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Graduate School of Education

Advancing Excellence and Equity in Education



Rutgers Center for Literacy Development

VOL IV. NO. 1

Summer 2023 Newsletter

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Letter from the Director

As September comes closer educators think about the the new school year. This brings to mind, a fresh start, a new beginning, great expectations and also some anxiety. Our students experience many of the same thoughts and feelings and think about new notebooks, markers, friends and backpacks. This is the time for us to think about what we can do in the 23-24 academic year to engage our students, inspire them, give them hope, bring them joy, give them choice, challenge, allow for social collaboration and success experiences.

In this new year the Center for Literacy Development has a wonderful line up of speakers coming to our conferences, we are providing literacy coaching in many schools throughout the state, and initiating the Rutgers Reading Club an After School Intervention for Struggling Readers in districts that requested this program.

We began our year this summer in July with a lively, discussion group made up of dedicated, experienced, really intelligent educators as we discussed what is the Science of Reading and What Does it Mean Related to How We Teach. We concluded that there is no one science of reading and it is always evolving with new research. It cannot have just one definition since each of our students has his or her own identity, learning style, and background experiences, that will effect how they learn. We also discussed that there is not only the science for teaching reading but the art of teaching reading that must go hand in hand.

The discussion group was in preparation for our webinar on Monday September 25th from 5 to 6:30 pm, EST. David Pearson and Rob Tierney will discuss their thoughts and research about the Science of Reading Related to how we teach the skills. We had such rich conversations and a feeling of

(continued on pg. 2)



Letter from the Editor (continued)

comradery in our discussion group that we had trouble at our last session saying good-bye. Starting September 12th is our first book club when we will discuss Jennifer Serravallo's new book *The Reading Strategies Book 2.0* in preparation for her in person presentation on Thursday Oct. 26th at Rutgers. Jennifer will be presenting with a colleague, Leah Steiner all day to the entire group.

On December 6th **Sara K. Ahmed** will discuss *Leveraging Identity and Co-constructing Social Comprehension in our Schools*. I can promise you a very engaging and interactive day as Sara presents to the audience. The book that accompanies her presentation is **Being the Change**.

Our National Writing Project Conference will be on Feb. 7th with **Carl Anderson** who has a new book coming out this fall. Carl continues to provide us with engaging strategies to enhance student's writing. Prior to his day at Rutgers, we will have an online book club with his new book **How to Become a Better Teacher K-8**.

On April 17th, **Jan Burkins** will discuss her work about *Shifting the Balance: Aligning Literacy Instruction With What We Know About How the Brain Reads*. Jan also has a new book coming out this fall entitled **Shifting the Balance: Grades 3 to 5**.

Finally, on May 21st **Wiley Blevins** will be speaking about word study throughout the grades and an intervention programs for struggling readers. Like our other presenters, Wiley has a new book just out. We will discuss his book **Teaching Phonics and Word Study in the Intermediate Grades** in a book club prior to him coming to the Rutgers.

In this newsletter, our authors have written articles with a wealth of suggestions to get us ready for the New Year at school. There is an article for new teachers, experienced teachers, and teachers at all grade levels. The ideas are outstanding, and I will be using some of them in my first class this fall with my MA students becoming Reading Specialists and Supervisors.

In this school year, think about how to bring joy into your classroom, and engage your children with activities relevant to their lives. When learning the language arts, use content areas to bring meaning to your reading and writing instruction. Bring joy by singing, dancing, preparing food, chanting poetry, and taking virtual trips, etc. Learn about your students so that each one can have their moment in the sun and shine in your classroom.

We wish you a happy, healthy, and productive 23-24. As I enter more than half a century as an educator starting my new year of school I am experiencing the same emotions. It is a time for a fresh start, a new beginning, with great expectations and also some anxiety. I hope I can engage my students and inspire them, give them hope, bring them joy, give them choice, challenge, allow for social collaboration and success experiences.



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2023

Speaker Series

2024

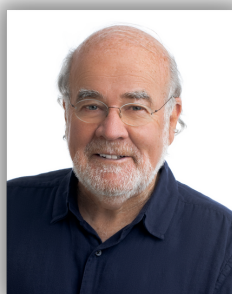


Sept. 26. Webinar

5pm - 6:30pm EST

P. David Pearson
and Rob Tierney

What is Meant by the Science
of Reading: Implications for
Classroom Practice



Oct. 26

Jennifer Serravallo
and Leah Steiner

Reading Strategies:
Essential Teaching
for Every Classroom



Dec. 6

Sara K. Ahmed
Leveraging Identity
and Co-
Constructing Social
Comprehension in
our Schools



Feb. 7

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



April 17

Jan Burkins
Shifting the Balance:
Aligning Literacy
Instruction with What
We Know About How
the Brain Reads



May 21

Wiley Blevins
Word Study and
Intervention for
Struggling
Readers K-8

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



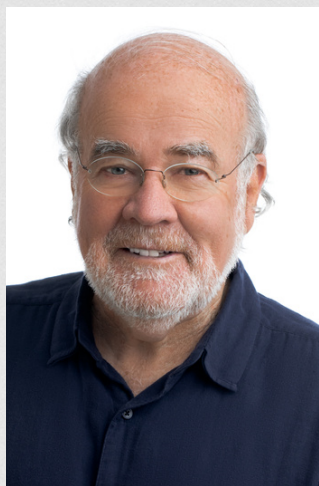
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Rutgers Center for Literacy Development



**P. DAVID
PEARSON & ROB
TIERNEY**

\$25

September 26

5pm-6pm EST

Science of Reading: What it Means for Classroom Practice

In this presentation, Tierney and Pearson ask what it means to take the Science of Reading, both its insights and controversies, seriously as a framework for shaping curriculum and pedagogy inside classrooms. They examine and evaluate many of the scholarly and policy claims that dominate social media and popular press accounts of the Science of Reading, concluding with guidelines that educators can use now for navigating the tricky policy waters in which we practice the craft and the art of teaching reading.

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



Start the School Year with List Poems

Joanne Emery
PS Learning Support Coordinator
Kent Place School



When school starts, my life gets busy, very busy. This is a common occurrence for teachers and students alike. We reluctantly shift away from summer – the beach, the mountains, and all our leisurely activities - and slowly enter September. To welcome students the first weeks of school, I have used list poems to help kids transition from a summer mind to a school mind.

List poems are accessible to all elementary students from first to fifth grade. They can easily identify a list of things they need to do in order to get ready for school. They may also want to write list poems about all the things they are looking forward to during the school year. Below is one example of my school to-do list poem.

Teacher To-Do List

Organize the dresses
In the closet.
Buy the notebooks,
Pencils, pink erasers,
New pens, and paperclips.
Get out the class list and
Start putting names
With eager faces.

Set the kettle on the stove,
Brew a steaming
Cup of vanilla chai.
Breathe in the spice,
Exhale the stress.
In this moment
School can wait,
Just a little longer.

...continued

Start the School Year with List Poems

By Joanne Emery

Another type of list poem you might introduce is an “I leave – I welcome” poem. Your new class can brainstorm all the things they will leave this summer like camp, vacations, and ice cream. Once that collective list is created, ask the students to create another list about all things they are looking forward to in the new school year. Your students can use both lists as resources to create their own personal “I leave – I welcome” poem. Below is my example of this type of list poem.

Leave August, Welcome September

I leave...
Sleeping late,
Summer sun
Streaming through
the windows.

I welcome...
Cooler days,
Morning commutes,
Little faces
Ready to learn.

I leave...
Book adventures
Of my own choosing:
Romantic or mysterious,
Inspiring or hilarious.

I welcome...
Camaraderie,
Lessons learned,
Moments of
Laughter.

I leave...
Big road trips,
New sights,
The sea and
The mountains.

I welcome...
New books,
Crisp pages,
Fresh paint
On old walls,
A new school year.



Best Thing I Ever Did to Start My Year on the Right Foot: Building a Community of Learners

By Dr. Diane Appleby
Rutgers Literacy Coach



It all starts around the middle of August, every year, whether you are a brand-new teacher entering your first year or a seasoned teacher sliding into your tenth year, it just doesn't matter...you get the new year jitters!!! This is simply because each school year has its unknown challenges along with some great rewarding experiences. What will this new year be like? You ask yourself, "How can I begin the year on the right foot?"

As a veteran teacher, with years under my belt, I discovered some tried and true secrets that I will share with you. The first, most important thing any teacher can do is to Build a Community Environment in your classroom from day one. At the end of August, I send an email video from my classroom, introducing myself as I walk around and point to the different areas of the classroom and the way we will utilize those areas. I also share some of the main highlights of our year: special projects, areas of study, class trips, etc. If you do not have access to your classroom, sending an introductory email welcoming your students can work. I have set up my classroom to make it comfortable with bean bag chairs, small rugs, a couch, a few easy chairs and shelves for materials and of course... our library of books. I want students to like their new home away from home. I try to utilize all spaces in the room for optimum ease of movement and materials are organized for easy access.

Let us discuss the important reasons why it is essential to build this community environment as the foundation of the classroom. According to James Comer, "No significant learning occurs without a significant relationship." The relationships we build with students matter. What we put into it comes back as engagement and performance. The following are some ideas that I have found to be helpful in developing a nurturing, effective classroom environment:

- ·Get to know each other game (M & M's candy game all ages)
<https://www.shescraftycrafty.com/2013/07/get-to-know-you-games.html>
- ·Develop the classroom rules together with incentives
- ·Students decide on team names for their groups
- ·Greet each student at your door daily and ask about what is new
- ·Play music when they enter the room
- ·Positive quotes on the board each day
- ·Include a mailbox with the title, "I wish my Teacher Knew" for students to write private notes to you as needed.
- ·Use Exit Tickets as one means to determine if any student needs extra help
- ·Create a classroom gallery of students' photos and summary of interests
- ·Conduct weekly compliment circles: <https://www.brandfuel.com/compliment-circle-company-try/>
- · Bulletin Board Gratitude Tree for class to share ideas and add to weekly
- ·Watch this fabulous Ted Talk about community from Rita Pierce-before the school year begins:
- The Positive Encourager - <https://www.thepositiveencourager.global> › rita-f-piers.

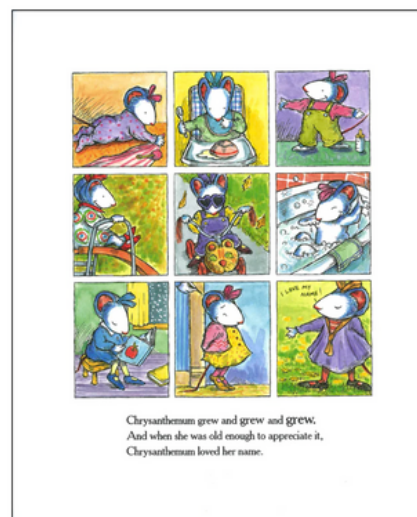
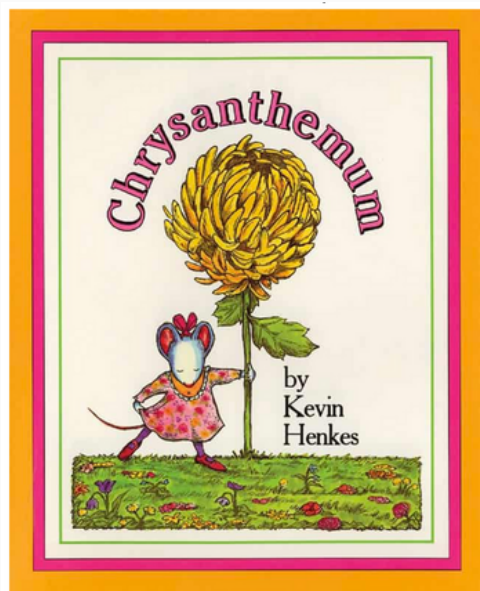


Chrysanthemum: What's in a name? The Importance of Finding One's Identity and Accepting Differences Amongst Others, While Embracing One's Self

By Amanda Yonks
4th and 5th Grade Special
Education Teacher



The start of the school year is one of the most exciting, yet nerve-wracking experiences! However, as a veteran teacher, there are specific routines and activities I set into place in order for my classroom to run smoothly and to keep my students engaged in learning. My favorite book to use every year is Chrysanthemum by Kevin Henkes, Chrysanthemum is a book about identity, uniqueness, acceptance, and growth, amongst other important themes. Chrysanthemum, the main character in the story, loved her name until she started school. At school, several classmates made fun of her name since it is the name of a flower, and they thought it should stay that way instead of being a person's name. With the help of her music teacher, she learned to embrace her name and ignore the bullies. "Chrysanthemum did not think her name was absolutely perfect. She knew it." (Henkes, 1991). This book helps students find their voice for themselves and as the year progresses, they will be able to build off of the foundational concepts and life- lessons this book teaches.





First Day Jitters

By Sandy Steedle
Reading Specialist/Reading Interventionist
Cold Springs School/Gloucester City Middle School



September is such an exciting time for teachers and students as we head back into the classroom for a new academic year full of learning, experiences, and growth. It's a magical time that brings excitement, joy, anticipation and even a bit of nervousness for many. It's a time for new opportunities, new beginnings, and a fresh start for all. One of my favorite parts of the first week of school is the time we have with our students to build relationships before we start teaching the curriculum. A really fun and meaningful way to create positive experiences with your new class is by reading aloud to them. Reading aloud to students is a great way to start to get to know one another while also building vocabulary and expanding background knowledge. Additionally, it's a great way for teachers to model using appropriate expression and demonstrate fluent reading.

My favorite book to read on the first day of school is called "First Day Jitters" by Julie Danneberg. It tells the story of Sarah, who is nervous about going to school for the first day. She has a hard time getting out of bed because she is nervous about starting a new school and not knowing anyone. The end of the story has a bit of a funny twist which is a great way to start a discussion about our own first day jitters and the excitement that comes with the first day of school.

As you start to plan your first week of school, I encourage you to take some time to read aloud to your students. You can read books that inspire, encourage, and motivate your students to be the best that they can be. You can read books that build character, highlight a growth mindset, and create a sense of community among your learners. Remember that students of all ages enjoy listening to a story and it's a great way to build positive moments together. By reading aloud to students, you can build their vocabulary, expand their background knowledge, and create opportunities for engaging and meaningful class discussions.



Welcome All New Teachers (and A Word of Advice)

By Lindsay Barna
K-12 Supervisor of English Language Arts, Visual &
Performing Arts and Media Specialists
Somerset Hills School District



(Adapted from my 2015 Literacy Coach Musings blog post titled "Congrats to all Education Graduates!!!! And a few words of advice...")

Summer is coming to a close and you are likely experiencing the typical back-to-school jitters. Though this year is different. Your first day of school will be as the teacher!

You've been schooled in pedagogy, theory, and practice, but what about the seemingly insignificant things that can only be gleaned from experience? As a 15+ year veteran, I'd like to offer my input- the silly things that helped me survive my early years of teaching....

1. Buy a notebook.

Keep track of PLC minutes, meeting information, PD notes, decisions, and tasks assigned. Date everything! Your notebook is your thinking on paper. You will find that you will constantly refer back to this record.

2. Eat lunch in the faculty room.

You can actually learn A LOT in the faculty room. Not only will you learn about teaching, but you'll also learn about life; whether it be marital advice, when to retire, where to set up a 403(b), or the trials of daycare! It may seem like you'll never need any of it, but I can promise you, one day you will.



...continued

Welcome All New Teachers (and A Word of Advice)

By Lindsay Barna

3. Find a friend.

This should be a trusted, respected colleague, who will challenge and help you grow as an educator. Someone whose educational goals and beliefs align with yours and who you can easily work with and receive feedback from. I still talk to mine, every day.

4. Say “yes.”

You can build your reputation as a team player, someone who cares about the positive culture of your school by volunteering for committees and extra duties. Just be careful to not take on so much that you become overwhelmed. Your primary commitment is the education of your students.

5. Learn the name of every secretary and custodian.

These are the people who keep the school running. They do a lot of work and are often not recognized for all they do. Make friends, be kind, say “Good morning”, and thank them. Then, hopefully, whenever you need a favor (and at some point, you will), they will be more likely to help you out.



Assessment in September to Guide Instruction

Eileen Bancalari
7th Grade ELA Teacher
Hillsborough Middle School

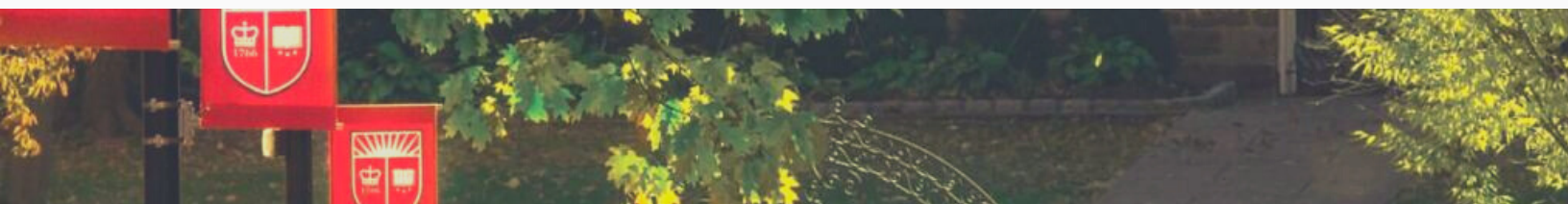


For me, September means going from zero to sixty in the blink of an eye. Ten weeks of rest, relaxation, lots of sun, and many hours spent binge watching Hulu and Netflix to the next four weeks devoted to the craziness that goes along with the first month of teaching...September!

In September, we spend countless hours setting up our classrooms, making eye-catching bulletin boards, reading through IEP's, lesson planning, training, completing professional development hours, preparing for Back to School Night, SGO's, PDP's and the list goes on! With all that is required of us, it is easy to lose sight of what is truly the most important task a teacher should do in the beginning of the school year~STUDENT ASSESSMENT! In order for our students to learn and grow, we must assess where our students are at when they come to us, and in turn, set goals as to where they need to be and plan to monitor progress along the way. Assessments help us to make informed decisions when lesson planning and goal setting.

Whether you teach 2nd grade, 5th grade, or 10th grade, beginning of year assessments are paramount to improving learning outcomes in all subject areas for the whole class and individual students. Using the New Jersey State Learning Standards as a guide for learning objectives can be helpful to identify end goals.

As you start the new school year, remember to schedule time to assess. Choose assessments that will provide clear data on your students strengths and weaknesses. Set class and individual goals and be sure to share those goals with your students and parents. Finally, have a plan to monitor student progress as they work towards achieving those goals, and most importantly, celebrate student achievement! Have a happy and successful 23-24 school year!



Crafting Connections: The First-Day Experience in My Eighth Grade Classroom

By Keith Chiappone
Conackamack Middle School
Piscataway, NJ



Approaching my eleventh year of teaching, I find myself reflecting on my experiences as an educator. My primary focus has been on eighth-grade students, a dynamic group that has shared the past two years together. They know me, and I know them, at least through minor interactions. They've seen me in the hallway, and with the way coverages have been, I've probably been their substitute teacher on more than one occasion. But they don't know the real me—the real teacher me, yet. As I stand on the brink of another school year, I am guided by a fundamental question: What impressions do I wish to instill in my students as they step into my classroom on that pivotal first day?

In the first moments my students enter, I endeavor to convey three key notions: thorough preparation of the classroom environment, a foundation of structure, and a genuine emphasis on collaboration. To show this, my desks are arranged in groups. The seating chart is projected on the board, so students know immediately where they are expected to sit. While the initial seating arrangement might appear arbitrary, it is a subtle element aimed at cultivating a sense of structure. My walls are adorned with the bell schedule, a large monthly calendar, a column for deadlines, and grade schemes. I'll go over these on the second day though.

As students are seated, they find an interactive survey on their desk that they are instructed to begin as soon as they sit down. Guided by timed prompts, they navigate through its two parts—one independent and the other collaborative. This initial encounter underscores the rhythm of listening, individual effort, and group work, effectively illustrating the varied dimensions of our learning endeavor. Embracing the notion that teaching is a reciprocal venture, I partake in the survey, fostering a bond



...continued

Crafting Connections: The First-Day Experience in My Eighth Grade Classroom

By Keith Chiappone

rooted in shared experiences. This spirit of mutual exploration finds further expression in our exchange of personal anecdotes—one about ourselves and one about a classmate—nurturing empathy and camaraderie within our academic community.

An essential component to my teaching philosophy is the belief that reading is paramount to success. Alongside my carefully curated physical collection, an online borrowing system awaits, personalized with students' names for seamless access. As students explore different sections of the library, a "Books We've Read" display spans the entirety of my back wall, encouraging them to chronicle their literary adventures throughout the year. I also contribute my reading experiences, reinforcing the shared nature of our literary journeys. Each student departs not just with their inaugural independent book for the year, but also a profound sense of what lies ahead in Mr. Chiappone's class.



What some New Jersey teachers thought about The Science of Reading

By Anna Incognito, PhD
Livingston Public Schools



A Good definition of the Science of Reading should contain a recognition, based on the body of research, that there are many ways to teach. At least that's what a group of highly educated literacy professionals concluded after coming together in July and August for discussions about how to approach the coming school year.

Ignited by a podcast, "Sold A Story," the Science of Reading, a long-time theme in literacy education, resurged causing debates and discussions about what is the science and what does it mean for reading instruction. The debate has left teachers with a residue of unsettled feelings questioning the work they have been doing all along in the classroom.

During our Current Issues Discussion Group led by The Center for Literacy Development's Director, Distinguished Professor Dr. Lesley Morrow, along with yours truly, a group of literacy educators in New Jersey met via Zoom to flesh out their thoughts about the debate. This was in preparation for a Webinar by P. David Pearson and Rob Tierney on the topic of The Science of Reading which will take place On Monday September 25th from 5 to 6:30 EST. We concluded that there is no one science of reading as it is always evolving with new research. It cannot have just one definition since each of our students has a unique identity, learning style, and previous experiences that influence how they learn. We also discussed that there is not only the science of reading but the art of teaching reading that must go hand in hand.

With the thoughtful discussions of pertinent readings highlighting the research (Best practices in literacy instruction, Morrow, L. M., et al. (2023); Legislating phonics: Settled science or political polemics?, Reinking, D., et al. (2023); The Science of Reading and Its Educational Implications, Seidenberg M. S. (2013), these educators were taken aback by



...continued

What some New Jersey teachers thought about The Science of Reading

By Anna Incognito, PhD.

the severe criticism of time-honored strategies for teaching reading and the mixed messages left lingering around pre-service teacher programs.

For example, an organization put out a statement suggesting that teachers should no longer use "Guided Reading, the Three Cueing System or a Balanced Reading Model since it is really Whole Language. Each of these elements have differing definitions for example Guided Reading is really small group differentiated instruction which has a lot of support in research. The educators in our discussion group argued that when phonics is not working for a child, giving them alternative tools for decoding, such as using syntax or context of a sentence, (which is from the cueing system), can be beneficial. Finally, a Balanced model for literacy instruction suggests the use of all evidenced based methods, the teaching of all skills and providing additional time for a particular strategy when students are having difficulty. It is not Whole Language.

The National Reading Panel's review of the research had this to say about the teaching of reading (2000):

1. Phonemic awareness and phonics skills are crucial for children to become good readers; therefore, consistent and systematic phonics instruction is warranted, but there is no one way to teach it.
2. Guided Oral Reading is important to the development of reading fluency. The process while providing feedback on the reader's miscues. Research shows that this helps with word recognition and comprehension.



...continued

What some New Jersey teachers thought about The Science of Reading

By Anna Incognito, PhD.

3. Vocabulary should be taught both explicitly and organically as it appears in the text. There is no one method for teaching vocabulary.

4. Students must be consistently and systematically taught a variety of techniques to facilitate comprehension. These techniques should include but are not limited to information recall, questioning, and summarization. Teachers must be trained in the effective use of strategies at specific times.

5. Teacher training is paramount! Informing teachers so that they understand the research allows them to choose and use different techniques for different students

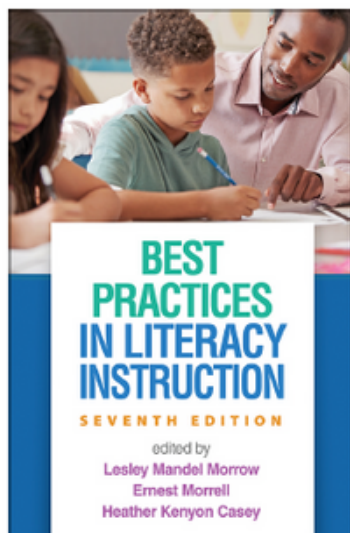
The group felt there is no silver bullet, or one-size-fits-all approach to education when your customers are comprised of many different sizes, shapes, cultures, etc.

The group decided that the science of reading would be wise to meet the science of teaching as it isn't a question of which techniques work best -- they all work when they work together-- it's instead a question of the teacher knowing when to implement which strategies and for whom. This is the Art and Science of teaching, and it's how the New Jersey teachers in this discussion group plan to start their school year.

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— **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

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What do educators have to say about our services?

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- 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



Rutgers Center for Literacy Development

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
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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



RUTGERS

Graduate School of Education

100 Years
1923-2023



Reading Specialist/Supervisor Programs

Improve literacy development in your school. Apply now for one of our Ed.M Certification programs for Reading Specialist/Supervisor; we have rolling admissions. Rutgers Graduate School of Education is ranked in the top 50 nationally and is #1 in New Jersey. Our courses use scientifically based research, theory, policy and practice. We focus on reading achievement of high, middle and struggling students. We also address current issues of social, emotional, and equitable teaching of literacy. Most of our students become interventionists, coaches, and supervisors of curriculum or literacy as a result of completing this Ed.M. This program is associated with GSE's Center for Literacy Development which provides literacy conferences, Professional Development in schools and is affiliated with the National Writing Project.

Double Certification:
Ed.M. Program for
Reading Specialists and
NJ Supervisor's Certificate

Non-Degree
Rutgers Certificate in
Literacy Instruction

Become a better teacher of
Reading and Writing, a
Basic Skills teacher, or an
Interventionist

33 credits

30 credits

4 Courses

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.

