



VOL XII. NO. 3



Rutgers Center for Literacy Development
Fall 2021 Newsletter

Letter from the Editor

The Seven R’s for this School Year: Rebound, Rebuild, Recover, Rethink, Refine, Refresh

In the spring when the Governor announced the virus infection rates were down and we were on our way to recovery, we happily took off our masks and breathed a sigh of relief. We thought that this school year would have some stability. We thought that now we could rebound, rebuild, rethink, refine, and refresh (Fisher, Frey, Smith and Hattie, 2021.) It felt good, but it was only for a short period. The new variance of COVID is causing stress even before school starts. We have learned a lot about dealing with the virus, but there are many challenges. However, we still must work on the 7 R’s listed in the title above and be optimistic.

The first speaker of the year for the Center for Literacy Development (CLD) is Dr. Nancy Frey, one of the key authors of the book Rebound: A Playbook for Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools. Nancy’s webinar will be about this topic on Tuesday Sept. 28th from 4 to 5:15 EST. The Center has had a book club using Fisher and Frey, et. al.’s book and on our first evening our major theme for discussion turned out to be, “ Teachers need to take care of themselves, so they are able to take care of their students.” The educators at the book club used the metaphor “Put on your oxygen mask first and then you can help others.

I hope that you have had a summer in which you could gain back your energy, enthusiasm, optimism and are ready for this year’s challenges using the 7 R’s. Remain positive and if you are feeling uneasy try the following:

- Take 10 slow deep breaths in and out. Have your children do it with you
- Keep water available to hydrate frequently
- During a break take a short quick walk outside around the building

(continued on pg. 2)

This issue:

Letter from the Editor
PAGE 01

Tech Tools that will Last
PAGE 03

Recovering from Learning Loss
PAGE 05

Culturally Responsive Learning
PAGE 07

CLD Speaker Series
PAGE 09

CLD Services
PAGE 12

Rutgers Reading Club
PAGE 13



Kelly Clarida
Program Coordinator
Kelly.Clarida@gse.rutgers.edu



Dakashna Lang
Media Communications
Consultant



Letter from the Editor (continued)

- Do one or two yoga poses and include your students
- Figure out how you can lighten your load with teaching or the rest of your life.
- When you help others you help yourself therefore
 - Provide positive reinforcement for others
 - Celebrate each other for doing the work you do
 - Lean on a colleague for support when needed

Students dealt with a great deal of stress during the Pandemic. How can we help them rebound and rebuild? We have become familiar with the concept of a positive mindset in classrooms to promote social and emotional strength. Here are some ideas that might be useful.

- Provide the opportunity for small group work since students could not engage socially during school last year.
- Use only positive language and be sure your tone is never sarcastic. The same words can be refreshing or harmful depending on the speaker's tone of voice and facial expression.
- Don't single out children for positive or negative reinforcement and always make remarks for a purpose. "Good Job" doesn't mean much. Say instead: "The library corner looks really great since rules were followed and all books and materials are placed neatly on the shelves." Do not single out one or two children and say "I like that way Tiffany and Damon cleaned up the library corner," rather use language that can be generalized to all.
- To praise small improvements say: "Last week you remembered a few of the new vocabulary word definitions. Today you remembered even more. Soon you will be able to use all of the words in original sentences."

To summarize, to allow for rebounding, refreshing, rethinking, rebuilding, recovering, and refining use positive and productive language avoid sarcasm, help others, take breaks with yoga and breathing and help yourself and others when needed.

For this newsletter, I asked educators "What technology they will continue to use that they learned about during school last year." A wealth of ideas were sent and are discussed in this newsletter. I asked, "What will you do to promote a culturally responsive classroom." I received a rich list of multicultural children's literature about important social justice themes you will find in the newsletter. Finally, I asked, "what will you emphasize in your teaching based on what you think students need because of the year of remote learning. Some of the excellent advice was:

1. Assess children for skill development to work in small groups to differentiate instruction
2. Don't forget the children who are high achievers, they have been neglected and actually declined in our district more than others.
3. Teach with a positive mindset to promote a community of learners.

The following newsletter by board members of the Center for Literacy Development gives us more tools to deal with rebounding, rebuilding, recovering, rethinking, refining and refreshing during the new school year. I wish you only good things for the new school year. You have been first responders and heroes and not given enough recognition for your bravery, intelligence, ingenuity and flexibility. Thank you in advance for the heroic work you are about to do as we start a new academic year.



Lesley

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



Advice from Educators Around NJ

What technology tools are you going to use this year that you used during the pandemic?



Sheila Cooper
ELA Supervisor K-12
Hillsborough Township Public Schools

We are encouraging our teachers to continue use of Google Classroom specifically. We are also encouraging the continued use of ways for students to share-Flipgrid, screencastify. The teachers in my district have used this as a way for students to share writing, opinions, questions and as a "getting to know you" type of exercise. They like it because it gives kids a voice.



Jennifer Stein
Vice Principal
Burch Charter School Of Excellence

We are going to continue with Nearpod, Go Guardian, Google Classroom, and Google Apps for Education. In addition, we will continue to assess our scholars using i-Ready, Moby Max, and NWEA MAP. Our goal for the 2021-2022 school year is to find the balance between technology use and hands on instruction as we move back into the classrooms full time.



Jenna Maxman
ELA and Social Studies 5th & 6th Grade
Knowlton Twp. School District

I plan on continuing to use The NYT's Learning Network, Google Classroom, Nearpod, Newsela, and Flipgrid in my classroom as technology websites/etc. As for "tools", my district is lucky to have one-to-one chrome books and Smartboards in every classroom. And let's not forget the non-tech tools of Sketchnote books and writing journals!



Angie Rosen
Director of Curriculum and Instruction:
Prek-8
Little Silver School District

Our teachers have become extremely proficient with Google Classroom. We have a plethora of technology subscriptions that contribute to our instruction in all content areas. Those most often used for ELA are Newsela, Vocabulary.com, Read Works, IXL, too many to name. We do some benchmarking using technology such as i-Ready and Linkit. But we are also consistent with using a writers and readers notebook!

...continued

Advice from Educators Around NJ

What technology tools are you going to use this year that you used during the pandemic?



Dakashna Lang
8th Grade English
Heritage Middle School
Livingston School District

While I am happy to not be conducting hybrid classes this year, I am going to continue using some of the online tools that came in handy last year. The first is Flipgrid (info.flipgrid.com), which allows students to record video responses to questions, which really allows students to share orally without being put on the spot. For students who are nervous or shy, having the time to record themselves, and re-record themselves if needed, until they feel comfortable is worthwhile. This helps teachers to better assess thinking, speaking, and fluency without the anxiety of on the spot reading or speaking. I also will continue to use Edpuzzle ([edpuzzle.com](https://www.edpuzzle.com)), which allows teachers to insert questions and comments into videos. This really allows you to maximize your time with students in the classroom because you can use Edpuzzle to do some of your direct instruction when students are at home or working independently. This way we can really keep some of the benefits of a flipped classroom, while getting to really be with our students.

Go Guardian: [Go Guardian Teacher](#)

Newsela: <https://newsela.com/>

New York Times: <https://www.nytimes.com/section/learning>

Read Works: <https://www.readworks.org/>

IXL: <https://www.ixl.com/>

Scholastic News: <https://scholasticnews.scholastic.com/>

Flipgrid: <https://info.flipgrid.com/>

Edpuzzle: [www.Edpuzzle.com](https://www.edpuzzle.com)

Nearpod: <https://nearpod.com/>


Screencastify: [www.Screencastify.com](https://www.screencastify.com)

Flocabulary: <https://www.flocabulary.com/>

Vocabulary.com: <https://www.vocabulary.com/>

Global Read Aloud: <https://theglobalreadaloud.com/2021/02/20/global-read-aloud-2021-yes-its-happening-gra21/>





Advice from Educators Around NJ

What interventions do you need to address because of learning loss from last year?



Sheila Cooper
ELA Supervisor K-12
Hillsborough Township Public Schools

I am focusing on ensuring that basic foundational skill development is strong in the early childhood grades. Children need work recommended by the National Reading Research Panel such as strong-phonics skills, vocabulary strategies, comprehension and fluency instruction. Without these students will have a more difficult time in future.



Jennifer Stein
Vice Principal
Burch Charter School Of
Excellence

In order to accelerate all learners, we will need to devote our time to small group instruction, personalized instruction/differentiation. In addition, we will need to deliver different forms of content through learning stations. Data driven instruction will assist with skill gapping and professional development will broaden our usage of instructional strategies needed during this time.



Jenna Maxman
ELA and Social Studies 5th & 6th Grade
Knowlton Twp. School District

I'm not a fan of using the phrase "learning loss", as I feel strongly there was not actually learning "loss" during the last year and a half, I was still teaching 5 days a week, sometimes in person, and sometimes virtually-students were still learning. Instead, I prefer the term "Rebounding". I will work at "rebounding" this year. I plan to spend the first several weeks discovering where my students are in their learning process related to the content I will cover. As I gain this knowledge, I can adjust my instruction accordingly.

...continued

Advice from Educators Around NJ

What interventions do you need to address because of learning loss from last year?



Angie Rosen
Director of Curriculum and Instruction:
Prek-8
Little Silver School District

This summer I am doing a lot of analyzing data and it seems we need to really concentrate on the high students. That is the level that we saw the least amount of growth. We really worked hard to keep our intervention strong throughout Covid and it shows in the data. Students who were exceeding expectations didn't make as much growth. Vocabulary continues to be an area of need. WE also need to bring back the joyful classroom! Teachers and students need to experience less stress and more pleasure in learning



Dakashna Lang
8th Grade English
Heritage Middle School
Livingston School District

English is a subject that allows for reading or writing anywhere, whether you are together in class or alone at home. Therefore, I feel like the real losses suffered by students last year have to do with working with groups, creative project work, and developing independence as students. We missed all of our usual opportunities to grow these kinds of skills with research projects or group engagement work. I'm hoping to start with fostering those kinds of attitudes, but with working collaboratively and with helping the students to take control of their learning from the beginning.





Advice from Educators Around NJ

What book or activity will you bring into your classroom this year that is culturally responsive?



Sheila Cooper
ELA Supervisor K-12
Hillsborough Township Public Schools

I have not recommended a specific book but have worked with the content specialists to add books to class libraries that match student make-up in elementary classes. At the MS, I am adding 4 LGBTQ+ titles-working on Board approval now. Two of the titles are “You Should See Me in a Crown” by Leah Johnson and “The Girl From the Sea” by Molly Osterag.



Jennifer Stein
Vice Principal
Burch Charter School Of
Excellence

As a school community we will be implementing SEL daily through our new program, “Social Emotional Learning Solutions for Schools & Families | Move This World”. In addition, we will also bring in guest speakers. We will use this time to build communities within the classroom by embracing students' backgrounds, identities, and strengths. The goal is to ensure culturally responsive practices as part of our SEL implementation.



Jenna Maxman
ELA and Social Studies 5th & 6th Grade
Knowlton Twp. School District

I am always on the lookout for books and activities that provide cultural diversity for my students. I will be once again participating in the Pernille Ripp developed Global Read Aloud initiative this fall. For my 5th graders, we will be reading The Jumbies by Tracey Baptiste which features Caribbean folklore. As for my 6th graders, we will read The Barren Grounds by David Robertson highlighting indigenous people of Canada. Both of these stories explore unique and diverse cultures. My classes will hope to connect with students from across the country and around the world during this shared Global reading time.

...continued

Advice from Educators Around NJ

What book or activity will you bring into your classroom this year that is culturally responsive?



Angie Rosen
Director of Curriculum and Instruction:
Prek-8
Little Silver School District

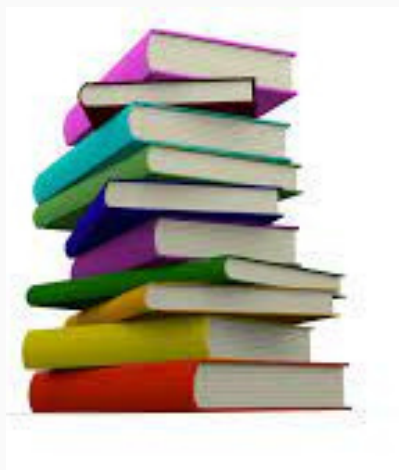
I bought teachers several books on Social Emotional Learning, I purchased Word Nerds, Vocabularians, Start with Joy by Cunningham, Make Just of Change by Rothstein and Santana and some that teachers requested.

Books that we ordered this summer upon teacher request:

- Word Nerds by Overturf, Montgomery and Smith
- Vocabularians by Overturf with Montgomery and Smith
- Start with Joy by Cunningham
- Make Just of Change by Rothstein and Santana
- Point-less by Sarah M. Zerwin

Students in book clubs in the middle school will be reading:

- Black Like Me,
- Monster
- Diary of Anne Frank
- Stella by Starlight
- Freedom Maze
- The Boy in Striped Pajamas
- Daniel's Story
- The Berlin Boxing Club
- Copper Sun
- If I Should Die before I Wake
- The Wave



Dakashna Lang
8th Grade English
Heritage Middle School
Livingston School District

I have been working for the last six years to improve the representation and diversity of our English curriculum. Over that time I have added "Monster" by Walter Dean Myers, "Refugee" by Alan Gratz, "Family Ties" by Gaiutra Bahadur, "La Linea" by Ann Jaramillio, and a film study of "Selma". This year I am planning to introduce short nonfiction pieces from the South Asian Digital Archive's new collection entitled "Our Stories" which focuses on South Asian Americans and their stories (<https://www.saada.org/ourstories>). It is crucial for students to be able to see themselves in what they are reading and also equally important for students to see other groups as the main focus at times. That is being truly culturally responsive and inclusive.



Rutgers Center for Literacy Development

Webinar Speaker Series Presentation

Nancy Frey

*Rebuilding Agency,
Accelerating Learning
Recovery, and
Rethinking Schools*

What should we carry forward
from remote learning? What
should be left behind? How do
we develop practices to reclaim
lost learning and accelerate
learning gains?



**[Click HERE for
more information about
this webinar!](#)**

**SEPT. 29, 2021
4PM - 5:15PM**

TO REGISTER, GO TO:

[HTTPS://CVENT.ME/YQKDOL](https://cvent.me/yqkdol)

FEE: \$35



Rutgers Center for Literacy Development

Webinar Speaker Series
Presentation

Gloria Ladson-Billings

*Creativity, Ingenuity,
and Hip Hop in Literacy,
Post Pandemic*

INSTEAD OF "LEARNING LOSS" DURING THE PANDEMIC WE ARE SEEING OUR STUDENTS' INGENUITY AND CREATIVITY IN A WIDE VARIETY OF ENDEAVORS. THIS TALK SPEAKS THE WAYS WE CAN REDESIGN TEACHING AND LEARNING TO BETTER MEET THEIR NEEDS AND IMPROVE EDUCATION FOR ALL STUDENTS.



[Click HERE for more information about this webinar!](#)

**OCTOBER 21, 2021
4PM - 5:15PM**

**TO REGISTER, GO TO:
[HTTPS://CVENT.ME/YQKDOL](https://cvent.me/yqkdol)
FEE: \$35**



Rutgers Center for Literacy Development Speaker Series 2021-2022



Nancy Frey

September 29, 2021

4pm - 5:15pm

Webinar

Rebuilding Agency,
Accelerating Learning
Recovery,
and Rethinking in Schools



Gloria Ladson-Billings

October 21, 2021

4pm - 5:15pm

Webinar

Creativity, Ingenuity,
and Hip Hop in
Literacy,
Post Pandemic



Kelly Gallagher

November 16, 2021

9am - 2pm

Livingston Student
Center

Building Readers and
Writers: Moving from
Compliance to
Engagement



Ernest Morrell

December 7, 2021

9am - 2pm

Livingston Student
Center

Cultural Responsiveness
and Engagement in 21st
Century ELA



Cris Tovani

January 20, 2022

9am - 2pm

Busch Student Center

Why Do I Have to
Read This?
Removing the
Masks of
Disengagement



Sara Ahmed

February 24, 2022

9am - 2pm

Busch Student Center
Comprehension
Development through
Social and Emotional
Learning to Leverage
Student Identity



Wiley Blevins

April 5, 2022

9am - 2pm

Busch Student Center

A Fresh look at
Phonics
(AM Session) and
Informational Text
(PM Session)



Kathy Ganske

April 5, 2022

9am - 2pm

Busch Student Center

Developing Vocabulary in
Elem., Middle, and H.S.
(AM Session) and
Building Vocabulary in
Kindergarten through Grade 3
(PM Session)



Rutgers Center for Literacy Development



Coaching and Intervention Services



**Calling all teachers, principals, supervisors,
coaches, reading interventionists!**

After a year of COVID, academic disruption, and student loss, let us know if we could be of help with professional development, coaching, and evidenced based literacy strategies. Learn about our in-person and virtual PD to help create a successful school year!

Literacy Coaching for Educators in the following areas:

- Guided Reading groups
- Technology Techniques for Remote Learning
- Reading and Writing Workshop
- Use of Informational Text
- Assessment
- Project Based Learning
- Coaching in Social Justice and Equity
- Social and Emotional Learning
- Close Reading
- Differentiated Instruction
- Dyslexia
- Mentoring New Teachers
- Struggling Readings
- Parent Involvement Groups
- Evaluation and Organization of your Language Arts Program
- Programs Designed Individually for your School and Children

We also offer:

- Implementation of the Rutgers Reading Club : An Intervention for Struggling Readers
- Tutoring in reading and writing during and after school



Rutgers Center for Literacy Development

Rutgers Reading Club



An After School Literacy Intervention Program for Struggling Readers

This after school intervention program focuses on the child's needs. The teaching plan includes the integration of the language arts with developing: word work, comprehension, vocabulary, fluency and writing.

Motivation is a major goal in sessions. 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 an hour by a teacher who is certified. Teachers work on building a relationship with the child.

For more information, email
Kelly.Clarida@gse.rutgers.edu

Rutgers Reading Club Cheer

Rutgers Reading! Rutgers Writing! Hoo-Rah! Hoo-Rah!
Rutgers Reading! Reaching Red Team! Writing Red Team! Rah! Rah!

Research Based Practices

- Motivating and engaging children
- Building self-esteem
- Time for socializing and snacks
- Building relationships between student and teacher
- Allows for choice and success
- Differentiating instruction
- Provides added time for literacy instruction in the school day
- Allowing for practice

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	3/74	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