEBINAR PRESENTATIONS



TANNY MCGREGOR

Thursday, October 15, 2020, 4:00 PM

Beautiful Minds: How Visual Notetaking Reveals Brilliant Thinking

Curious thinkers, down through time and across disciplines, have made their ideas known through visual notetaking, or sketchnoting. The benefits of thinking with pen or stylus in hand include sharper focus, increased retention, and deeper comprehension. Bringing invisible thinking to light and reformulating it on the page or screen is intuitive, yet opportunities to use this approach in classrooms are often few and far between. In this webinar, Tanny McGregor encourages us to welcome visual notetaking into face-to-face and virtual classroom environments. When we include sketchnoting in our instructional repertoires, we watch student thinking become visual and valuable right before our eyes.



DONALYN MILLER

Tuesday, November 17, 2020, 4:00 PM

Beautiful Minds: How Visual Notetaking Reveals Brilliant Thinking

Adults who continue to read long after formal schooling ends read because they find some intellectual or personal enjoyment. Unfortunately, too many young readers endure reading experiences at school that disconnect them from reading enjoyment or actively discourage it. Donalyn Miller, award-winning Texas teacher and author, describes the conditions, rituals, and instructional opportunities for face to face and online instruction.



CORNELIUS MINOR

Thursday, December 10, 2020, 4:00 PM

We Got This: Teaching Reading and Writing Face to Face and Online with Equity, Access, and the Quest to Be Who Our Students Need Us to Be

2020 shifted the very foundations of our profession. That shift was not without some pain. We have mourned the losses of our classrooms, the ability to authentically "see" students, and the ways that we have traditionally served them. Over night we needed to become experts with online teaching of reading and writing. In the face of all these losses, all of us (at some point in this journey) have longed for a return to "normal". In this presentation, Cornelius Minor will explore how our nostalgic reverence for life Pre-March 2020 is misplaced... that even though we felt certain about things, that there were still too many kids and families left at the margins. During this time together, we will explore the question, "What if we did not return to normal teaching of reading and writing? What if we returned to BETTER teaching of reading and writing?"

Quick Fix to Make Remote Learning Better at Home

Lisa Mullin, Ed.M.

As a public school educator, homeschooling was the furthest thing from my mind when I contemplated the education of my own children. Fast forward a decade and I find myself, a full-time homeschooling parent, learning to rework everything I knew and thought education was or could be. In fact, I found myself an *expert*, with relatives and friends coming out of the woodwork as if a winner in the lottery, the homeschooling lottery, that is. As someone who has experienced both classroom teaching and homeschooling children from the start of their education, I'd like to offer some ideas and suggestions to ease the transition for what seems to be a continuation of remote learning or the hybrid model as we enter the upcoming 2020-2021 school year.

- **Environment** sets the tone. Children need a home environment that is their *school space*. It doesn't have to be a separate room; it can simply be a designated cart, basket, or shelf that houses all of their materials. In sum, accessibility to their materials is key as it is in the classroom.
- Take **breaks**. Classroom learning needs transitions which allow children to decompress between content and allow for physical movement. Don't allow your child to sit endlessly without some sort of movement or transition. This may mean a simple stretch, changing seats at the dining room table, drink, snack and the like.
- **Frame of Mind**. Children often enter the classroom to a warm and friendly message, Do Now, or some other relevant task. While parents aren't expected to recreate this experience, simply putting together a basket of 5-10 minute long activities in a *morning basket* prior to the start of the formal lessons allows the child to be in the right frame of mind. Morning Baskets may include titles of books or articles that match the content being studied to further their knowledge, poetry pieces to read and enjoy, journal time, and 'independent reading'. Allow for choice and change it up, as needed.
- **Multiple Learners**. If you are schooling multiple children and cannot attend to everyone, save the most challenging content areas for one-on-one time. If scheduling allows, stagger your start times by 15 minutes so that everyone is always receiving individual attention throughout the day. Lastly, create a signal for children to indicate help is needed; simply flip a cup mouth-side up to indicate assistance is needed. While a child waits, have a review folder or other quiet activities for them to complete.
- **Stamina!** Work up to the length of time required to complete an assignment. If a child can't sit for longer than 5-10 minutes then set a requirement for what needs to be done within that time frame. Each week extend the time by 1-2 minutes until you reach your goal time. It may take several weeks, but you'll get there, slowly, but surely.
- **Praise** your child. This is a trying time for everyone and the best medicine is positivity. If a parent exudes discontent toward the process, odds are the same feelings will be exhibited by the child. Approach with positive vibes and allow the option to say, *this isn't working at this moment and we may need to revisit this at another time*.
- **Communication**. Let your child's teacher know if they need additional assistance. The teacher may offer individualized tips and additional resources or activities to get your learner back on track. Keep the flow of communication open.

We are enduring unprecedented times in the world and most importantly, in our education. When they say, *it takes a village*, we are learning that it truly does. Be patient with yourselves and your children, it is a learning experience and one of the most authentic lessons thus far.



Lisa Mullin received her Bachelor's of Arts degree and Master's in Education at Rutgers University. Upon graduation, Lisa entered the classroom at Montgomery Township where she taught for several years. Throughout this time, she worked for ten years under the direction of Dr. Lesley Mandel Morrow. Lisa was promoted to Assistant Director of the Rutgers Center for Literacy Development and was afforded the opportunity to coordinate professional development. As a mother to four daughters, Lisa's educational path changed course to a homeschooling setting allowing her to work with her children one-on-one and support her child in a medical recovery journey. She hopes to return to education through online courses.

Encouragement for “Pandemic Teaching”

Janet A. Higgins, MA

For educators, July is a time to refresh, rejuvenate, and reconnect with our lives outside of teaching. If you ask us what August brings, we will most certainly tell you planning, organizing, and preparing for an amazing new school year. As with just about everything else this summer of 2020, probably none of the above applies. We ended the school year without saying goodbye to beloved students and colleagues. We left our buildings without finishing all we planned to accomplish. We spent July wondering how we managed to complete three months of education without our usual resources or “being with the kids.” August will be fraught with uncertainty about WHAT we will be doing, WHERE we will be doing it, and HOW our students will cope with it all. We want to be our best so we can give our best to all the stakeholders of our school community.

Schools do so much more for students and families than teach “reading, writing and arithmetic.” Schools provide nurturing, nourishment, socialization, support to families in crisis, social services, creative outlets, and, let’s not forget, fun. As we face the tasks that the fall of 2020 presents, I looked for some encouraging words about facing challenges to help guide us as we prepare for a most unusual school year.

“Hang on to your hat. Hang on to your hope. And wind the clock, for tomorrow is another day.”—
E.B. White

If there is one thing we all need right now it is hope. Hope that our students and families are safe, hope that our colleagues are well, and hope that all of our school communities will be flexible, positive, and compassionate as we work within the confines of our circumstances.

“When we least expect it, life sets us a challenge to test our courage and willingness to change; at such a moment, there is no point in pretending that nothing has happened or in saying that we are not yet ready. The challenge will not wait. Life does not look back.”— Paulo Coelho

March surely came in like a lion with unprecedented challenges for our country and most especially for our educational system. And what did teachers do? They faced every challenge head on with confidence, courage, expertise, and unwavering caring for all of our learners. Admiration and gratitude for teachers was abundant and well deserved. We regrouped and began teaching in a new way without hesitation. This mighty task was accomplished with remarkable grace and professionalism that went beyond expectations. Life presented us with a challenge to change and we were more than ready. The same holds true for September 2020 as we educate our students with courage and willingness to change.

“It’s part of life to have obstacles. It’s about overcoming obstacles; that’s the key to happiness.”—
Herbie Hancock

An inherent quality to education is the inevitable happiness it brings when students learn right before our eyes. The joy shared by a teacher and child when learning occurs cannot be put into words. It is one of the reasons we got into this business, isn’t it? So as we face the present obstacles, let’s share the happiness we create, and relish those moments for their magic.

“Start by doing what’s necessary; then do what’s possible; and suddenly you’re doing the impossible.”— Francis of Assisi

As we embark on this journey together, let's remember to support each other and know that, just like our students, we can do hard things!



Mrs. Higgins began her career teaching High School English before becoming a Reading Specialist and has a BA in English Education from Montclair State University, an MA in Reading from Montclair State University, Post Graduate Certifications in Supervision from Rutgers University, and Administration and Educational Leadership from Rider University. She has pursued training at Teachers College as a teacher and supervisor of reading and writing. Currently, Janet is the Language Arts Specialist at East Amwell Township School, in Ringoes, NJ. Janet loves reading and writing and shares these passions with her two adult daughters. Discovering new children's literature and revisiting favorite stories with her young grandchildren are cherished activities.

A positive note from a kindergarten teacher

Typically, the first month in a kindergarten classroom encourages exploratory lessons and activities where students get to learn about themselves and others. They are interacting constantly with peers and teachers through morning handshakes and activities, creative academic centers, and dramatic play. They are sitting at tables learning how to share, cooperate, and socialize throughout the day. They are learning what it means to be part of a community. This year will be different.

Many schools will be having in person and virtual learning. Therefore I have been thinking about my first days with face to face learning this year. When in person I will have to arrange my seating so the children are six feet apart. I will have to add to my list of songs we sing those about wearing masks, washing hands and staying apart. There will be a need for floor markings to illustrate appropriate distance from each other. However we can still dance, and sing, and engage in dramatic play. Regardless of what school will be like I am returning with excitement. I look forward to the challenge and learning new teaching activities for the new normal.



Alicia Higgins has been teaching Kindergarten at Hopewell Elementary School for the past eight years. She graduated from The College of New Jersey with a Bachelor of Arts in Elementary Education and a Masters in Reading.

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Rutgers CLD



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Center for Literacy Development 2020-2021 Speaker Series

FALL 2020 SPEAKERS



ERICA BOLING - Online Webinar
Thursday, September 24, 2020
*Distance Learning Strategies for Your
Reading and Writing Instruction*
Registration Fee:
\$35 for this session or
\$100 for all 4 webinars
Register at: <https://cvent.me/qqDIYV>



TANNY MCGREGOR - Online Webinar
Thursday, October 15, 2020
*Beautiful Minds: How Visual
Notetaking Reveals Brilliant Thinking*
Registration Fee:
\$35 for this session or
\$100 for all 4 webinars
Register at: <https://cvent.me/qqDIYV>



DONALYN MILLER - Online Webinar
Tuesday, November 17, 2020
*Making a Case for Reading Joy Face to
Face and Online*
Registration Fee:
\$35 for this session or
\$100 for all 4 webinars
Register at: <https://cvent.me/qqDIYV>



CORNELIUS MINOR - Online Webinar
Thursday, December 10, 2020
*We Got This: Teaching Reading and
Writing Face to Face and Online with
Equity, Access, and the Quest to Be Who
Our Students Need Us to Be*
Registration Fee:
\$35 for this session or
\$100 for all 4 webinars
Register at: <https://cvent.me/qqDIYV>

ALL WEBINARS WILL BEGIN PROMPTLY AT 4:00 PM

Center for Literacy Development 2020-2021 Speaker Series

SPRING 2021 SPEAKERS



LUCY CALKINS

Friday, February 26, 2021

The Writing Workshop

National Writing Project at Rutgers

In Person Registration Fee: \$155

Time: 9:00 AM - 2:00 PM

Rutgers Douglas Student Center

New Brunswick, NJ

Register at: <https://cvent.me/IV4v3a>



KATE ROBERTS

Thursday, April 28, 2021

Writing About Reading

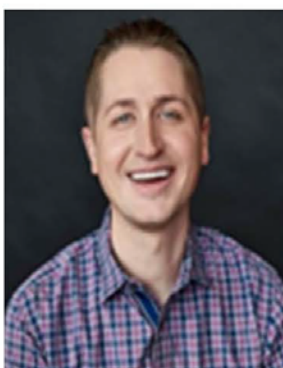
In Person Registration Fee: \$155

Time: 9:00 AM - 2:00 PM

Rutgers Busch Student Center

Piscataway, NJ

Register at: <https://cvent.me/IV4v3a>



JOHN SCHUMACHER

Thursday, June 3, 2021

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

In Person Registration Fee: \$155

Time: 9:00 AM - 2:00 PM

Rutgers College Avenue Student Center

New Brunswick, NJ

Register at: <https://cvent.me/IV4v3a>



REVISED EDITION

Rutgers University is not permitting onsite meetings this fall due to Covid-19. The Center for Literacy Development has revised the fall 2020 program so you can still enjoy these great speakers. We will be hosting four (4) webinars. All of the webinars will be on a week day and will begin at 4 PM.

Rutgers Graduate School of Education Center for Literacy Development



Center Events for 2020-2021

Lesley Mandel Morrow, Ph.D.
Distinguished Professor
Center Director
lesley.morrow@gse.rutgers.edu

Kelly Clarida, Program Coordinator
kelly.clarida@gse.rutgers.edu

Sharon Masso, Program Coordinator
sharon.massso@gse.rutgers.edu

Thank you for your attendance.



CENTER FOR LITERACY DEVELOPMENT COACHING AT YOUR SCHOOL OR VIRTUALLY



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 needs.



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COACHING TOPICS

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- Guided Reading
- Writing Workshop
- Standards
- Use of Informational Text
- Assessment
- Project Based Learning
- Close Reading
- Differentiated Instruction
- Dyslexia
- Mentoring New Teachers
- Literacy and technology
- Struggling Readers
- Parent Involvement Programs
- Evaluations of Language Arts Programs
- Evaluation of your curriculum and how it's implemented

AND MORE

www.rutgersliteracycenter.org
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New Brunswick, NJ 08901
848-932-0764



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.



Rutgers Reading Club Cheer

Rutgers Reading!
Rutgers Writing!
Hoo-Rah!
Hoo-Rah!
Rutgers Reading
Reading Red team!
Writing Red team!
Rah! Rah!

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