SUMMER INSTITUTES

Teachers College Reading and Writing Project
Virtual Professional Development
Colleagues,

This summer, Teachers College Reading and Writing Project’s institutes will again be virtual. After a year of doing this work, we can promise you that the institutes will be as personal, as intense, and as full of joy as they were when we were able to gather in the halls of Teachers College at Columbia University. And the good news is that we’ll be able to welcome educators from all corners of the globe, forging relationships that can be sustained over great distances.

What important work lies ahead for us! Our students will need us to be ready to reclaim the best of in-person workshop teaching, to discover ways to be forever changed by all that we have learned virtually, and to be ready to provide young people with the richly interpersonal, joyful, and accelerated learning year they deserve.

We will lead three week-long institutes on the Teaching of Writing and three on the Teaching of Reading, including two scheduled to work for many international educators. We will also offer special topic institutes on high school writing, equity, Black history, and phonics. In addition, we will, as always, offer scores of locally-situated homegrown institutes, which may be virtual or face-to-face. Please click here for more information on Homegrown Institutes.

We strongly encourage you to submit your summer institute applications as soon as possible. If you are applying in an advanced (returning) section, we will do our best to place you in one of your top choices. If you have any trouble, please email us at contact@readingandwritingproject.com. We look forward to studying with you on behalf of children this summer.

All the best,

Lucy Calkins
Founding Director
TCRWP SUMMER INSTITUTES

CLICK TITLE BELOW TO JUMP TO DETAILS.

Institutes on the Teaching of Writing

Teaching Writing in High School

Institutes on the Teaching of Reading

Equity Institute: Advancing Racial Equity in Education

Black History IS American History

Phonics Institute

Application Procedures
TCRWP INSTITUTES ON THE TEACHING OF WRITING

GRADES: K-9

COST: $850

June Writing Institute
Monday, June 21 - Friday, June 25, 2021
11am - 5pm EST

July Writing Institute
Monday, July 12 - Friday, July 16, 2021
6am - 12pm EST (start time for international)

August Writing Institute
Monday, August 2 - Friday, August 6, 2021
11am - 5pm EST

Featured Speakers
Lucy Calkins
Sonja Cherry-Paul
Mary Ehrenworth
and others to be announced
Those of us who gather for the writing institutes will come with stories to tell, insights to share, and lessons to teach—and that same combustive force will be there in the fall, when our students convene after the long dark year of the pandemic.

At this institute, you can expect to harvest the Project’s newest and deepest insights into the teaching of writing, and to learn with intensity from the community of practice at TC. But more than that, you can expect to wrestle with important ideas about how we can all ready ourselves for the new year, the new world. How will we reclaim the principles and values that have meant the world to us, while also infusing all we have learned into our understanding of workshop teaching? How will we tap into the power of togetherness, renew our commitments to learning within close knit communities, discover ways to stand for social justice, harness technological tools, and revel in the interconnectedness that writing brings?

**SECTIONS**

**FIRST YEAR**

First year participants spend half of the day in a large group section that supports a specific grade level: K, 1, 2, 3-5, or 6-9. For the other half of the day, participants work in small, interactive, grade-specific sections to develop the skills necessary to teach reading well.

**ADMINISTRATOR**

There are also first year sections for principals, superintendents, and senior district leaders. These administrator sections will be led by Heather Burns, Brooke Geller, and Laurie Pessah.

**ADVANCED**

Advanced sections are offered at June and August Institutes only. Participants who have attended a previous week-long TCRWP Summer Reading Institute qualify for advanced sections.

**TOPICS INCLUDE**

- Teaching that fosters independence and a growth mindset
- Teaching reading in the writing workshop
- Genre studies in writing essays, narratives, research-based arguments, and informational texts
- Self-assessment and goal-setting
- Using phonics and other components of balanced literacy to scaffold writing
- Assessment-based small group instruction
- Content area writing
- Using toolkits, charts, and rubrics to support revision
- Using mentor texts to lift the level of student work
- Working with writing partnerships
- Using technology to enhance the research and writing process

**JUNE WRITING AND AUGUST WRITING PAYMENT**

You will be notified by email if your application is accepted. Your acceptance email will provide a link for payment (credit card or PO only). Purchase orders for this institute can be made out to: Teachers College Reading and Writing Project, 525 W 120th Street, Box 77, New York, NY 10027

**JULY WRITING PAYMENT**

You will be notified by email if your application is accepted. Your acceptance email will provide a link for payment (credit card or PO only). Purchase orders for this institute can be made out to: Reading and Writing Project Network, LLC, 125 Strathmore Road, Middlebury, CT 06762
A. Help Young Writers Develop Phonological Awareness and Phonics Skills while Writing, K-1, REBECCA CRONIN

B. Developing State-of-the-Art Methods for Teaching Writing: A Lab to Lift the Level of Your Teaching, K-2, AMANDA HARTMAN

C. Never Have We Needed Assessment-Based Small Group Instruction More: Lively Small Groups that Accelerate Progress, K-2, JUNE: DANIEL STURTZ, AUGUST: KATHERINE LINDNER

D. Tap the Power of New Texts and Fresh Methods for Making Mentor Texts a Transformative Force, 3-5, ALICIA LUICK

E. Crafting Expository Literature, Focusing on Text Structure, Language, and Beauty, 3-8, EMILY BUTLER SMITH

F. COVID Taught Us that We Must Bring A New Commitment to Independence, Authentic Engagement, and Agency into Our Units, 3-9, MARY EHRENWORTH

G. A Deep Dive into Teaching Essay, from Personal to Literary Essays, 4-8, HANNAH KOLBO

A. When You Grasp the Essentials in Narrative, Information, and Opinion Writing, You Have a Resource to Draw on Forever, K-2, CHRISTINE HOLLEY

B. Rallying Reluctant Writers by Tapping the Positive Power of Purpose, Partnership, and Play, K-2, JUNE: MARIE MOUNTNEER, AUGUST: CASEY MAXWELL

C. How Can We Make Toolkits—with Jamboards, Videos, Charts, and Mentor Texts—that Will Scaffold Kids’ Diverse Needs and Strengths, 1-2, LISA HERNANDEZ CORCORAN

D. Never Have We Needed Assessment-Based Small Group Instruction More: Lively Small Groups that Accelerate Progress, 3-8, HAREEM ATIF KHAN

E. Small Groups and Conferences that Draw on a Knowledge of How Writers Develop within Different Genres, 3-8, LIZZIE VAN TASSEL

F. Making Writing Accessible: Becoming Adept at Integrating Independence-Building Digital Tools like Voice to Text, Digital Notebooks, and Editing Apps, 3-9, COLLEEN CRUZ

G. Teaching Narrative Writing So that Students Explore Personal and Social Issues, While also Writing Well-Crafted and Significant Stories, 3-9, KATY WISCHOW
TCRWP TEACHING WRITING IN HIGH SCHOOL

GRADES: 9-12

Monday, July 26 - Thursday, July 29, 2021

11am - 5pm EST

COST: $800 / $700 NYC DOE

FEATURED SPEAKERS

Mary Ehrenworth
Kathleen Schechter
Philip Seyfried
Writing workshop, with its carefully honed instructional methods and its structures for independence and agency, was born in the crucible of graduate writing programs, from investigative journalism to MFA programs for fiction and memoir writers. TCRWP’s focus on bringing this work to high schools is long overdue.

We know, especially after this last year, that many teens haven’t internalized the writing process or the craft of revision. As we go forward after the pandemic, it’s crucial that we set all our students up to be able to write in any class with independence, skill, and agency. A lot of high school writing is also text-based, and so we’ll look at ways to support and accelerate kids when the trouble is more reading than writing as well.

We will begin this four-day institute with memoir writing and move from that to essay writing. Our focus will be on methods—on writing process, demonstration, ways of working with mentor texts, and techniques for giving students intimate and transformational feedback. We’ll also support you in developing your students’ skills at being writing partners, so they are better prepared to support each other through the writing process.

The truth is that we know how to help kids become better writers. Writers like Pulitzer-prize winning journalist Don Murray, author of A Writer Teaches Writing, laid the groundwork for us to help any student—and any adult—become more confident and skilled. We simply need to weave that knowledge into our curriculum, our structures, and our own ideas about writing.

TOPICS INCLUDE
- Planning a writing curriculum inside of secondary English curricula
- Using demonstration writing to teach the writing process
- Writing partnerships and clubs
- Predictable small groups and conferences to support writers
- Using mentor texts as transformative forces for writers
- Teaching towards agency and independence
- Memoir writing for identity and craft
- Essay writing
- Text-based and research-based writing

High School Writing Institute Payment
You will be notified by email if your application is accepted. Your acceptance email will provide a link for payment (credit card or PO only). Purchase orders for this institute can be made out to:
Reading and Writing Project Network, LLC,
125 Strathmore Road, Middlebury, CT 06762
TCRWP INSTITUTES ON THE TEACHING OF READING

GRADES: K-9

COST: $850

June Reading Institute  
Monday, June 28 - Friday, July 2, 2021  
11am - 5pm EST

July Reading Institute  
Monday, July 19 - Friday, July 23, 2021  
6am - 12pm EST (start time for international)

August Reading Institute  
Monday, August 9 - Friday, August 13, 2021  
11am - 5pm EST

Featured Speakers
Lucy Calkins  
Sonja Cherry-Paul  
Mary Ehrenworth  
and others to be announced
Now more than ever, it matters that all our students fall in love with reading and have toolkits and strategies for making meaning and developing knowledge from texts. In the reading institutes, you’ll learn ways to create a culture of avid, engaged reading within your classroom and your school. You’ll also develop a deep understanding of how readers develop, allowing you to see what your students can do, and can almost do, allowing you to accelerate their development. You’ll tap into new research on reading, hone your skills at methods of teaching reading, and grasp important ideas for constructing curriculum in reading. Small and large group sections will give you the opportunity to experience minilessons, partnerships, and book clubs.

**TOPICS INCLUDE**

- The central role of curriculum development in the teaching of reading
- Units of Study in the reading workshop
- The intersection of identity and reading
- Comprehension strategy instruction
- Phonics as an integral component of early literacy
- Developing classroom and school cultures that value self-assessment and goal setting
- Talk as a vehicle for teaching comprehension
- Teaching interpretation and critical reading strategies
- Using formative assessments and learning progressions to plan for instructional next steps
- Writing about reading

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**SECTIONS**

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**ADVANCED**

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**JULY READING PAYMENT**

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B. What Are the Stages of Reading Development for K-2 Readers—and How Can We Be Sure Our Teaching Is Moving Kids Along These? K-2, SHANNA SCHWARTZ

C. JUNE: Studying Characters with Young Readers Can Strengthen Comprehension—and Support a More Antiracist Community, K-5, ARLÈNE CASIMIR

AUGUST: The Powerful Use of Digital Tools/ Video to Offer More Assessment-Based Instruction in Essential Reading Skills, K-2, KRISTI GUINNESS

D. Coming Out of COVID, We Need to Make Our Small Group Work Urgent, Cohesive, and Transformative, 2-6, KRISTIN SMITH

E. JUNE: Understanding How To Use Learning Progressions (and Research on Comprehension) to Inform Read Alouds, Conferring, and Small Group Work, 3-8, BROOKE GELLER

AUGUST: Teaching Kids to Read In Order To Grow Knowledge: Incorporating Nonfiction Text Sets, Vocabulary Research, and Nonfiction Reading Skills, 3-8, ALEXIS CZETERKO

F. JUNE: Harnessing the Power of Graphic Novels to Support Higher Level Comprehension and High Reading Volume, 3-8, ERIC HAND

AUGUST: Supporting Way Below-Benchmark Readers through Needs-Based Small Groups, 2-8, JANET STEINBERG

G. Teaching Genre-Based Book Clubs to Deepen Kids’ Skills, 4-9, MARY EHLENWORTH

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his institute will spotlight the relationship between teaching, literacy, and equity as we galvanize our collective energy to disrupt silences around race and racism in classrooms, curriculum, and schools. Presenters will demonstrate how culturally sustaining, antiracist, and critical literacy practices can bring about liberatory educational experiences that help all children thrive.

During this institute, we will all challenge ourselves to critically inquire into our own practices. We’ll do the brave work of interrogating our beliefs and practices about teaching and learning. Then, together, we’ll explore the kind of teaching that advances the work of equity. Across this institute, we’ll provide insights into culturally and asset-based pedagogies. We’ll demonstrate instructional strategies that honor linguistically and culturally diverse student populations, optimize student achievement, and positively reinforce cultural identity.

Because we know that stories are powerful tools for social awareness and identity development, we’ll dive into books and digital texts that can spark conversations about race and racism. We’ll provide a roadmap for raising social awareness. We’ll help students access quality literature that can springboard them to take action against inequity. Presenters will demonstrate reading and discussion strategies that help students understand how their unique reading and writing identities are shaped by their racial background, experiences, family and community cultures, and by the intersections of these and other multiple markers of identity.
In the TCRWP/Candlewick Black Creators Series, Carole Boston Weatherford said, “Children want the truth. Children deserve the truth. And children can handle the truth.”

Too often Black History Month is limited to canned narratives. As a result, what children come to know about Black history can be limited to Rosa Parks, who refused to give up her seat on the bus, Dr. King who had a dream, and not much else. There can be a tendency as educators to lean into these simplistic truths and to use resources that perpetuate them.

Across this institute, we'll demonstrate how to break the cycle of relying upon reassuring narratives and instead lean into the unsettling truths about race and racism in America that children are demanding and which help us to forge an antiracist future.

Throughout this institute, we’ll demonstrate the kinds of books and teaching that live beyond the month of February and all year long. You’ll learn about historical fiction and nonfiction texts that can be used as vehicles to teach about the struggles and triumphs of Black people in the United States—from enslavement to present day. And we’ll provide critical lenses that help educators to analyze and evaluate texts that can support, rather than whitewash, this important history.

A variety of reading and writing strategies and lessons will be shared. For example, we’ll demonstrate how an analysis of lyrics of popular freedom songs of the Civil Rights Movement can help students recognize music then and now as a tool for social change. And we’ll share ways to help students identify the work of antiracist leaders of the past and the present, such as Angela Davis, and the strategies they’ve used to fight for justice.

Black history is American history. And this institute will spotlight the ways teaching Black history positions all students to be changemakers in society.
This Institute will include beginner and advanced sections which will be based only on whether you’ve previously attended a TCRWP phonics institute. The institute will above all help you develop a strong knowledge of how kids develop phonological and phonics skills and on ways to help them transfer those skills into reading and writing so they grow to be proficient, engaged readers and writers. As part of this, you’ll learn ways to assess kids’ decoding skills, and to use the knowledge you glean to help you provision kids with books that they can actually read.

You’ll be brought behind the scenes of the TCRWP phonics curriculum—and of most phonics curriculum—to understand the intersection between development and instruction. As part of that, you’ll learn ways to conduct assessments—including quick, dipstick assessments—that can help you know instances when you want to provide students with more cumulative phonics review or more support for all-important foundational skills.

In grade-specific groups, you’ll learn about the TCRWP phonics curriculum: the storyline, the methods, the materials, the predictable challenges and sources of joy. It will be important for you to come away with a knowledge of small groups that allow you to support all kids, and ideas for using technology in the year ahead. You’ll see the way these units allow you to transfer, adapt, and build upon your methods of teaching reading and writing so that your entire language arts curriculum is more cohesive and streamlined. Most of all, you’ll see the ways that this encourages students to apply all they learn to their writing and to their reading.
APPLICATION PROCEDURES

HOW TO APPLY

Applications will be available online (only) starting on February 18, 2021. Visit our website at: www.readingandwritingproject.org

Applications will be processed as they are submitted, and you will receive an email that your application was received. You will receive an email that you have been accepted (or not) within 2-3 weeks of submission. Applications are reviewed on a rolling basis as they are received. For further information on acceptance criteria, see our Frequently Asked Questions. If you have trouble with the application process, please phone (212) 678-3104, or email contact@readingandwritingproject.com.

PAYMENT METHODS AND DEADLINES

The institutes may be paid for by credit card, debit card, or purchase order (NYC DOE applicants may submit a signed work order until purchase orders for 2022 are available). Payment is due within 14 days of your acceptance. You will receive a reminder message before the payment deadline expires. Requests for exceptions to this deadline must be submitted in writing to contact@readingandwritingproject.com before the 14-day period is over, and will be considered on a case-by-case basis. While we try to make accommodations whenever necessary, we reserve the right to withdraw applications if payment has not been made on time. Accepted applicants who withdraw may be charged a fee.
APPLYING FOR GRADUATE CREDIT

The following Summer Institutes: June Writing, June Reading, August Writing, and August Reading (only) are offered for graduate credit through Teachers College at a cost of $1,768 per credit. Special topic institutes do not offer graduate credit options. All graduate credit participants must also pay a special course fee of $70. First year and advanced applicants may apply for graduate credit. Once you apply (or are accepted) on a noncredit basis, you may not change your enrollment to credit (or vice versa); if you want to switch your application, you must withdraw and reapply.

If you are not currently enrolled in a degree program at TC, you will need to complete a non-degree application online and submit proof of baccalaureate (a photo-copy is acceptable). You are also required to submit a non-refundable application fee ($65 for new applicants and $35 for re-applicants).

The course numbers are: C&T 4858 (Reading), C&T 5800 (Writing) and C&T 5850 (Reading/Writing Connections; prerequisite C&T 4858 and/or 5800). All institutes can be taken for 3 credits; the writing institutes can also be taken for 6 credits and the August institutes can be taken for 1 credit. The institute courses are pass/fail. A limited number of students can attend each section/institute.

TCRWP SUMMER INSTITUTE DIVERSITY SCHOLARSHIP

The TCRWP is pleased to offer scholarships for our upcoming Summer Institutes to diverse educators who are committed to the work of antiracism and equity. The scholarship covers the $650-$850 cost of registration for the institute and is available to teachers from an historically disenfranchised group or group that has been marginalized in terms of educational or economic opportunity.

To apply for this scholarship, please submit the scholarship cover letter and <1,000-word essay describing the work you’ve done to advance the work of antiracism and equity in your classroom, school or district, as well as how you intend to use the knowledge learned at the institute to continue to affect change. Specifically, share how antiracism and equity are essential in your classroom beyond inclusive classroom libraries—in what ways are antiracism and equity a stance that informs all aspects of your teaching including curriculum, instruction, classroom routines, etc. You may also include a video submission of under two minutes.

The scholarship cover letter and essay may be submitted by email to contact@readingandwritingproject.com with the subject “Summer Institute Diversity Scholarship.” Applications will be considered on a rolling basis.

For more information, including FAQs, visit our website.