

Rutgers Center for Literacy Development

Newsletter

Winter 2019 Edition

Volume III, No. 4



A NOTE FROM THE DIRECTOR

Revisit, Refresh and Refine Best Practice

Instead of looking for the new Silver Bullet to cure our reading and writing problems, let's Revisit Best Practice and Refresh and Refine how we present it to meet student's needs. Best practice considers the whole child, socially, emotionally, physically, intellectually and culturally. Following are research based practices that enhance literacy development.

Rich Literacy Environments must exist in classrooms by having multiple genres and levels of children's literature and literacy materials. Children use them more often when they are well organized and accessible. Literacy materials should be narrative and expository. They can be printed books, digital books, magazines, newspapers, pamphlets, menus, directions, etc.

Instructional strategies must be evidenced based and varied since children have different achievement levels and learning styles. We should teach to the whole class to provide grade level instruction and a sense of community. We must **differentiate instruction** by teaching in small guided reading groups based on interest and achievement. Children should **collaborate** by engaging in **co-construction of knowledge** with the teacher and other children. This happens when a teacher **models** desired behaviors and children have time to **practice** with guidance and then independently. Teachers need to use **themes** to enhance interest and **project based** experiences that have relevant outcomes with a **purpose**. For example, if the school playground needs improvement children could create a narrated video to show the problem and propose a solution to the principal and parents. Prior to instruction teachers need to do formative **assessments** to identify a child's needs and then determine the type of instruction to use. After instruction some form of accountability or **summative assessment** should happen.

Children must be engaged in **literacy all day long** by intentionally embedding reading and writing in all content areas such as **art, music, social studies, science, math, indoor and outdoor play or gym**. Schools need **intervention programs** for children who are struggling. Intervention can be a pull out or pull in program. Additional instruction can happen before school, after school or during the summer. Children who are one year below grade level need 120 hours more of literacy instruction in a year than those on level. If a child is one year below level he needs 120 hours of additional instruction.

Families must be involved in the literacy program at school. Teachers and administrators need to draw them in so they can learn to help their child at home.



There needs to be a common language and a consistent plan for literacy development throughout the grades.

Best practice must be delivered by expert teachers. Research has proven that there isn't one program that is best for all children. It is the expertise of the teacher who delivers the program that makes the difference. Remember as you start 2019, don't look for the Silver Bullet to improve literacy instruction, instead collaborate with your peers and refresh and refine how you teach reading and writing.

Lesley

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

The Center for Literacy Development & The National Writing Project would like to present...

PENNY KITTLE

Teaching Poetry to Transform Thinking About Writing

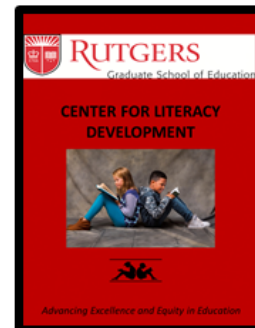


Poetry is big thinking in small spaces. The study of poetry teaches an attention to word craft that engages and challenges readers and writers. Poetry invites study at the word and phrase level, ignites a passionate response, and when shared, strengthens a classroom community. When we guide students to imitate writing craft and play with form, they find themselves in words. Studying poetry teaches efficiency with language, clarity of thought, and an attention to tone and pace. Come to read, write, create, and study poetry together.

**January 15, 2019
9:00 am - 2:00 pm
Rutgers University
College Avenue Student Center
126 College Avenue
New Brunswick, NJ**

**\$150.00 per person
Register online at the following site**

Register at: <https://rutgerscenterforliteracydevelopment.cvent.com>



Resolutions: Make January Your Best Month of the Year

By Catherine Rand

The New Year is here and you're probably making resolutions for your life: exercise more, spend more time with family, stop eating Cheetos for dinner. Don't forget to make a resolution for your classroom, too!

As teachers, we often come into January with much less energy than we did in September. Yet, January is such a special month for our classrooms. It's a new opportunity for you to make your classroom everything you want it to be.

So, here are the 3 resolutions you need to start off the year right:

RESET **REASSESS** **RETEACH**

RESET

No matter the age or grade, every classroom needs a reset after break. This means reteaching procedures and going over the small stuff.

Don't assume that the student who you've told 200 times how to sit in his chair since September will remember how to sit in his chair come January. Maybe he should remember, but he won't. So teach him again!

You will be saner and happier if you review procedures: how to treat books, what the appropriate voice level is, how students should enter and exit the class, what they need to bring with them. Everyone needs a refresher and that's ok. You will be able to teach more efficiently and student behavior will be much better if you reset your room right when you return!

REASSESS

We're about halfway through the year, and even closer to testing or SGOs. Do yourself a favor and review what you still have left to teach and what skills your students are missing. Maybe you skipped a few days in the curriculum or students were absent on crucial days. Find those gaps.

January is the perfect month to step back and reassess what your students still need. Conference one-on-one. Give a review assessment to the class. Figure out what skills student haven't mastered yet, so you can plan when you will review them in the next few months. Reassessing is key to more productive planning and ready students!

RETEACH

We all have a few students who by January still don't quite get it. The ones that can't seem to focus, or don't get books we read, or maybe write about something completely different than the topic at hand. In the second half of the year, these are the students we need to reteach.

This strategy can be time-consuming but it's the students who are a bit lost that so desperately need your time. Sit down with them more often, conference with them twice as much as everyone else, reteach them the basics. Don't let them off the hook. Hold them accountable by reteaching, checking in with them, and pushing them to practice. Remember: anyone can teach the easy students. It's our job to teach (and reteach) the tough ones!

These resolutions will have a lasting impact on the rest of your year, so start off the New Year right! Reset. Reassess. Reteach.



Catherine Rand is currently a 5th grade English Language Arts teacher in Jersey City, New Jersey. She has taught 5th, 6th, 7th, and 8th grade ELA, as well as high school students. Catherine is a doctoral student in Literacy Education at Rutgers University. Her research includes student perceptions of classroom management and the effects of text leveling on students.

Great Ideas for the New Year

By Kelli Dunston

Ringing in the New Year, for many, involves developing a resolution based on healthy habits or goals. This can be a truly gratifying process that comes naturally to educators. Always striving to support children through the exciting, challenging, and empowering journey of learning, educators are well adept at reflecting. Keeping this in mind, resolutions, or goals, focused on literacy within diverse learning environments can be impactful in ways that are far-reaching, meaningful, and memorable. This article focuses on great ideas for increasing student access to multicultural literature in the year to come.

The Value of Literature

Children's literature is at the cornerstone of reading instruction. These texts are the bedrock of classroom libraries. They travel to and from home in backpacks, are used during shared readings, and often re-enacted through story retellings. Many of these books may be on the precipice of falling apart from being so well loved, with spines starting to shrivel and wrinkled pages. Even so students, teachers, and families continue to pick them up, often re-reading the same stories over and over again.

Books truly are treasures, and are powerful beyond the words on a page. They elicit memories and feelings that can bring comfort, joy, and laughter. With the ability to ignite imaginations and inspire, books can also be self-affirming for children by representing relatable characters, settings, and storylines.

The Value of Multicultural Literature

According to The International Reading Association's *Children's Rights to Read*:

Children have the right to read texts that mirror their experiences and languages, provide windows into the lives of others, and open doors into our diverse world (2018).

When children have access to books that reflect their experiences, language, and background a strong message of self-affirmation is conveyed. Additionally, when students are exposed to the experiences of others through literature, there is an opportunity to think critically by putting oneself in the shoes of another, or beginning a dialogue about differences and shared experiences.

Literature in this sense provides children with a lens to see the world. When the diversity of our children is not depicted accurately in classroom libraries and read alouds, for example, what does this communicate to children about their value in the world? When literature reflects truly authentic depictions of diversity, children are exposed to experiences that mirror their own lives in meaningful ways. When we value our children's experiences, we show that we value our children.

Next Steps

As with many resolutions, getting started can be the hardest part. Focusing on small changes over time, might provide a more realistic path towards overall success. Here are some ideas:

- Take inventory and determine what is needed.
- Compile book lists-[Children's Cooperative Book Center](#).
- Supplement with digital books- [The International Digital Library](#)
- Secure funding to grow book collections- PTA/PTO, book clubs, grants.
- Collaborate with literacy stakeholders-librarians, colleagues, specialists

These ideas may help support efforts to increase the volume of authentic multicultural literature reflective of students, and the larger global community. Multicultural Children's Book Day is on January 25th.



Kelli Dunston is currently a Dual Language Kindergarten teacher, with 10 years of teaching experience in grades K-2. Kelli is passionate about literacy, early childhood education, and multicultural education. She received a master degree from the Rutgers Graduate School of Education, and is currently enrolled in the Reading Specialist Endorsement Program. Kelli is dual certified in Elementary and Early Childhood Education and recently received her Orton Gillingham Teacher certification.

Reading Resolutions

By Eileen Bancalari and Kelly Leary

As teachers, our job is to help advance our students up the ladder of text complexity. In our second grade classroom, we help our students become better readers by setting goals and tracking progression along the way. With that being said, the new year is the perfect time to reevaluate and/or create literacy goals for all students. We would like to share with you some of our tried and true goal setting practices.

When adopting literacy goals in our classroom, we make sure they are S.M.A.R.T goals (Specific, Measurable, Attainable, Realistic, and Timely). First, the goal should be specific. Saying “I will become a better reader in 6 months” is not specific; rather, “I will increase my WPM (word per minute) score by 10 words in 3 months” is more specific and is measurable. Running records can be used to record data, measure growth, and even to celebrate mini goals along the way.

Furthermore, the goal must be achievable. You want to avoid setting a child up for failure. The student must be able to visualize themselves reaching his/her goal. Lastly, your student’s goal must be realistic. Is it in line with the student’s capabilities and past successes? Does it make sense? Finally, is it timely? Is the time frame within reason?

Using the SMART goal framework, we ask our students to self-reflect on their strengths and weaknesses as readers. We conference with each student and agree upon goals. From there, we have them create individual reading vision boards. Their boards are collages filled with words, images, or trinkets that include their desires and affirmations to become stronger independent readers. We keep them in a central location so they can inspire and motivate our students each day. If the “law of attraction” is correct, asking students to imagine their dreams and positive thoughts will help them achieve them and turn them into reality.

Some goals to consider:

Increase reading stamina: read (x) more minutes each night. Set a goal to read more books!

Read a wider selection of texts: fantasy, mystery, or historical fiction. Increase sight word vocabulary: read (x) amount of words- get out your dolch or fry list.

Read with expression: buddy read, match the voice to the characters feelings, echo, or choral read with an adult.

Increase fluency: reread familiar texts, focus on scooping and phrasing.

Summarize: use retell bookmarks or telling strips.

Visualize: setting, characters, and plot. Make a movie in your head! Make connections: text-to-self, text-to-text, text-to-world.

Comprehend nonfiction: main idea, key details, text features.

Literacy goals are important and necessary to rise all students to a higher level of text. With clear goals, students can take control of their learning. They are engaged, motivated, and focused. Believing in themselves, and their goals, contributes to a growth mindset. The new year is a perfect time to refocus and refresh those goals.

Happy New Year!



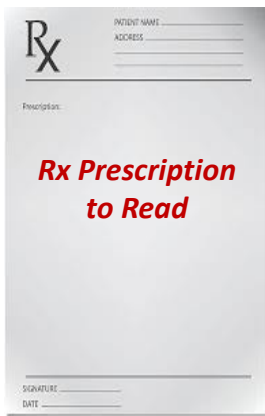
Eileen Bancalari is currently a 2nd Grade Teacher at Thomas B. Conley School. Her teaching experience includes all grades K-8 as a Title 1 instructor and an ELA teacher in grade 5. She is a reading specialist, a certified Orton-Gillingham instructor, and holds a NJ Supervisor Certification. She is passionate about reading intervention and sharing her love of reading!



Kelly Leary is in her 12th year as an educator and currently teaches in a second grade inclusion classroom at Thomas B. Conley School. She has a Master’s degree in Education from Rutgers University with a K-5 Elementary Education and K-12 Special Education endorsement. In addition, she received a Bachelor’s degree from Rutgers University in Psychology. Her passion is teaching phonics utilizing a combination of Orton-Gillingham and Lindamood-Bell instructional techniques.

A Rx to Read

By Joanna Kinney



My name is Joanna Kinney and I am a 4th year medical student at the Rutgers Robert Wood Johnson Medical School who is applying to begin my Pediatrics training next year. Early during my medical school career, I shadowed a pediatrician at Eric B. Chandler Health Center in New Brunswick. I remember meeting a 3-year-old girl in the center who was so excited to be at the pediatrician because she knew she would be receiving her Reach Out and Read book. I was so inspired by her, that I got involved in promoting literacy with that same pediatrician, Dr. Shilpa Pai. Dr. Pai also connected me with a Developmental Pediatrician, Dr. Manny Jimenez, and Dr. Lesley Morrow from the Rutgers Center for Literacy Development. Together, we worked to create a research project about early literacy promotion and learn more about pediatric trainees' education about the topic. With the new creation of the Chandler Reading Zone in 2017, an area in the Chandler waiting room, I also supported the Reach Out and Read mission by conducting a children's book drive and setting up reading volunteer events.

Since 1989, many pediatricians and other health workers have been involved in the Reach Out and Read Program (ROR). ROR program uses a three-pronged approach to encourage shared reading among children and their caretakers:

1. Pediatricians' offices are transformed into "literacy-rich" spaces and are filled with books, reading spaces, and volunteers who read to pediatric patients.
2. During well-child check-up visits, pediatricians discuss reading and demonstrate interactive reading methods with caretakers.
3. Between the ages of 6 months and 5 years, providers distribute age-appropriate books during to patients at each check-up visit.

ROR has been adopted in almost 6000 sites across the United States. Research has shown that it has many benefits of increasing early literacy, such as cultivating social and cognitive development, fostering nurturing time between children and their parents, and preparing children for kindergarten.

We're hoping that as a teacher, you will notice a difference in your students' preparedness and eagerness to read when they arrive for their first day of school. If you are interested in promoting early literacy outside of your own classroom, you can contribute to ROR efforts in several different ways. First, you can become a Volunteer Reader at a pediatricians' office that participates near you. Second, you can help make books available through fundraising or by donating new or gently-used books. Lastly, you can assist in creating literacy-rich waiting rooms by donating new bookcases, child-sized furniture (benches, tables, chairs), or rugs to help create a reading corner; giving children's or parenting magazines; or making bulletin boards or other displays. For more information about finding your local center with ROR and how to get involved, visit reachoutandread.org.



Joanna Kinney is a fourth-year medical student at Rutgers Robert Wood Johnson Medical School. She has conducted research about literacy promotion, solicited book donations, and organized reading volunteers through the Robert Wood Johnson Department of Pediatrics and Eric B. Chandler Health Center. For the past three years, she has also presented her work and represented the medical community at the Rutgers Center for Literacy Development's Annual Conference on Reading and Writing. After graduating in May 2019, she will be pursuing a residency in Pediatrics.



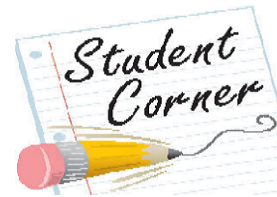
where great stories begin™

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

Honors Chemistry Teacher Embeds Writing into Her Course

Suzanne Glynn gave the following assignment to her 10th grade Honors Chemistry Class.

Lab Assignment, November 2018



Instructions: Suppose you are a molecule of wax (paraffin) in a candle. Describe the story of your life starting with the ignition of the wick and ending with what happens to you in the dark and yellow regions. Make sure you say what you end up as. Your answer should be a few paragraphs long. Be as creative as you want, but be scientifically correct and specific. Make sure you state exactly when you are going through and physical and chemical changes and explain what type of bonds (inter and intra) are being broken as you go along. Don't forget to reference the dark and yellow regions and where you feel hotter. Incorporate all the knowledge you have gained from this lab, along with properly using the terms atoms and molecules. You will be graded on how well you have incorporated the science of what you learned in the lab along with the creativity of your story.

Suzanne said "I give this assignment because it provides students with a chance to use their creative juices and blend it with chemistry concepts learned. Most important, students get to use their writing skills in Chemistry making this an interdisciplinary assignment recommended by New Jersey State Standards in literacy. The standards express the need for content area teachers to embed reading and writing in their work to enhance the literacy development of their students. Following is a sample of one of my student's stories."

My Life as a Candle: From the Glowing Beginning to the Burning End

By James Bushell

It was a cool Friday evening, in the suburbs of New York City, where the Bushell family was getting ready for Hanukkah. I was packaged up in a box, forty four million of my friends and I were all together, really compact in this tight cardboard box. The first day of the holiday came, lucky me as I wasn't selected. It was on day six when I was selected, of course James was picking the candles that day. I was put into the menorah, little did I know I was in for the experience of a lifetime.

45 minutes later:

I woke up, totally unaware of what previously happened. I'm in the air as a gas, I realized which felt extremely strange. I ask myself as it all comes back to me. What has just happened?

Flashback being put into the menorah:

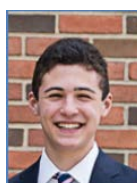
I was put in the menorah and just like that, my wick was lit. Quickly I began to find myself enduring a physical change. I felt a rush of heat hit me as I began to melt. As I melted I saw that some of my friends on the other side of our candle melted and started to shift towards the middle of the candle near the wick. I had realized that the intermolecular bonds of us as a solid began to break, explaining why we were still in our carbon and hydrogen molecule form. As they would shift towards the wick, some of my old friends would go up into the flame, I quickly realized that my turn to go up into the flame would be soon. My friends would go up and just stay in there, I never saw any of them again which I felt was unfair. Moments later, I realized that it was my turn, as I shifted towards the wick and up the wick into the flame. My intramolecular bonds began to break apart, as the Carbon in me would levitate towards the upper, warmer bit of the flame, and the hydrogen in me stayed in the lower, cooler part of the flame. The part of me in the warmer part, went through a brutal chemical change, as I switched, I felt some oxygen gas cling on to me. I realized that the oxygen gas and I began to form carbon dioxide. Then, I quickly burst out of the flame into the air and my new friend, who acted strangely because he was still oxygen, and I formed intramolecular bonds and to make carbon dioxide.

My other half, of Hydrogen went through a very different adventure. I wouldn't of known what had happened to him, but lucky for me, I saw him from a distance in the air. He looked good he had formed a bond with oxygen gas as well. He looked annoyed as I was. We would always talk about how irritating oxygen gas was. How ironic because we both had formed bonds with it. Anyways, I quickly realized, as he was hovering in the darker part of the flame, the Oxygen gas and him went through a chemical change to form steam. When I looked over, he looked jealous that I was carbon dioxide, but he was the lucky one, he was steam where there was two hydrogen to one oxygen. He had the numbers. I was outnumbered, there were two oxygens and one of me, carbons. He was the real winner.

So through my experience, my brutal, emotionally challenging experience. I concluded with a few things. I learned all about what happens to me, a wax molecule through the natural cycle of my wick being lit and what ends up happening with my atoms. The old saying of friends come and go is extremely visible in this case and that is sad, but me in my carbon dioxide form brings new opportunities. I also learned the value of friendship and how I needed to value my time with hydrogen more. I am really excited though about what is to come in the future. I endlessly wonder what the world of science brings me in my new, carbon dioxide form.



Suzanne Glynn graduated from Rutgers College with a BA in Chemistry and a Masters in Education. She began teaching chemistry at Westfield High School right after grad school in 2000 and has taught there for 18 years.



James Bushell, 16, is a sophomore at Westfield High School. James is a sports enthusiast who plays on soccer and tennis teams. He resides with his parents, sister and 2 dogs.

New Brunswick Hyatt - New Brunswick, NJ

SAVE THE DATE

OCTOBER 25, 2019
52ND ANNUAL CONFERENCE
ON READING AND WRITING

KEYNOTE SPEAKERS AND REGISTRATION
OPENS MARCH 2019



Cornelius Minor

Educator and Author

*Social Justice Does Not
Just Live In Our Content,
It Lives In Our Methods:
Pursuing Justice by Solving
Problems of Practice*



Ralph Fletcher

Author and Educator

*Lifting the Chill From the
Writing Classroom*



John Schumacher

*Ambassador of School
Libraries for Scholastic Book
Fairs, lecturer, and blogger*

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



Revue of the 51st Annual Conference on Reading and Writing Center for Literacy Development

October 26, 2018



Photos by Sarah Walley
Rutgers Mason Gross School of the Arts BFA Student



51ST ANNUAL CONFERENCE SPEAKERS



Troy Hicks



Chris Lehman



Gloria Ladson-Billings



Wiley Blevins



Heather Casey



Tom Chiola



Kathy Ganski



Maureen Hall & Ken Kunz



Lauren Kelly



Diane Lapp



Julie McClean



Muriel Rand



MaryEllen Vogt



Kelli Westmoreland

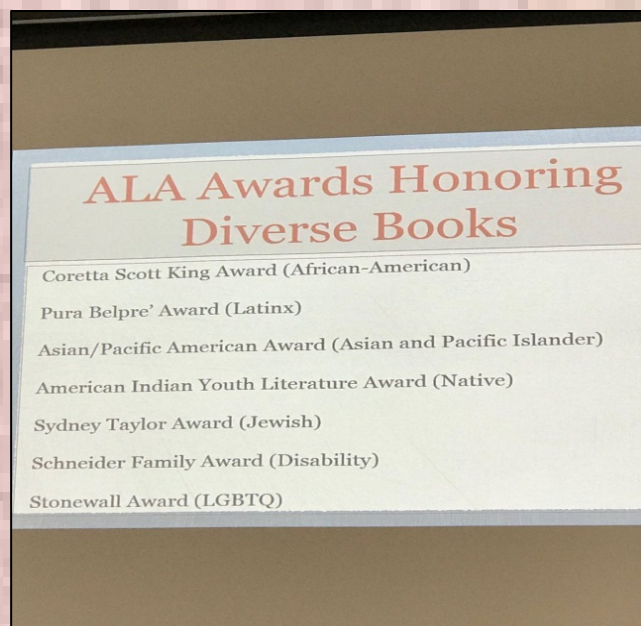
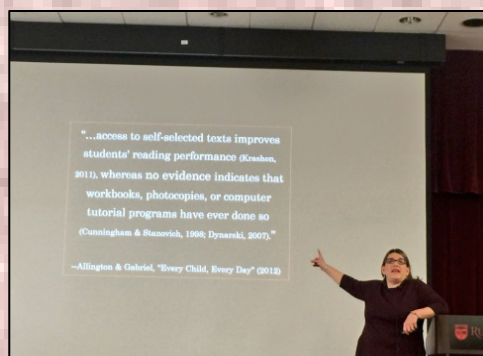
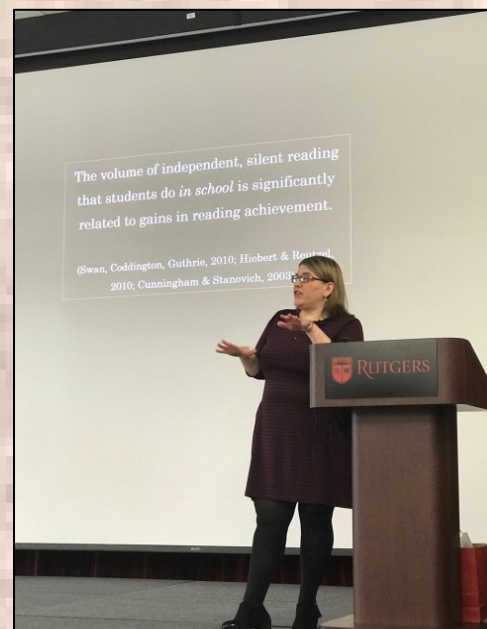
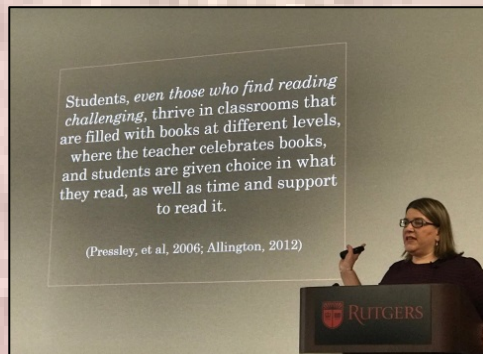


Janet Wong

“Creating Strong Readers in a Classroom Reading Community with Voice and Choice”

Twitter Photos from Donalyn Miller's Workshop

December 6, 2018



Upcoming Events

2018-2019 SPEAKER SERIES

Register at

<https://RutgersCenterforLiteracyDevelopment.cvent.com>



Penny Kittle
January 15, 2019
9:00 AM - 2:00 PM
College Avenue Student Center
Registration Fee: \$150



Kylene Beers & Bob Probst
February 27, 2019
9:00 AM - 2:00 PM
Douglass Student Center
Registration Fee: \$150



Harvey "Smokey" Daniels
March 22, 2019
9:00 AM - 2:00 PM
Douglass Student Center
Registration Fee: \$150

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@RULiteracyDev



CENTER FOR LITERACY DEVELOPMENT COACHING IN SCHOOL DISTRICTS

COACHING TOPICS

- Reading workshop
- Guided Reading
- Writing Workshop
- Common Core
- Use of Informational Text
- Assessment
- Project Based Learning
- Close Reading
- Differentiated Instruction
- Dyslexia
- Mentoring New Teachers
- Literacy and technology
- Struggling Readers
- Parent involvement Programs and More

OVER

50

SCHOOL DISTRICTS
SERVED

The center provides experienced coaches to do workshops, coaching, and modeling strategies to enhance teacher performance and student achievement. Professional development is tailored to your school's need. We can also offer on site Rutgers courses for credit (additional fees apply).



[MORE INFO](#)



RUTGERS

Graduate School of Education

www.rutgers.literacycenter.org
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10 Seminary Place, Rm 206
New Brunswick, NJ 08901
848-932-0762



Rutgers Reading Club

AN AFTER AND BEFORE SCHOOL LITERACY PROGRAM FOR STRUGGLING READERS

CENTER FOR LITERACY DEVELOPMENT RUTGERS READING CLUB

Instruction focuses on the child's needs however the basic teaching plan includes the integration of the language arts with developing: word work, comprehension, vocabulary, fluency, and writing.

Along with enhancing literacy development, motivation is a major goal in each teaching session. For example the child can choose a book for the teacher to read to them that is too difficult for the child to read themselves. Literacy games are also played.

Each child is taught twice a week for 12 weeks for 45 minutes to an hour by a teacher who is certified. In addition to literacy development, teachers work on building a relationship with the child.

RESEARCH BASED PRACTICES THAT MAKE THE READING CLUB SUCCESSFUL

- + Motivating and Engaging children
- + Building Self-esteem
- + Creating time for socializing and snacking
- + Building relationships between teacher and student
- + Allowing for success
- + Differentiating instruction
- + Providing additional literacy instruction
- + Allowing for practice

FOR MORE INFORMATION LESLEY MANDEL MORROW, PH.D



TREATMENT GROUP

DEC	JAN	MAR	DEC	JAN	MAR	DEC	JAN	MAR
Sight Words	Sight Words	Sight Words	Running Record	Running Record	Running Record	Phonics Inventory	Phonics Inventory	Phonics Inventory
128	171	255	E	H	J	42/74	63/74	68/74

CONTROL GROUP

DEC	JAN	MAR	DEC	JAN	MAR	DEC	JAN	MAR
Sight Words	Sight Words	Sight Words	Running Record	Running Record	Running Record	Phonics Inventory	Phonics Inventory	Phonics Inventory
134	144	170	E	E	F	42/74	44/74	50/74