SUMMER INSTITUTES
TEACHERS COLLEGE READING AND WRITING PROJECT
VIRTUAL PROFESSIONAL DEVELOPMENT

The Reading & Writing Project
TEACHERS COLLEGE COLUMBIA UNIVERSITY
This summer, Teachers College Reading and Writing Project is pleased to offer both virtual and in-person institutes. We can promise you that all of these institutes will be as personal, as intense, and as full of joy and learning as they ever were. And because we’ve all learned how to learn well in virtual spaces, institutes will allow you to forge cohort relationships with educators from all corners of the globe that can be sustained over great distances, and can provide professional company throughout the year.

What important work lies ahead for us! There is a treasure trove of new research to integrate into our teaching, including research on orthographic mapping, vocabulary acquisition, engagement, knowledge generation, culturally responsive teaching, language learning, and digital practices. Then, too, each of you, our participating teachers, have your own trove of new insights and priorities, hewn from the challenges of the past few years, and those also need to inform our shared visions of best practices. How will reading and writing workshops be different, after all we’ve experienced? By working together this summer, we’ll combine forces to be ready to meet the needs of this remarkable moment.

As you’ll see, we are bringing back several important institutes from last summer—a Foundational Reading Skills institute that will respond to the needs upper elementary and middle school teachers are all facing, and a Rebalancing Balanced Reading institute that will support teachers, coaches, and school leaders in tapping into the new Units of Study in K-2 Reading and Jump Rope Readers decodable series.

You’ll be glad to know that TCRWP’s flagship institutes on teaching writing and reading will be in full swing. This year, there will be a set of institutes (one on writing, then one on reading) in both June and July, with the July institutes in-person at Teachers College. Many people attend both institutes back-to-back. Know that these institutes will draw on all our newest knowledge, hewn from new research, from ongoing partnerships with you, your schools, and your districts, and from the rethinking and writing work that TCRWP has been doing over the past few years.

As always, we will also offer a few special-topic institutes—this year they will be on Teaching Writing in Spanish, on Teaching Writing in High School, and Argument Writing, Social Activism, and Sustainability.

Every summer hundreds of districts request for us to lead in-house institutes, especially designed for schools and/or districts. This year we have already begun planning these locally-situated homegrown institutes, and we are eager to rally around other special topics that you might propose. These local institutes may be virtual or on-site. 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 for 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 and young people this summer.

Lucy Calkins
Founding Director
Click a title below to jump to Institute details.
TCRWP INSTITUTES ON THE TEACHING OF WRITING

GRADES: K-9

Cost: $850
Writing as a force of expression is more important than ever. Our students need to be heard, they want to develop powerful voices, they long to be confident writers. Many teachers report that they still see gaps in stamina and skill arising from the pandemic years and they are eager for help turning students into powerful and passionate writers. All of this means that it is critical to pour all of our research, our shared knowledge, and our love into making writing instruction vibrant, accessible, and transformative.

TCRWP is especially primed to help you teach writing in potent and practical ways because we’ve devoted our last few years to the research, teaching, and writing work involved in creating new Writing Units of Study. At this institute, you can expect to harvest the Project’s newest and deepest insights about the teaching of writing and to learn with intensity from the community of practice at TC. You’ll learn about our new tools, curriculum, mentor texts, and methods.

You’ll also re-energize yourself as a mentor writer and writing instructor. You’ll study progressions and toolkits, conferring and small group work. You’ll learn about formative assessment, and how to use tools to not only find out more about your writers, but also to learn how to teach inside a spiral of skill development, so that your teaching builds on and supports instruction that happens before and after you. You’ll study the small, implicit moves that make a writing workshop magical—the relationship building, the intimacy, the ways you can respond to writers so they feel affirmed and seen. You’ll dive deeply into methods and curriculum, so that you emerge with contagious confidence.

Our first year sections bring together a marvelous diversity of educators, some with many years in the classroom, some with fewer. In these sections, you’ll experience our full range of topics, as well as infusions of our latest research. We also offer a section for literacy coaches and administrators who support cross-grade curriculum and teaching.

**Topics Include:**

- Using super-quick assessments to cluster writers and teach toward next steps
- Understanding the spiral of skill development so that you can teach your full span of learners
- Making mentor texts a transformative force across the writing process
- An introduction to the new Units of Study
- Writing in the disciplines
- The all-important role of phonemic awareness, spelling, and grammar in your writing workshop
- Supporting learning differences and multiple pathways for learners
Topics Include:

• Bigger, more generative ways to support language learners
• Teaching writing in ways that are angled toward social justice
• Research-based writing—reclaiming the power of note-taking and research
• Building a school-wide curriculum that supports cohesion and collaboration
• Planning with others, so nobody plans or teaches alone
• Accessing and coaching digital literacies

In our advanced sections, you’ll join a group of workshop teachers who will be returning to institutes in order to delve into specific topics. We’ve found that these advanced sections help you develop your own deep wells of knowledge. You’ll gain tools, insights, and skills that are applicable to all that you do as a teacher of writing and beyond, and you’ll build new professional friendships that sustain you forever.

There has never been a more important time for teachers all over the world to have a way to recharge themselves. Come ready to be reminded of why you chose this profession in the first place, of what beautiful teaching and learning can look and feel like, and of what it means to learn side by side with others who share your passion for writing, for sharing stories, for speaking truths, and for social justice.

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 writing well. There are also first year administrator/school leader sections in July, designed to help people responsible for cross-grade implementation of the writing workshop and on-site professional development and supervision.

Advanced

Advanced sections are offered at both June (virtual) and July (in-person) Institutes. Participants who have attended a previous week-long TCRWP Summer Writing Institute qualify for advanced sections.
Morning Sections

Tap the Power of the Newest Tools and Insights in TCRWP's New K-2 Writing Units, K-2, Christine Holley (June and July)

Supporting Children Who Find Writing Hard—Making Writing Workshop Inclusive and Responsive, K-2, Sarah Mann (June), Shanna Schwartz (July)

High-Leverage Small Groups and Exciting New Tools for Writing Workshop, 3-8, Kristin Smith (June)

Develop an Inside Understanding of TCRWP's Latest Thinking on Information Writing—and Orient Yourself to the New Units, 3-6, Katie Clements (June)

Poetry as a Way to Explore Language, Metaphor, and the World, 3-9, Mary Ehrenworth (June)

Exciting New Mentor Texts and Ways to Tap Their Power in Small Groups, Conferences and Read Aloud, 2-8, Hareem Atif Khan (July)

Tap the Power of Our Newest Ideas on Essay Writing and the Learning Progressions, 3-8, Katy Wischow (July)

Accelerate Progress for Writers (Including Multilingual Learners) Who Need Intensive Support with Spelling, Conventions, Elaboration, and Structure, 3-8, Alexandra Roman (July)

Afternoon Sections

High-Leverage Small Groups for the K-2 Writing Workshop, K-2, Nancy Brennan (June), Casey Maxwell (July)

Bringing All We Know about Science of Reading, Oral Language, and Phonics to Your K-1 Writing Workshop, K-1, Amanda Hartman (June), Beth Hickey (July)

Exciting New Mentor Texts and Ways to Tap Their Power in Small Groups, Conferences and Read Aloud, 2-8, Anna Sheehan (June)

Tap the Power of Our Newest Ideas on Essay Writing and the Learning Progressions, 3-8, Mike Ochs (June)

Coaching Teachers of Writing: Developing Vision, Tools, and Skills to Help Teachers Accelerate Kids’ Progress, K-8, Lizzie Van Tassel (June)

High-Leverage Small Groups and Exciting New Tools for Writing Workshop, 3-8, Kristin Smith (July)

Develop an Inside Understanding of TCRWP's Latest Thinking on Information Writing—and Orient Yourself to the New Units, 3-6, Lucy Calkins (July)
TCRWP INSTITUTES ON THE TEACHING OF READING

GRADES: K-9

Cost: $850
We have seen, over the last few years, the power of reading as a pathway to knowledge and a portal to imagined worlds full of humor, adventure, and possibility. We have seen young readers discover the magic of being able to slide across a word, translating squiggles on the page into meaning. And we have seen that these powers have not been equally distributed. It, therefore, falls on us, as educators, to move heaven and earth to be sure that all young people feel welcome in the world of literacy. This is urgent and beautiful work.

At the reading institute, you’ll hear about predictable structures that allow kids to read with deep engagement and allow you to teach in potent, assessment-based ways. You’ll learn how you can curate texts and plan curriculum so that all the readers in your care are able to engage in all-important practice with the essential skills of reading.

You’ll learn how to make your minilessons compelling and lively so they rally youngsters into shared community reading. You’ll develop strategies to deliberately adjust your read alouds so that kids experience the power of the skills you are teaching. This might mean helping kids to roar like the troll under the three Billy Goats Gruff’s bridge, or it may mean helping kids synthesize what they’ve learned about hurricanes across a few related texts. Of course, it is equally important that you help readers draw on a knowledge of phonics in order to decode and to develop a bank of words they recognize without needing to decode.

You’ll study the most significant reading strategies for your students’ age level. And because now, more than ever, you need to teach the full span of learners, it will be critical for you to grasp how those skills fit into progressions that develop across time. By studying research skills, learning progressions, and bands of text complexity, you’ll become more adept at accelerating kids’ progress. The truth is, for reading instruction to be effective, you need a deep toolkit of ready-to-go small groups so you are ready to celebrate and support English learners, children with learning differences, and reluctant readers, as well as avid and fluent readers. We’ll build that toolkit this week, and make sure that you know where resources are when you need them.

Topics Include:

- Developing focused read aloud plans which support high-level comprehension skills
- Tapping the power of lean, efficient ways to track readers’ progress in learning to decode
- Fostering an inclusive community of readers so all children develop powerful reading identities
- Supporting readers’ transfer of phonics to their work with continual texts
- Understanding how to mine data from universal screeners and high-stakes assessments so as to design responsive instruction
- Broadening the range of texts in your library so kids encounter mirrors and windows
It will be important to remember also the big purposes of reading—how reading builds empathy and social bonds, how readers learn more about themselves and about the world, how reading offers mirrors and windows. We’ll help you broaden the range of texts your students encounter and engage families in ways that make reading personal. You’ll have the satisfaction of working on your reading in the company of others so that you can bring this contagious, affirmative belief in reading to your classroom.

Our first year sections bring together a marvelous diversity of educators, some with many years in the classroom, some with fewer. In these sections, you’ll experience our full range of topics, as well as infusions of our latest research. In our returning sections, you can join a group of experienced workshop teachers, delving together into a specific topic. We’ve found that these advanced sections help you develop your own deep wells of knowledge. You gain tools, insights, and skills that are applicable to all that you do as a teacher of reading and beyond, and you often build new professional friendships.

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. There are also first year administrator/school leader sections, designed to help people responsible for cross-grade implementation of the reading workshop and on-site professional development and supervision.

Advanced

Advanced sections are offered at both June (virtual) and July (in-person) Institutes. Participants who have attended a previous week-long TCRWP Summer Reading Institute qualify for advanced sections.

Topics Include:

- Tap the power of digital texts to give all learners access to meaningful and grade-level skills
- Using small groups to provide high-leverage assessment-based instruction
- Supporting your strongest readers so they, too, grow exponentially
- Reigniting a love of reading so kids read outside as well as inside school
- Using books and book talks to support skills and social justice
- Deepening your understanding of text complexity to help kids move up levels
- Learning the power of decodable texts
- Tap research on knowledge building, especially pertaining to text sets and content knowledge
**Morning Sections**

The Essentials of Bringing the Brand New Reading K-2 Units to Your School (for Coaches and Literacy Leaders), K-2, **Amanda Hartman** (June), **Shanna Schwartz** (July)

High Leverage Small Groups that Are Informed By Comprehensive Research and Assessment, K-2, **Kristi Guinness** (June), **Natalie Louis** (July)

Developing Mini-Units Around Video Narratives and Picture Book Book Clubs—Increasing Engagement, Representation, and Interpretation Skills, 3-9, **Mary Ehrenworth** (June)

Moving Beyond Main Idea: Deepening Students’ Nonfiction Comprehension In a Few Key Areas (Cross-Text Synthesis, Author’s Point of View, Part to Whole, Vocabulary, etc.), 3-9, **Brooke Geller** (June), **Alicia Luick** and **Janet Steinberg** (July)

Using Data-Based Instruction to Support Students with IEPs, 3-8, **Janet Steinberg** (June)

Providing Access to Harder Texts through Close and Shared Reading, 3-9, **Hareem Atif Khan** (July)

Analytic Reading: Noticing Author’s Craft, Tone, Word Choice, and Themes (in Fiction and/or Narrative Nonfiction Texts), 3-9, **Carl Ciaramitaro** (July)

**Afternoon Sections**

Understanding the Implications of the Science of Reading Research for Rebalancing Your Balanced Literacy Classroom, K-2, **Rebecca Cronin** (June and July)

Learning to Write and Teach with Decodables, K-2, **Angela Báez** (June), **Jepilyn Matthis** (July)

When Upper-Grade Kids Need Phonics and Phonemic Awareness, 3-6, **Kara Arnold** (June)

Implementing Small Group Work That Is Planned, Responsive, and Effective, 3-8, **Alissa Reicherter** (June and July)

Talking and Writing about Reading in Ways that Strengthen Comprehension, 3-9, **Christine Ikin** (June), **Laurie Burke** (July)

Developing Mini-Units Around Video Narratives and Picture Book Book Clubs—Increasing Engagement, Representation, and Interpretation Skills, 3-9, **Mary Ehrenworth** (July)
TEACHING WRITING IN SPANISH/
INSTITUTO DE ENSEÑANZA DE
ESCRITURA EN ESPAÑOL

GRADES: K-9

Cost: $850

This institute will be taught fully in Spanish.
This institute is especially designed for teachers who are teaching writing in Spanish, and who are eager for their students to become more skilled and flexible writers.

All children and young people long to be seen and to be heard, to tell their own stories, to raise their voices. They also all need to be proficient, confident writers in order to be successful academically. In this institute, we’ll help you become your best self as a writing teacher—one who has been in writing workshops as a student, and so brings empathy to the writing process, one who has studied methods and structures, so that your writing classroom is calm, focused, and productive, and one who understands writing development and curriculum, so your teaching moves kids dramatically forward.

You’ll have the opportunity to develop yourself as a writer, so that you are a more experienced and confident teacher of writing. You’ll work on your own writing across genres, and you’ll emerge with demonstration texts you can bring to your minilessons and small group work in the coming year. You’ll also study mentor texts in Spanish, and emerge with ones you love, that you are ready to bring to your students.

A primary focus across the institute will be on methods—on ways you can demonstrate the writing process, work with mentor texts, and lead small groups and conferences that allow you to give students intimate and transformational feedback. You’ll learn about on-the-run and system assessment, so that your teaching can be responsive, and you have ways of tracing student growth.

We’ll also help you develop the social fabric of your writing classroom so that students are skilled enough at being writing partners that they provide each other with sustaining support throughout the writing process.

Along the way, you’ll study research on teaching multilingual learners. You’ll learn how to foster inviting learning environments in which students feel seen and heard. You’ll learn about research on language acquisition. You’ll study translanguaging. You’ll gather all the resources and learning tools that TCRWP has available in Spanish. The goal is for you to go back to your school energized, confident, ready to share with colleagues and students.

Advanced/Returning Section
Small Groups and Conferences that Make a Dramatic Difference to Young Writers Grades: K-5

This advanced section will focus on how you can both plan small groups and conferences ahead of time, so that you are prepared, and be responsive to students’ needs and readiness. You’ll learn how to lead small groups and conferences that work that magic. We’ll help you to ramp up the energy for writing with an emphasis on celebration, compliments, breathtaking mentor texts, and identity building. Then we’ll show you how you can work within that ramped-up enthusiasm for writing to lead small groups that actually have real-world, obvious, accountable traction.
Este instituto está especialmente diseñado para profesores que enseñan en español y quieren apoyar a sus estudiantes a desarrollar sus destrezas como escritores.

Nuestros estudiantes hispanohablantes necesitan que se les escuche, contar su propia historia y anhelan afianzar su escritura académica. En este instituto tendrás la oportunidad de participar en un taller de escritura como un estudiante, una experiencia que te ayudará a entender y a empatizar con el proceso de aprendizaje de escritura, sus métodos y sus estructuras. De esta manera les transmitirás a tus estudiantes unas lecciones pausadas, focalizadas y productivas que mejorarán drásticamente sus habilidades.

Por otro lado, tendrás la oportunidad de poner en práctica tus propias habilidades como escritor o escritora, de tal forma que te sentirás más confiado a la hora de enseñarlas en el salón de clase. Trabajarás en tu estilo a través de diferentes géneros, y crearás textos que puedas aportar a tus minilessons y a la instrucción en grupos reducidos durante el próximo año escolar. También analizaremos textos mentores en español, para que trabajes en tus lecciones aquellos que se adecúen más a tus necesidades.

Un enfoque primordial serán los diferentes métodos y maneras que demuestren el proceso de escritura con textos mentores, así como la organización de grupos reducidos y conversaciones académicas que te permitan darles a los estudiantes una retroalimentación óptima y constante. Aprenderás también a crear un tejido de estudiantes escritores que se apoyen mutuamente en el proceso de producción literaria.

A lo largo de este instituto analizaremos cómo apoyar el aprendizaje de estudiantes multilingües, así como el proceso de adquisición del lenguaje. Tendrás acceso a una variedad de recursos y herramientas en español creadas por TCRWP. En definitiva, aprenderás a potenciar ambientes en los que los estudiantes se sientan escuchados y apreciados.

Sección avanzada para participantes que han asistido a un instituto con anterioridad

Los grupos reducidos y las conversaciones académicas pueden tener un impacto importante en las vidas de nuestros escritores K-5

Esta sección del instituto te ayudará a planificar grupos pequeños y conversaciones académicas, para apoyar las necesidades específicas de tus estudiantes. En el instituto, vamos a compartir ideas prácticas para motivar a tus estudiantes a tener más entusiasmo con la escritura con un enfoque en las celebraciones, cumplidos y en estudiar textos mentores maravillosos que incluyan la diversidad identitaria. Te enseñaremos cómo podemos usar ese entusiasmo por la escritura de manera que transmitamos autonomía y conexión con el mundo real.
TEACHING WRITING IN HIGH SCHOOL

GRADES: 9-12

Cost: $850
This institute is especially designed for English Language Arts teachers who long for their students to become more skilled and flexible writers, able to write across genres, in different modalities, and for diverse audiences.

All teens long to be seen and to be heard, to tell their own stories, to raise their voices. They also all need to be proficient, confident writers in order to be successful academically. In this institute, we’ll help you become your best self as a writing teacher—one who has been in writing workshops as a student, and so brings empathy to the writing process, one who has studied methods and structures, so that your writing classroom is calm, focused, and productive, and one that understands writing development and curriculum, so your teaching moves kids dramatically forward.

In the writing that you’ll do in the institute, we’ll lean into memoir writing and personal essay as a way for young people to construct and share their identities, to learn narrative craft, and to become adept with the writing process. We’ll also offer choice workshops on literary essay and argument writing. Throughout, you’ll learn how to make mentor texts into a transformative force in your classroom, how to get kids to practice self-assessment and goal-setting, and most importantly, how to be a mentor writer for a wide range of students.

A primary focus across the institute will be on methods—on ways you can demonstrate the writing process, work with mentor texts, and lead small groups and conferences that allow you to give students intimate and transformational feedback. We’ll also help you develop the social fabric of your writing classroom so that students are skilled enough at being writing partners that they provide each other with sustaining support throughout the writing process.

The truth is that we know how to help kids become better writers. Writers such as 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
- Celebrating and supporting English learners
- Teaching writing in ways that are angled towards social justice
- Giving feedback to writers that makes a difference
- Fitting it all in! Minilessons, conferences, small groups—how?!
- Planning predictable small groups and conferences to support writers
- Using mentor texts as transformative forces for writers
- Teaching towards agency and independence
- Understanding the complexities of text-based writing
REBALANCING BALANCED LITERACY

Integrate Science of Reading into Your K-2 Reading Workshop

GRADES: K-2

Cost: $850
This institute is designed to provide K-2 teachers, literacy coaches, and school leaders with a grounding in the new K-2 Reading Units of Study and the Jump Rope Readers, and with the confidence and skills necessary to bring research on the science of reading into a joyful and responsive reading workshop.

You’ll be given an overview of how you can use universal screeners and formative in-class assessments to provide readers with the texts and the teaching they need to accelerate their progress. You’ll overview the research that can help you understand where your students are in a progression of phonics, phonological awareness, vocabulary, monitoring for sense, fluency, and comprehension skills so that you can accelerate their progress forward. You’ll tap into the power of the high-leverage small groups in the new Units of Study, learning to adapt these so they can become a ready resource, helping you to teach responsively.

Young readers need it all. They need to be welcomed into the joyful world of literacy and to know they belong in that world. They also need to be able to slide across the letters in a word, translating squiggles on the page into meaning. They need to grow to understand how stories unfold and to use that knowledge to predict that a character will encounter trouble and will somehow emerge okay. They need to be able to learn from texts of all kinds—and to carry what they learn from one text to another, developing knowledge that informs comprehension.

The institute will be especially helpful for experienced K-2 workshop teachers and literacy coaches who are interested in rethinking balanced literacy practices, reclaiming and rejuvenating the best of balanced literacy while also drawing on the rich and important trove of insights that the science of reading and knowledge generation research offers. But there will also be special sections for teachers who are new to K-2 reading instruction, and need lean, practical help leaning on the new Units of Study to teach in responsive ways.

Across the institute, you will learn how to be sure your students are taught in ways that support orthographic mapping and that also value growth mindset, culturally-responsive pedagogy, authenticity, accountability, agency, and choice.

The institute will assume that you have access to the new Units of Study—whether digital or on paper—although some of you may attend, wanting to decide if this new curriculum is right for your district.

You’ll also explore our new Jump Rope Readers, a series of high-interest decodable books, learning ways these books can help you give kids opportunities to apply the phonics they are learning. You’ll explore new read alouds embedded into the Units of Study, most of which are by underrepresented authors, and you’ll learn to read aloud these texts to support rich comprehension work. The week, then, promises to be a full one!
FOUNDATIONAL READING IN THE UPPER-GRADE WORKSHOP
Supporting Data-Based Phonics, Comprehension, and Fluency

GRADES: 3-6

Cost: $850
Helping all kids become proficient readers has to be our most urgent work. In every corner of the world, educators are asking ‘How can teachers in upper and middle grades provide kids who need foundational help with the instruction they need while also giving them access to grade-level standards?’ During this institute, we will move heaven and earth to equip you with methods, knowledge, and access to resources you need to meet this important challenge.

Participants at this institute will work in cohort groups, with those providing intervention help in one section, those working with classes composed almost entirely of below benchmark learners in another section, and those attempting to support classes containing kids with an especially wide span of reading levels in another section. Each of these cohort groups will receive intensive help on 7 important topics, with the help, each time, angled to your role in schools.

You’ll have time to wrestle with concerns related to how you can know and prioritize units that give access to the widest range of readers. We’ll share recommended curricular sequences with you, helping you to understand the logic behind them.

You’ll hear about quick assessments that can give you a snapshot of students’ phonics knowledge so you’ve got a starting point for instruction. We’ll share our newest thinking about how upper-grade teachers can teach phonics with brief, everyday instruction that can fill in gaps for some kids—and illuminate students with deeper needs that will require more intensive support.

We’ll dive into the research about fluency instruction and help you tap the power of shared reading, and targeted partner work around fluency. You’ll get practice coaching on the run as kids read aloud.

In many places, the lingering effects of the pandemic have led to more behavioral challenges than in prior years. We’ll look at how to help kids regulate their emotions and to affirm kids’ quirky selves so they want to engage in becoming more powerful readers.

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<th>Topics Include:</th>
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<tr>
<td>• Essential comprehension skills, including monitoring for sense, reading for central idea, and synthesizing parts of the text with the whole</td>
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<td>• Providing sequenced phonics supports within brief chunks of time for kids w/ significant gaps in spelling and decoding.</td>
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<td>• Helping readers read with stamina and engagement, see themselves as readers and develop identities as readers</td>
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<td>• Developing vocabulary, more comfort reading syntactically complex tests</td>
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<td>• Mining data for direction, and helping kids set goals and self assess their progress.</td>
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<td>• Knowing the books (and other texts) that will draw kids into caring about reading, w/ attention to windows and mirrors.</td>
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<td>• Using read aloud and video aloud and audiobooks to give all kids access to grade level standards</td>
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TEACHING ARGUMENT WRITING AND ACTIVISM
through the Lens of Human Impact and Sustainability

GRADES: 3-12

Cost: $700

For Science, Social Studies, and ELA teachers
This institute is designed for science teachers, social studies and ELA teachers who would love to engage with activism and inquiry, as well as coaches and administrators who would love to get more of this work going in their school.

This institute aims to bring together teachers who teach science and social science topics, to study the art of argumentation combined with project-based learning and student activism. You’ll dive into debate, into research skills, and into argument writing. One of the great skills of participatory democracy is the ability to argue on behalf of oneself and others. When students are taught to argue with logic as well as passion (and to listen to and read the arguments of others, testing them for their logic and credibility), they become discriminating and credible, influential, and engaged. You’ll practice debate protocols, with an emphasis on arguing to learn versus arguing to win. You’ll learn about high-leverage coaching in logical reasoning, in adapting arguments for specific audiences, and in acknowledging complexity and counterclaims. You’ll study the nonfiction reading skills that often undergird powerful argumentation as well.

You’ll also explore TCRWP’s resources for teaching argumentation, from checklists that help students self-assess and set goals, to student mentors, to a wide array of teaching tools and strategies, to digital text sets. You’ll have the opportunity to think about progressions, and also standards such as NGSS and the Social Justice Standards. You’ll learn about high-leverage coaching in logical reasoning, in adapting arguments for specific audiences, and in acknowledging complexity and counterclaims.

For science teachers, this institute will take up the challenge of making science writing and speaking about science compelling. The NGSS, in the introduction to the standards, speaks of the urgent need for science writing and those who speak on science issues to help people not only understand a topic but also care about it. Social studies and history teachers will explore ways argument and debate can help students synthesize content and knowledge, raise vocabulary acquisition, and give students a sense of audience to bring a sense of purpose and immediacy to the history they study. It’s also important that young people see the possibility of hope and change. You’ll study mentor texts, watch young powerful speakers, learn from researchers in this field, and gather a repertoire of techniques that you can explore with your students. You’ll also have the opportunity to work directly with TED-Ed, who will lead participants through their steps for designing TED talks.

Throughout the institute you’ll explore curricular topics and resources in science and social science that focus on human impact and sustainability, and that lend themselves to argument and activism for their relevance, urgency, and resources that are accessible and engaging for young researchers. We’ll share text sets on topics from climate justice to endangered animals to green energies to plastic pollution, with an emphasis on human impact and equity. You’ll study with Cheney Munson, Sustainability Education Specialist, as well as Dr. Eugene Cordero, of NASA and San Jose University, and Katie Even, who will share her knowledge of supporting young researchers with nonfiction and research skills.

You will walk away with concrete resources, diverse and representative text sets, examples of classroom experiences, projects, and student work that showcase models of inquiry, argumentation, and activism. We’ll look at ways to launch these projects and celebrate their culmination. Whether you’re interested in exploring climate justice or eco-activism, you’ll learn how to shape accessible and significant projects that build and extend upon your existing curriculum. In the end, you’ll help your students imagine and shape a better and more just future for everyone while infusing the content, skills, and standards of your discipline.
APPLICATION PROCEDURES

HOW TO APPLY

Applications will be available online (only) starting on February 22, 2023. 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 2024 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, July Writing, and July Reading (only) are offered for graduate credit through Teachers College at a cost of $1,913 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 the upcoming 2023 Summer Institutes to diverse educators who are committed to the work of antiracism and equity. The scholarship covers the $700-$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 an up-to-1,000-word essay describing the work you’ve done to advance the cause of equity in your classroom and school, as well as how you intend to use the knowledge learned at the institute to continue to affect change in your classroom, school, or district. You may also include a video submission of under two minutes. The 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.
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INSTITUTE CALENDAR