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Graduate School of Education

Advancing Excellence and Equity in Education



Rutgers Center for Literacy Development

VOL XIII. NO. 2

Letter from the Director



We had a full year of presentations at the Center for Literacy Development. We began the year with a webinar entitled **Tips for Coaches to Start the New School Year**. The topics covered were Building Relationships with Reflective Conversations, Assessing Needs of the Cultural and Physical Environment, Determining Classroom Goals, Organizing the Language Arts Block, Modeling and Co-Teaching Lessons, and Setting up a Lab Classroom in Your School. The coaches who presented were Alicia Drozd, Gini Luraschi, Mary McGriff and Laurell Parris.

We began our 2022-2023 season in October with Cornelius Minor speaking about **Literacy Instruction that Promotes Equity, Access** Ken Kunz also presented at that conference **Planning Literacy Instruction with NJ's Diversity and Inclusion Curriculum Mandate**. In December, Doug Fisher spoke about **Reading Reimagined: Weaving Word Recognition and Language Comprehension for Effective Literacy**. Doug referred to the **Science of Reading** issues in his presentation. In February, John Schu explored the **Affective Side of Reading Life with the Gift of Story** and Janet Wong provided us with a **Suitcase Full of Ideas for Poetry Strategies**. Penny Kittle spoke in April about **the Writing Lessons I Learned From Hamilton: Relevance, Engagement and Community**. Finally, in May Ghoddy Muhammad talked about **Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy**. On that same day, Matt Glover spoke about **Engaging Writers by Finding out What They Know and What they Need to Learn...**

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Spring 2023 Newsletter

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Letter from the Editor (continued)

We are working on our 2023-2024 schedule of events and will begin with a webinar by P. David Pearson and Rob Tierney entitled Science of Reading: What it Means and What it Means for Classroom Practice.

Jennifer Serravallo will be our first in-person presenter in October. She will talk about **Essential Teaching for Every Classroom**. In December, Sara K. Ahmed will speak about Social Comprehension and Building Student Identity. **Carl Anderson** is scheduled for February 8th. His topic is **Helping Students to Write Well by Teaching With Mentor Texts**, and **Wiley Blevins** is scheduled for the spring. He will speak about **Foundational Skills and Interventions for Struggling Readers**.

At each of our events, I ask the audience to respond to different prompts. At our last event, I asked, "What can you ask student to do over the summer to prevent reading loss?" Here are some responses.

Teacher Responses:

- Provide a list of favorite books with access to them
- Keep a Journal of summer activities
- Read something every day, a comic book, newspaper article, magazine article, something on line.
- We give every child a book of their choice to take home. They are asked to do 3 activities about the book and we have an ice cream party when sharing activities in the fall.
- Let partners choose the same book to read over the summer and converse and write about it together In person or virtually.
- Start or find an in person or virtual book clubs during the summer for your children Ask students to identify something that fascinates them and ask them to learn about it during the summer and share it in the fall.

Best wishes for a relaxing summer and one in which you learn more about improving literacy instruction. We hope to see you in the fall!

Lesley, Kelly, and Dakashna



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



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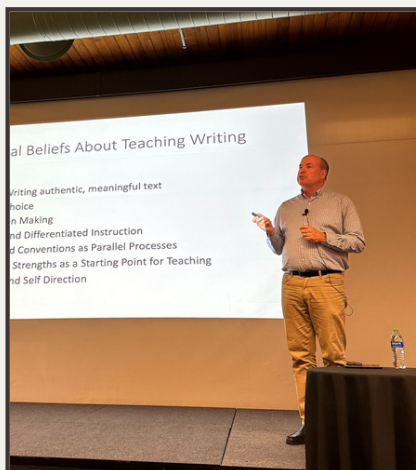
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Rutgers Center for Literacy Development

2022-2023 Speaker Series



Matt Glover



Penny Kittle



Gholdy Muhammad



John Schu



Janet Wong



Doug Fisher



Cornelius Minor

Visit us at:

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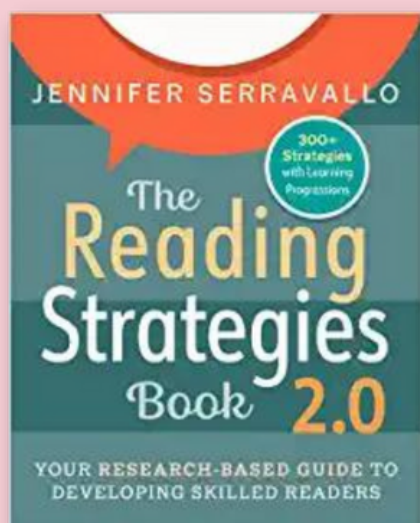
Register at:

<https://cvent.me/qzBDYL>



Rutgers Center for Literacy Development

2023 Look for the dates! 2024

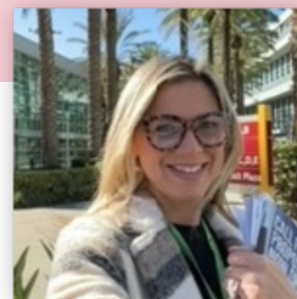


Summer Book Club

Sept. 12, 19, 26, Oct. 3

Led by Dr. Ana Incognito

And be on the lookout for our new blog!



by

Dr. Ana Incognito

Topics Include:

- Just 5 Books Away: Summer Slide prevention
- The Truth about Independent Reading
- Teacher Self-efficacy and Student Achievement: Why teachers need PD
- Summer Book Study: Collaborative professional development with classroom application

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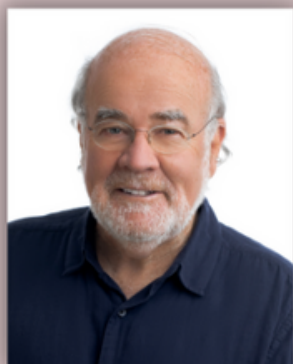
Rutgers Center for Literacy Development

Join Us for a Current Issues Discussion Group on the Science of Reading: Implications for Classroom Practice

July 11, 18, 25,
& Aug 1
from 5:00-6:00

**Led by
Drs. Lesley Morrow
and Ana Incognito in
preparation for**

Live Webinar



Sept. 25 Live Webinar

P. David Pearson and Rob Tierney
Science of Reading: What it means
for Classroom Practice

\$25

Attending the Discussion Group reduces
the webinar cost to \$10!

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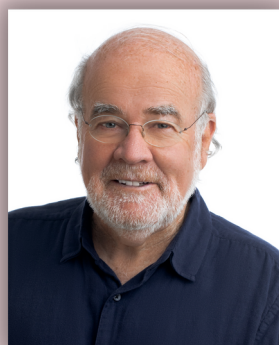
Rutgers Center for Literacy Development

2023

Speaker Series

2024

Save the Dates!



Sept. 25 Webinar

P. David Pearson and Rob Tierney
Science of Reading: What it means
for Classroom Practice

\$25

In Person Events



Oct. 26

Jennifer
Serravallo



Dec. 7

Sara K.
Ahmed



Feb. 7

Carl
Anderson

Help Students
Learn to Write
Well by Teaching
with Mentor
Texts!



**To Be
Announced**

Reading Strategies:
Essential Teaching
for Every
Classroom

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



Advice for Teachers in Summer

By Kari Rowe



As summer quickly approaches, teachers are beginning to think about what their summers may look like. While many districts offer professional development over the summer, after a busy school year, some teachers may want to opt for less formal, yet still incredibly meaningful, opportunities.

One of the best things that teachers can do over the summer is read and write like authentic readers and writers. Teachers should pay attention to their own thought-processes while reading and writing across a variety of genres. With the same tools that we make available to our students, teachers can notice items of importance, notate what is important to them, and respond to texts in meaningful, authentic ways.

By reorienting themselves as readers and being mindful to their own processes, this will benefit both teachers and students alike come September and beyond while instructing their students in ELA. When teachers take the time to be methodical in their own reading and writing processes, they can help deliver explicit instruction that will best benefit their students.





What we know about Post Covid-19 Summer Reading Loss

By Anna Incognito, PhD
Livingston Public Schools



Why reading levels drop during the summer and why they are significantly lower now.

Summer has long been a season of reckoning for a lot of reading teachers. They understand that after a 2- to 3-month break in routine literacy instruction, their efforts to lay the groundwork for continued literacy progress throughout the year can fade.

Entwisle, Alexander, and Olson's "faucet theory" (2000) explains the greatest loss of reading gains each summer occurs because of a lack of literacy resources available to students when schools close. The continuous flow of books and support offered to them by school librarians and teachers throughout the academic year abruptly comes to a halt, and students' identities as readers wither away with their skills.

Prior to the COVID-19 pandemic, students lost up to one month's worth of reading gains on average every summer; low-income students lost up to three months as they were less likely to have access to summer programs (Atteberry, & McEachin, 2021). When we compare students' reading achievement during the pandemic to the pre-pandemic performance on the National Report card (Naep) assessment in reading, the question of who is more susceptible to sliding in the summer is no longer relevant.

According to the 2022 NAEP Reading Assessment, the average reading score for 4th and 8th graders decreased by 3 points, as compared to their performance on the 2019 assessment. This is completely understandable given that during the pandemic, all children lost approximately 35% of their academic year's worth of learning (NAEP, 2022).

...continued

What we know about Post Covid-19 Summer Reading Loss

By Anna Incognito, PhD

Regardless of whether or not students are enrolled in summer literacy programs, experts in research on summer reading report that reading just 4-5 books over the summer can prevent students from losing their reading gains from the school year (Cahill, 2013). Therefore, now, more than ever, it is critical for parents, teachers, and administrators to work together to close the academic gaps in reading left behind by summer reading loss in post-pandemic times.

When creating strategies for maintaining reading gains in students both over the summer and during the school year, keep in mind the following five research-based truths:

Research Shows	What Parents Can Do	What teachers, school districts, and communities can do
<ol style="list-style-type: none">1. Reading achievement is directly correlated to the number of books found in our homes (Halle et al., 1997)2. Book Fairs can increase student reading achievement by 35-40% (The Coalition for Evidence-Based Policy, 2011).3. Access to books is not enough. Reading gains double when students have a choice in what they want to read (Lindsay, 2013).4. Social interactions around what kids read foster motivation and agency (Gambrell, 2012).5. Teachers can create summer readers by boosting their kids' reading stamina through independent reading programs all year. (Cahill, 2013).	<ul style="list-style-type: none">❖ Take weekly trips to the local library.❖ Download the Little Free Library app and explore Little Free Libraries near you (or start one!)❖ Explore lists of books that kids want to read.❖ Listen to your child read 100-word passages aloud and talk about it with them.	<ul style="list-style-type: none">❖ Host Book giveaways❖ Host a Book Fair in June before summer vacation❖ Instead of handing students a Summer Reading Book List of mandated titles with follow-up questions, hand them a list of popular, trending titles of different genres for different ages.❖ Host Book Clubs❖ Create student book blogs during the school year and ask them to maintain it during the summer months (Cahill, 2013). <p>**To design student blogs go to https://go.fan.school/kidblog *****</p> <ul style="list-style-type: none">❖ <i>Composing/Practicing/Building Independence (30-50 minutes)</i><ul style="list-style-type: none">➤ Teacher conducts small-group reading and invitational groups➤ Teacher confers with individual students➤ Students may read independently, with partners, or in small groups(book discussions and application of learning) (Cahill, 2013).

...continued

What we know about Post Covid-19 Summer Reading Loss

By Anna Incognito, PhD

Professional Works Cited

Atteberry, A., & McEachin, A. (2021). School's Out: The Role of Summers in Understanding Achievement Disparities. *American Educational Research Journal*, 58(2), 239–282. <https://doi-org.jerome.stjohns.edu/10.3102/0002831220937285>

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Halle, T., B. Kurtz-Cortes, and J. Mahoney. 1997. "Family Influences on School Achievement in Low-Socioeconomic, African-American Children." *Journal of Educational Psychology* 89: 527-37.

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U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.



A Gift of Story

Joanne Emery
PS Learning Support Coordinator
Kent Place School



The thing is John Schu has a gift for story, and he wants to share it with EVERYONE he meets. On February 24th, I attended one of John's professional development workshops sponsored by Rutgers University Center for Literacy directed by Dr. Lesley Morrow. Throughout the hour, John drew us in and told us his story through the books he's read. His mission is to connect readers to stories that will affect and change their lives.

John believes that stories save lives, and he proved it by telling us his life story, weaving events in his childhood to the books that helped him heal and grow. He was a shy boy, a boy who loved musical theater, a boy who loved to play school complete with his own grade and roll book, chalk, and red pens. With his imaginary class, he could exert control and have some power over his world.

As he recounted his story, he gave vivid book talks about both current books and old favorites. His generosity is amazing, and he graciously gifted many books to his audience. John has developed what he coins as "the smell test," because he loves the smell of books. He rates books using "the smell test," and makes us laugh. Books that get high ratings on "the smell test," have the capacity to touch one's heart. *Tiger Rising* was that kind of book for John, and it led to a strong friendship with its author, Kate DiCamillo. John describes Kate as someone with a "capacious" heart, a term Kate used in her novel, [Flora and Ulysses: The Illuminated Adventure](#) to describe a person who is open-hearted, a person who can connect, empathize and heal. Periodically throughout the workshop, John had us chant Kate's name. What a wonderful homage to a devoted friend. Good friends like good books are invaluable.

...continued

A Gift of Story

By Joanne Emery

As we got to know John, he opened up more and more about why he became a teacher, a school librarian, then a school library ambassador, and then an author. He was funny and energetic and made us laugh; he was poignant and vulnerable and made us cry. What John conveyed in his workshop is what a book does every time a reader opens the cover and turns a page. Story is indeed important.

John had two teachers who served as reading role models. One was Dr. Mary Margaret Reed, who was his 5th grade teacher. She was exuberant and eccentric and a reader. She knew how to entice children to read, especially a shy boy who needed some friends and some healing. John writes about Dr. Reed in [The Creativity Project](#), which was edited by Colby Sharp. In the book, John wrote a letter to Dr. Reed expressing his admiration and confessing that he stole her copy of *Matilda* by Roald Dahl because he so greatly needed that book. He still has that copy of *Matilda*. Another reading role model came to John when he was in college. Her name was Dr. Penny Britton Kolloff. John was eager to become a teacher, and he worked so hard to do his best – maybe too hard. Dr. Kolloff recognized this, and she told John that to be a teacher one must learn self-care as she put a copy of [A Fine, Fine School](#) by Sharon Creech in his hands. John keeps a copy of the book displayed wherever he's worked to remind him to keep in the forefront of his mind personal well-being.

At one point, John asked us our definition of story. I wrote: Story is like breathing in and out. I could not live without story. And when children tell me they hate reading, I remind them that they LOVE stories - and they agree. I remember when I was tutoring dyslexic children, and they would get discouraged because reading was so hard for them. It was such long, hard, and tedious work. They would tire and feel disappointed with themselves. I found ways to encourage them. I would empathize with them that reading was indeed difficult, but I would also remind them that they LOVED stories. They would nod their head and agree. Then, I would read aloud to them to help them energize and enter a story. After I read for a while, we would stop and share our thoughts and have deep conversations about characters, events, and make predictions about what might happen next. It was that anticipation that kept them going. They needed to know what was going to happen next.

...continued

A Gift of Story

By Joanne Emery

John told us a great story about the anticipatory joy that reading brings. He recounted a time when he got a book in the mail and he became so absorbed in it that he spent the day taking the book with him to his living room chair, over to the refrigerator, back to the chair, then into the bathroom, then back to the chair and round and round again and again until he had only five pages left. That's when a monumental decision loomed: finish the book or make it last a little longer. As avid readers we do not want the story to end. So John decided to go to sleep with the five pages unread. Of course, he tossed and turned in bed. He needed to know the ending of this now beloved story. He got up, went downstairs, sat in his comfy chair, and read the ending, tears flowing down his face. The story was complete. The book? [The One and Only Ivan](#) by Katherine Applegate. The story had changed him like all good stories do. John spent a lot of time telling everyone he could about [The One and Only Ivan](#). It was a treasure he wanted to share. He even got a chance to meet Ivan and have Ivan autograph his copy of the book, by signing with his green thumbprint.

This day with John was well spent. I now have a longer list of books to read, I have a box full of books from Amazon on their way, I have a renewed love of story, and I have found a kindred spirit and book whisperer extraordinaire.

Books by Mr. Schu

[The Gift of Story: Explore the Affective Side of the Reading Life \(2022\)](#)

[This is a School \(2022\)](#)

[This is a Story \(2023\)](#)

[Louder Than Hunger \(2024\)](#)

Connect with Mr. Schu

<https://www.bookelicious.com/blog/john-schus-favorite-books/>

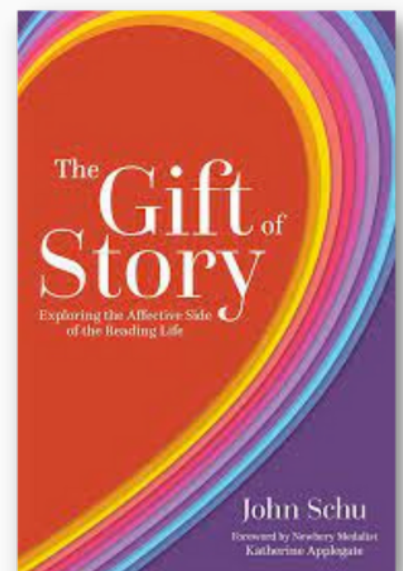
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Auditory Processing Disorder: Early Indicators and Practical Strategies to use within the Classroom

**By Arlene Comstock
Berkeley Township School
District Special Education
Teacher**



Auditory Processing Disorder (APD) is a medical condition that is neurological in origin, and affects the way the brain processes sound, including speech. APD is a lifelong disability with no cure. Children diagnosed with APD need individually tailored support from family, friends, and teachers (Mountjoy, 2021). Children, who aren't diagnosed may not have all of the symptoms of APD, but they will need special attention as well.

How does Auditory Processing Disorder affect reading? "Good auditory skills enable children to distinguish between pitches, volumes, rhythms and sources of sound and words, which has significant benefits for learning skills like reading" (O'Neill, 2019, p. 1). Therefore, children that struggle with any of these specific skills will most likely have difficulty learning to read. It is estimated that between 7-10% of the worldwide population has some degree of APD. Only a fully trained consultant in audiology/audiovestibular pediatric medicine is qualified to diagnose APD.

The following is a list of some early indicators of APD:

- The child may appear not to hear you
- Child is unable to follow more than one direction at a time
- Child may not remember what was just said to them
- Child takes a long time to respond verbally
- Over-sensitivity to certain sounds
- Weak vocabulary
- Reading, writing, and spelling difficulties
- Disorganized sentence structure and expressing thoughts
- Word Retrieval difficulties



...continued

Auditory Processing Disorder: Early Indicators and Practical Strategies to use within the Classroom

By Arlene Comstock

The following is a list of practical strategies for use in your classroom setting:

- Provide visual/kinaesthetic teaching methods
- Use a whole-word approach to teaching reading
- Use multisensory teaching methods
- Build in processing time to lessons (use verbal cues “ready, read”)
- Allow the child to use Mnemonics if they are required to remember a lot of information at once
- Present important information in the format of a diagram when possible
- Use clipart attached to flashcards to help give a child, a visual representation of a word or term.
- Be sure student is sitting in a place where they can see your mouth moving when you speak
- Use of an FM system or other assistive technology that can block out background noise
- Provide pre-printed notes

Educators need current and effective strategies to use with students who may be experiencing signs and symptoms of APD. Many of the strategies and supports mentioned above would be beneficial to the majority of the general education classrooms today.

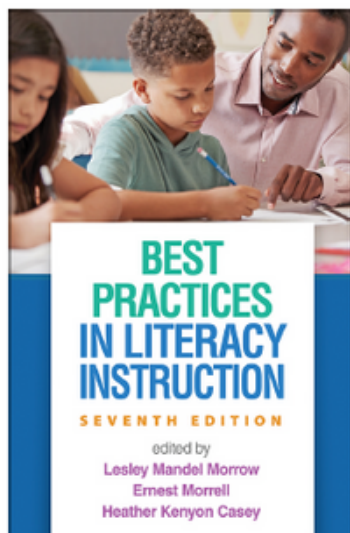
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O'Neill, Bridgette. Auditory Processing Exercises; Exercises for Auditory Processing, Auditory Attention, Auditory Discrimination and Auditory Memory. Gifted Brain Studios, 2019.

Mountjoy, Alyson. Auditory Processing Disorder (APD); Identification, Diagnosis and Strategies for Parents and Professionals. Jessica Kingsley Publishers, 2021.

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Edited by **Lesley Mandel Morrow, PhD**, **Ernest Morrell, PhD**, and **Heather Kenyon Casey, PhD**

Foreword by Gholnecsar (Gholdy) E. Muhammad, PhD

Afterword by **Cornelius Minor**


"At a time when access to literacy should be commonplace, we continue to witness historic inequities. The seventh edition of this foundational text takes readers on a much-needed journey into the literacy lives of children from diverse backgrounds. It shares evidence-based, innovative ideas from multiple experts in the field. I often remind my students that, when it comes to children's learning, 'You must reach them to teach them!' This book provides guidance on how to reach all children—and effectively teach them."

— **Gwendolyn Thompson McMillon, PhD**, Professor of Literacy and Coordinator, Literacy, Culture, and Language Doctoral Program, Oakland University

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Rutgers Center for Literacy Development

Coaching Services

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What do educators have to say about our services?

Literacy Coaching for Educators in the following areas:

- Assessment
- Close Reading
- Comprehension
- Culturally Responsive Instruction
- Differentiated Instruction
- Digital Literacies
- Dyslexia
- English Language Learners
- Evaluation and Organization of your Language Arts Program
- Family Literacy
- Fluency
- Guided Reading groups
- Motivation
- Phonics
- Project Based Learning
- Reading and Writing Workshop
- Response to Intervention
- Social and Emotional Learning
- Struggling Readings
- Vocabulary

"Teachers and principals have expressed how knowledgeable, skilled and professional coaches are during visits and how well they support the goals and vision of their schools."

James Salvo
Roselle Park
School District

Coaches develop plans using scientifically based strategies and utilize our school's resources."

Tina Monteleone
Holmdel School
District

"Coaches established a positive relationship with the faculty. They model lessons, and engage in reflective discussions when providing feedback for lessons taught by the teachers."

Lois Bohm
Hillside Public
School District



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Rutgers Reading Club

An After School Literacy Intervention Program for Struggling Readers

"The only person who understands me and my reading is my Rutgers Reading Club Teacher!"

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

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.

Rutgers Reading Club Cheer

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

"Students' reading levels improved along with their confidence."

"Rutgers Reading Club proved to be a very positive experience for all! Teachers and students loved being part of the club."

For more information, email
Lesley.Morrow@gse.rutgers.edu
or Kelly.Clarida@gse.rutgers.edu
(848) 932-0762

Attendance Rate (%)	Sight Words December	Sight Words January	Sight Words March	Running Record December	Running Record January	Running Record March	Phonics Inventory December	Phonics Inventory January	Phonics Inventory March
94	46	78	185	E	G	I	48/75	55/74	57/74
88	104	171	255	E	H	J	51/75	63/74	68/74
94	55	62	88	D	E	F	51/75	58/74	52/74



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Find out more at <https://gse.rutgers.edu/> or email

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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.

