



RUTGERS

Graduate School of Education

Advancing Excellence and Equity in Education



Rutgers Center for Literacy Development

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FALL 2022 Newsletter

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Letter from the Director

This September when school begins, it will be the first time in two years that we are starting without a thousand questions such as: Will we be having in person learning or online? Will we be wearing masks or not? Will our seating need to be 6 feet apart from each other? What changes will we need to make daily to meet the issues related to COVID safety? Instead we can focus on great ideas for getting off to a good start in literacy development this fall.

In this newsletter, Sheila Cooper discusses how we get kids to do school. She gives ideas about helping children to self-regulate and acquire executive function skills. Stephanie Miele provides us with the names of wonderful children's literature that will engage your students with social and emotional skills for starting the school year. Angie Rosen reminds us of New Jersey's regulations related to Inclusive teaching. She provides ideas for literacy development while adhering to these mandates. Melissa Kimmel provides a piece about co-teaching. She discusses how this format improves instruction and enhances student achievement. Finally, Kristen Todd looks at Graphic Novels for upper grade students as tools to improve reading engagement.

The Center for Literacy Development has a wonderful line-up of speakers during the coming academic year. Please look at our flyers at the end of this newsletter. We hope you will join us for outstanding presentations by authors of professional development books we are familiar with. On Oct. 20th Cornelius Minor will talk about Literacy Instruction that Enhances Equity, Access and Who our Students Need Us To Be. On that same date, Kenneth Kunz will address New Jersey's Mandates for a Diverse and Inclusive Curriculum.



Letter from the Editor (continued)

On Dec. 8th Doug Fisher will discuss The Science of Reading by Weaving Word Recognition and Language Comprehension into Literacy Instruction. On Feb. 23rd, John Sch, author, librarian and teacher will provide an engaging day by Exploring the Affective Side of Reading Life. Penny Kittle will present on April 20th for our National Writing Conference meeting and discuss Writing Lessons that are Relevant and Engaging. Finally, on May 25th, we feature Ghouldy Muhammad author of Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy. Also on that day Matt Glover will talk about Writing Instruction with an emphasis on The Very Important Writing Conferences Teachers Have with their Students.

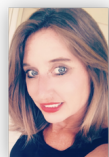
Please also look at our flyers for the Center for Literacy Development at the end of this Newsletter that deal with Coaching in Your Schools to Improve Instruction and information about the Rutgers Reading Club Intervention Program for Struggling Readers. Join us for our webinar on Tuesday September 13th from 5 to 6 for coaches and supervisors called Coaching Tips for a Great Start to the New School Year.

At one of our meetings last spring I asked the educators in our audience to write a Fortune for their school that they believed would improve literacy instruction in the 2022-2023 academic year.

Here are some of the responses received. My fortune for my school is:

- For teachers to receive quality professional development which can be turned into effective instruction.
- Allow teachers to attend professional development outside of school when there are excellent opportunities.
- Provide adequate personnel that are well educated in literacy instruction so there is enough time in the school day to give all children the help they need.
- Don't forget the child who is on grade level and above. Be sure they get adequate literacy instruction so they can improve their skills to be excellent critical readers.
- Provide teachers with adequate planning time so they can share knowledge and learn from each other.
- For successful instruction, in addition to the Language Arts Block, teach literacy all day long in all content areas.
- Work at making literacy instruction as relevant to real life as possible.

Kelly, Dak, our coaches and I wish you all a productive, safe, and calm school year in 22-23.



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Dakashna Lang
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Lesley

Lesley Mandel Morrow, Ph.D.
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Rutgers Center for Literacy Development

Webinar: COACHING TIPS YOU MUST HAVE TO START OFF THE SCHOOL YEAR



**TUESDAY
SEPTEMBER 13, 2022
5PM - 6PM
VIA ONLINE MEETING**

Presenters:

Rutgers Center for Literacy
Development Coaches



Gini Luraschi



Mary McGriff



Laurell Parris



Alicia Drozd

Topics to be Discussed:

- Building Relationships with Reflective Conversations
- Assessing Needs of the Cultural and Physical Environment and Determining Classroom Goals
- Organizing the Language Arts Block
- Modeling and co-teaching Lessons
- Setting up a lab classroom in your school



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register!**

Visit us at: <http://rutgersliteracycenter.org/>



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Rutgers Center for Literacy Development

**Click
here to
register!**

2022-2023 Speaker Series Oct. 20

**Registration
cost for one
event: \$175
Discounted cost
for all 5
events: \$750**

Cornelius Minor

We Got This: Literacy Instruction that Promotes Equity, Access and Being Who Our Students Need us to Be



Kenneth Kunz

Planning Literacy Instruction with NJ's Diversity & Inclusion Curriculum Mandate

Dec. 8

Feb. 23

April 20



Doug Fisher

Reading Reimagined: Weaving Word Recognition and Language Comprehension for Effective Literacy Instruction
(The Science of Reading)



John Schu

The Gift of Story: Exploring the Affective Side of the Reading Life



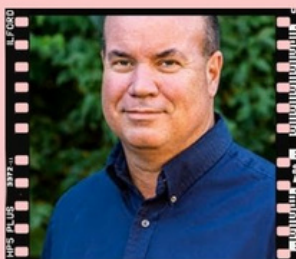
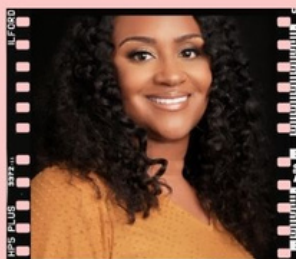
Penny Kittle

The Writing Lessons I Learned from Hamilton: Relevance, Engagement, and Community

May 25

Gholdy Muhammad

Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy



Matt Glover

Nurturing Language Composition in Young Writers In Writing Conferences



Building Executive Function, Self Regulation and How to do School

by Sheila Cooper
K-12 Language Arts Supervisor
Hillsborough Township, NJ



As the summer winds down, vague recollections of last September's school opening drift across your mind. Do some of these comments sound familiar: "Students struggle to be confident in themselves", "students have trouble with time management skills," or "students have trouble asking for help; they just say, 'I don't get it.'" One big fear we all had was that learning loss due to the pandemic would be a big problem. Instead, most teachers found that students seemed to not know "how to do school."

So, how do we help our learners do school again? One way is to focus on supporting the development of your students' executive function skills. But what is executive function and how do these skills play a role in our literacy communities? One definition states, "The executive functions are a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal (Cooper-Kahn, Dietzel, 2008). This is a broad definition for a wide variety of skills students employ to be successful learners. One list of executive function skills I read has 40 different skills. You may be thinking, FORTY! How will I ever teach my students to master 40 skills and learn to read and write? You won't, but you can certainly focus on a few that will assist your learners in taking ownership of their learning.

According to Nancy Sulla, founder and president of IDE Corp, and author of Building Executive Function: The Missing Link to Student Achievement, executive function skills of working memory, inhibitory control, planning, organization, and higher order reasoning are part of important necessary life skills. The tricky part is in deciding which skills to focus on and when. One piece of advice the author gives is not to teach executive function skills in isolation, but rather weave them through your instruction.

Here are some examples that can be incorporated into your literacy instruction.

Conscious Control

Conversation Swap-2 or 3 students

One student decides on 2 different topics to discuss; for example-favorite book and after school plans. One student acts as the talker and begins speaking on the first topic. After a short time, one listener says "swap",

...continued

Building Executive Function, Self-Regulation and How to do School

by Sheila Cooper

and the talker starts discussing the other topic. After a bit of talking, a listener says “swap”, and the talker goes back to the original conversation and starts talking again without repeating any information. This assists students in shifting focus between events which is important in maintaining a sense of the storyline in some texts.

Engagement

Categorization activities

Students can sort items into categories, for example, leaves sorted based on leaf shape, leaf edges, or leaf type. This can lead to creating cause-and-effect relationships between traits. For literacy, you can have students sort characters into whether major or minor and their roles in the text. An activity like this can be used in any content area as well as made more complex at different grade levels.

Collaboration

Discussion Protocols: Executive function skills can also be strengthened through structures you put in place. Discussion protocols are one way to build opportunities for students to work collaboratively. One of my favorite collections of protocols comes from Project Zero’s Thinking Routine Toolbox (<http://www.pz.harvard.edu/thinking-routines>). These routines provide steps and questions to promote thinking and problem solving skills as students work collaboratively.

Empowerment

Anchor Charts: This familiar structure to many literacy teachers can be a powerful tool in developing student independence in learning. This simple poster or chart, created during a mini-lesson, provides a reminder that students can revisit as they work and are not sure what to do next. It provides a definition, a reminder of steps or strategies to be used as they tackle a task. This allows students to access help ON THEIR OWN.

These are just a few activities and structures to build into your classroom instruction that can have a big impact on students’ and their learning.

Sulla, Nancy. Building Executive Function the Missing Link to Student Achievement. Taylor and Francis, 2017.



Books to Build Relationships at the Beginning of the School Year

By Stephanie Miele
2nd Grade Special Education Teacher
New Brunswick, NJ



One of the most important things an educator does at the beginning of the school year is build relationships with students. My favorite way to start building those relationships is to use books. Reading books aloud starts conversations, builds community in the classroom, and is fun! A great read-aloud to use is *All Are Welcome* written by Alexandra Penfold and illustrated by Suzanne Kaufman. This text introduces students to the value of diversity and acceptance in the school community. As I read, I encourage students to notice examples of diversity and how the children in the story feel welcome. Then, I invite students to share what makes them feel welcome, as well as their ideas on how we can make our classroom community welcoming to themselves and each other. Sharing their thoughts and then incorporating their ideas into the daily routine supports students in feeling accepted each day in the classroom. Part of this discussion includes any ideas students have to decorate the classroom and/or bulletin boards, as students should be involved in the process of setting up the classroom and making it uniquely ours.

The Day You Begin written by Jacqueline Woodson and illustrated by Rafael Lopez is another excellent beginning of the year read-aloud. This book touches on how students' experiences during the summer vary and encourages students to think about ways that they can support each other even though we may feel different. After reading this book and talking about our differences, I will have students talk to a partner to find as many things as they have in common with them. This gets students talking and helps students to see that although we have differences, we have commonalities too! Additionally, I have students share what brings them joy, as the story shows the characters' interests. Throughout the year, I give every student an opportunity to return to what they shared and choose a joyful activity we can do as a class. This brings some joy to our day in the classroom and allows us to enjoy each student's interests together.

Another important responsibility that educators have at the beginning of the year is learning how to pronounce students' names. The read-alouds *The Name Jar* written and illustrated by Yangsook Choi and Alma and *How She Got Her Name* written and illustrated by Juana Martinez-Neal are wonderful choices to start the conversation about the importance of our names and how they are a part of our identity. As the teacher reads, students can notice the characters' feelings around experiences with their names and how the characters' names help them feel connected to their families. Following the read-alouds, students can share their personal name stories after talking to their families and share how they pronounce their names with everyone. These read-alouds are a great beginning to relationships between the teacher and students and among students while placing value on students' identities, which is key to creating an accepting community of learners in the classroom.



Address New Mandates Through Literacy

by **Angie Rosen**
Director of Curriculum and Instruction
Little Silver, NJ



The New Jersey Department of Education has passed several new mandates that are required in all NJ public schools. The mandates address diversity and curriculum writers are challenged to embed these requirements into their curriculum guides. The following depict the mandates that New Jersey Public Schools are required to address:

- Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections: (N.J.A.C. 6A:8-3.1(c).
- Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
- Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
- LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.
- Climate Change: The NJSLS-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to possess to maintain awareness of and successfully address climate change.

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Address New Mandates Through Literacy

By Angie Rosen

- Diversity and Inclusion: Requires school districts to include instruction on diversity and inclusion as part of implementation of New Jersey Student Learning Standards.
- AAPI Instruction: P.L.2021, c.416 Every board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Social Studies.



Language Arts is an area where most mandates can be addressed naturally and effectively through literacy. There are so many beautiful titles with diverse characters and topics that can bring a great deal of experience and conversation into the classrooms.

In our district we value the idea of Windows, Mirrors, and Doors by Dr. Rudine Bishop and our goal is to address these mandates by offering students literacy that will provide windows, mirrors and doors so that they see themselves depicted in stories, they can make connections to the characters but they also see through to different cultures, people and ways of life.

A great book should leave you with many experiences, and slightly exhausted at the end. You live several lives while reading.
-William Styron

Much of the way school districts can address the instructional standards is by offering appropriate and inclusive resources for teachers to use as mentor texts or as options for students to access. To see a sampling of some of the titles that we have collected and utilize in literacy instruction select the links:

[MARKHAM MEDIA CENTER DEI TITLES BY GENRE](#) AND [POINT RD MEDIA CENTER BOOKS OF DEI](#)

The educational goals for instruction with these resources are to provide students with opportunities for: Reflection: Every student - regardless of their background, experiences, or how they identify - should be able to see themselves reflected in the learning they are experiencing (books, assessments, resources, etc...),

...continued

Address New Mandates Through Literacy

By Angie Rosen

Appreciation: Every student should appreciate the differences of others within in their classroom and the community at large while valuing those differences for what they add to the classroom, School, and community.

While keeping content developmentally appropriate: Using developmentally appropriate pedagogy, we will prepare the students to productively travel the road of life (and rather than preparing the road for the students) and productively engage with all the individuals they will meet along the way.

The more educators expose learners to cultures and people from different places who have different beliefs and experiences, they will bring the next generation closer to understanding that differences should be celebrated and valued for all the beauty and diversity that is in this world.

Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers.

-Charles W. Eliot

Co-Teaching: An Important Structure for Language Arts

By Melissa Kimmel
Grade 5 Literacy Teacher
Bernardsville, NJ



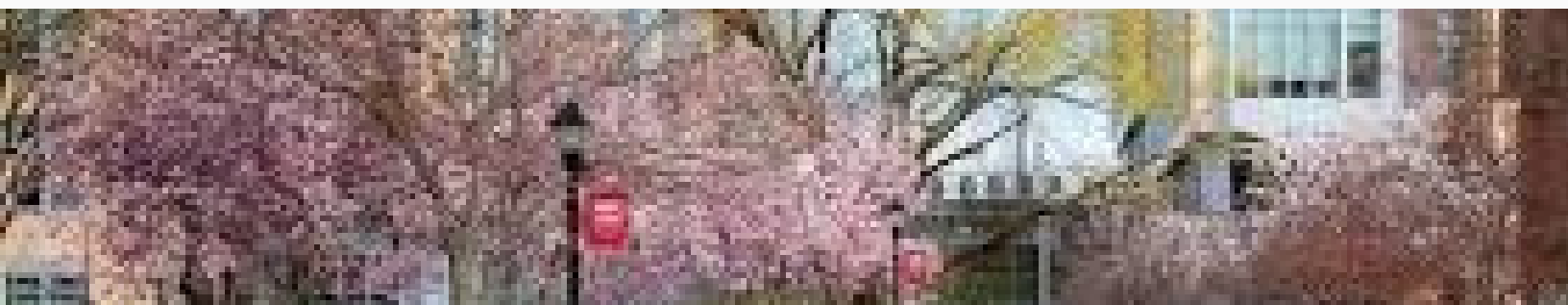
Co-teaching, an instructional model where a classroom has two teachers, allows for greater support of varied student needs. In my district, this model is used for inclusion classrooms with one general education teacher and one special education in grades K-12 and in multiple content areas.

“What does co-teaching mean for you?” I asked when I saw the schedule for the year. Even though both my co-teacher and I had prior experience in co-teaching environments, this pairing was new, and for me, it was only one of the three classes I taught. It was my second year as a general education ELA teacher in a departmentalized middle school setting after years of co-teaching as a special education teacher in an elementary school. We continued to teach together for three years; we became synchronized in so much of what we did in the classroom. Our students benefited from all of the support on various levels and the environment we were able to create with two teachers, and that was what co-teaching meant for us: collaborating to support our students.

This instructional model was more than beneficial for our students; it was daily, reflective, and effective professional development for us as teachers. There was someone to bounce ideas around with, think about multiple approaches to literacy instruction in ways that I did not think of. Introducing vocabulary and strategies for finding the meaning of unknown words grew from use of context clues to breaking down roots, suffixes, and prefixes to further apply learning to new words. We were always a pair to model work together: partner talk, thinking aloud and modeling different ways readers interpret texts, and asking questions to help grow thinking about reading.

I’ve been a general education teacher in an inclusion classroom for the past several years at my school and have worked with multiple co-teachers. No matter who that co-teacher is, communication and building a partnership is a must for success. When it comes to inclusion classrooms, co-teaching is sometimes seen as “my students” vs “your students”. Instead of a divide, co-teachers should approach the environment as one classroom with “our” students.

It always comes back to that question: what does co-teaching mean for you? For me, co-teaching is establishing our classroom, especially in a departmentalized setting. One teacher is not “the teacher” while the other is “another adult”; both teachers are there to support all students, and all students can ask for support from either teacher. Co-teaching is working in the same setting with the same goals: work together to meet the needs of our students while reflecting on the work we do as professionals to continue to grow.



Let's Get Graphic: An Introduction to and Argument for Graphic Novels

By Kristen Todd

Teacher of English I and AP Literature

Passaic Arts and Science Charter High School, iLearn Schools



While “sequential art,” commonly known as comics, has gained traction with elementary classrooms in recent years, they are high quality literacy tools for students of any grade level. The beauty of comics and the longer form graphic novels lie in their multimodality. ELLs, students with special needs, and struggling readers require more visual aids to facilitate learning, something that most traditional texts do not offer (Goldenberg, 2013; Goldenberg, Hicks & Lit, 2013). Arguably, most students rely quite heavily on visual and social literacies every day, especially by the secondary level. As a result, the visual aids within graphic texts and picture books utilize the literacies that students have already developed quite extensively to supplement their reading of the story.

Using Graphic Novels with ELLs:

Cary (2004) relates how he helped himself learn Spanish by reading comic books written in Spanish. He found the content engaging while the visuals helped his Spanish language acquisition (Cary, 2004). Drawing on his experiences, he successfully used English comic books to teach his English language learners (Cary, 2004). While anecdotal, this evidence depicts how the simple act of engaging with a text allows students to build the confidences that Kyleene Beers (2003) attributes to “independent readers.” Students feel more confident in their understandings of the text because images within texts inherently “[scaffold] textual meanings” with the visuals paired with their texts (Chun, 2009). When in an integrated classroom, they can also provide the visual support students need to leverage their background knowledge to acquire their new language.

Using Graphic Novels with Struggling Readers and Challenging Texts:

In my own classroom, whenever we go over Shakespeare, my Special Education students, ELLs, and struggling readers rely extensively on the graphic texts to help them make sense of what is happening in the story. In fact, many of my students rely on the graphic text to pre-read or reread the content to check their comprehension because the pictures make the difficult text make sense. For any teachers that are looking for a way to introduce graphic texts into the classroom, many publishers such as Classical Comics have been

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Let's Get Graphic: An Introduction to and Argument for Graphic Novels

By Kristen Todd

adapting texts from the literary canon into graphic novel form. Classical Comics in particular also adapts the texts at varying text levels from original text to modern text to simple text to differentiate based on students' needs.

Suggestions for starting your own graphic novel collection:

If you are looking for new titles, the Young Adult Library Services Association puts out a yearly "Great Graphic Novels for Teens" List and keeps their old lists published here: <https://www.ala.org/yalsa/great-graphic-novels>

- LGBTQ+: *Lumberjanes* or *Nimona* by Noelle Stevenson.
- Asian American or Pacific Islander: *American Born Chinese*, *Dragon Hoops*, and *Boxers and Saints* by Gene Luen Yang; *They Called Us Enemy* by George Takei
- African American: *March* series by John Lewis; *Yummy: The Last Days of a Southside Shorty* by Greg Neri and Randy DuBurke.
- Muslim: *the new Ms. Marvel* by Willow Wilson; *Persepolis* by Marjane Satrapi
- Hispanic/Latinx: *The Ultimate Spiderman* (The run with Miles Morales as Spiderman) by Brian Michael Bendis and Sara Pichelli; *21*, by Wilfred Santiago.
- Unique stories: *Pitch Black* by Youme Landowne and Anthony Horton; *In Real Life* by Cory Doctorow; *Paper Girls* by Brian K. Vaughn and Cliff Chiang

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- Chun, C. W. (2009). Critical Literacies and Graphic Novels for English-Language Learners: Teaching *Maus*. *Journal of Adolescent & Adult Literacy*, 53(2), 144–153. <http://www.jstor.org/stable/40344359>
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Rutgers Center for Literacy Development

2022-2023 Speaker Series

Oct. 20, 2022

Cornelius Minor

*We Got This: Literacy Instruction that Promotes Equity,
Access and Being who our Students Need us to Be*

In his presentation, Cornelius will discuss what we are missing in Literacy Instruction to promote Equity. He asks why we keep walking when we know how to fly? Cornelius will discuss how to put kids on the path to success and the different kinds of successes there are in learning to read and write. He says, "We know a lot about teaching and literacy. Therefore we need to be more than yesterday's orthodoxy by being creative with a vision for tomorrow." Strategies will be provided that demonstrate the vision.

Kenneth Kunz

*Planning Literacy Instruction with NJ's Diversity & Inclusion
Curriculum Mandate*

In this hands-on, diverse quality literature book-tasting, Dr. Kenneth Kunz will provide practical strategies for how K-8 teachers can differentiate literacy instruction in ways that are research-based, engaging, and inclusive of diverse experiences and populations of learners. Aligned with the curriculum legislation, texts will celebrate various aspects of diversity and inclusion, and participants will leave with tips and practical suggestions for classroom implementation. In this session the joy of books is emphasized, along with affirming diversity, and meeting the needs of all readers/writers.

**Registration cost for
one Speaker Series
event: \$175
Discounted
registration cost for
all 5 events: \$750**



Visit us at:

<http://rutgersliteracycenter.org/>

Register at:

<https://cvent.me/qzBDYL>



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



Rutgers Center for Literacy Development



Coaching 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



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Rutgers Reading Specialist/ Supervisor Programs

Improve literacy development in your school by applying to our Reading Specialist Programs.

Rutgers Graduate School of Education is a top ranked School of Education in the Country



Rutgers University Graduate School of Education is accepting applications for our Reading Specialist programs that range between 30-33 credits. These programs help accepted students learn about evidenced based best practices, helping struggling readers and current issues in literacy development. The offered programs include:

NEW DOUBLE CERTIFICATION:

Ed.M. Program for Reading Specialist and NJ Supervisor's Certification

33 credits

Non-Degree Rutgers Certificate in Literacy Instruction

30 credits

Become a better teacher of reading and writing, become a basic skills teacher or an interventionist.

(4 courses)

[Apply Now](#)

CENTER FOR LITERACY DEVELOPMENT PARTNER: REACH OUT AND READ



The Center for Literacy Development partnered with the Reach Out and Read National Center, Eric B. Chandler Pediatric Health Center, helps put books into the hands of every child.



Reach Out and Read's Unique model:

- Reach Out and Read-trained doctors and nurses perform routine health checkups from infancy through five years not only with a stethoscope, but also with a children's book.
- The book is used as a clinical tool to encourage parents to read aloud, to give them a simple, practical way of spending time and engaging in conversation with their young children.
- The child is given a new book to take home and read with the family.



For more information about giving books, contact
Rutgers Center for Literacy Development
kelly.clarida@gse.rutgers.edu



THEIR SUCCESS STARTS WITH YOU

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.

