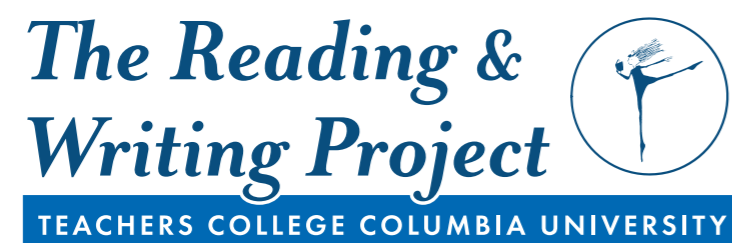


# SUMMER INSTITUTES

TEACHERS COLLEGE READING AND WRITING PROJECT  
VIRTUAL PROFESSIONAL DEVELOPMENT



**TCRWP 2022**

## Colleagues,

This summer, Teachers College Reading and Writing Project's institutes will again be virtual. We can promise you that they will be as personal, as intense, and as full of joy and learning 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 and forge cohort relationships 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 your 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, the institutes this summer are far from business as usual. The second half the summer will bring several new and incredibly important institutes—one will be an inaugural New Teacher Institute, another, a Foundational Reading Skills institute that will respond to the needs upper elementary and middle school teachers are all

facing, and one, ReBalancing Balanced Reading K-2, will support teachers, coaches, and school leaders in tapping into our newest edition of *Units of Study in K-2 Reading*.

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 June and a similar set in mid-July, only. Many people attend both of these back-to-back institutes. Note that the times of these differ, and we hope West Coast and international participants will find a time frame that works for you. Expect that these institutes will draw on all that we've learned 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.

As always, we will also offer a few special-topic institutes—on Equity, on Teaching Writing in High School, and on Teaching Writing in Spanish. Then, too, we'll offer scores of locally-situated homegrown institutes, which 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](mailto:contact@readingandwritingproject.com). We look forward to studying with you on behalf of children and young people this summer.



**Lucy Calkins**  
Founding Director

# **TCRWP SUMMER INSTITUTES**

**CLICK A TITLE BELOW TO JUMP TO DETAILS.**

# TCRWP INSTITUTES ON THE TEACHING OF WRITING

GRADES: K-9

*Cost: \$850*

## **JUNE WRITING AND 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:

**Teachers College Reading and Writing Project,  
525 W 120th Street, Box 77, New York, NY 10027**



Over the last two years, we have seen two things about the teaching of writing. One is that writing as a force of expression is more important to young people than ever. Our students need to be heard, they want to develop powerful voices, they long to be confident writers. And we've also seen that writing volume, fluency, and engagement have all suffered from the fragmented and chaotic education caused by Covid. Many of you report that you have the widest range of writers in one class that you've ever seen. 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.



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 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.

This year, you'll learn from TCRWP's deep revisions of the Units of Study in Writing, an effort that has required three years of intense development. 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.

## TOPICS INCLUDE:

- Using super-quick assessments to cluster writers and teach towards next steps
- Understanding the spiral of skill development so that you can teach your full span of learners
- Tapping the full power of oral rehearsal to lift the level of both first draft writing and revision
- Making mentor texts a transformative force across the writing process
- Supporting learning differences and multiple pathways for learners
- Bigger, more generative ways to support language learners
- Tapping the power of writing to create positive relationships with children and families

**O**ur 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 offer a section for administrators as well. In our returning sections, you'll join a group of experienced workshop teachers, 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 gain tools, insights, and skills that are applicable to all that you do as a teacher of writing and beyond, and you often build new professional friendships.

There has never been a more important time for teachers the world over to have a way to recharge ourselves. 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.

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## SECTIONS

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### 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 sections, specific for principals, superintendents, and senior district leaders.

### ADVANCED

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

### TOPICS INCLUDE:

- Teaching writing in ways that are angled towards social justice and identity affirmation
- Bringing conventions, spelling, and grammar forward in the writing process
- 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 and teaches alone
- Accessing and coaching digital literacies
- Gathering insights from the new Units of Study

## MORNING SECTIONS

- A. Deepen Your Understanding Of How Writing Develops across Narrative and Information Writing, in Order to Teach Responsively and Tap the Power of Mentor Texts, K-2, **SHANNA SCHWARTZ**
- B. Using Small Groups and a Deep Understanding of Writing Development to Teach in Ways that Reach Your Full Range of Kids, Including Children with Learning Differences and Language Learners, K-2, **JUNE: KRISTI GUINNESS & CYNTHIA WILLIAMS, JULY: KATHERINE LINDNER & CYNTHIA WILLIAMS**
- C. Using Small Groups and a Deep Understanding of Writing Development across Narrative and Information Writing to Teach in Ways that Reach Your Full Range of Kids, 3-9, **JUNE: KATIE CLEMENTS, JULY: LIZZIE VAN TASSEL**
- D. Rethink the Teaching of Revision and Editing so that It Is Daring and Inclusive, and Affirms Kids' Voices and Visions, 3-9, **JUNE: SARA GRETINA, JULY: MARY EHRENWORTH**
- E. Support Writing about Reading and Literary Essays: Help Kids Become Closer Readers, and More Confident and Skilled Academic Writers, 3-9, **HANNAH KOLBO**



## AFTERNOON SECTIONS

- A. Help Young Writers Strengthen Their Knowledge of Phonics, High Frequency Words, and Punctuation while Writing with Increasing Passion, K-2, **JUNE: AMANDA HARTMAN, JULY: BRITTANY NOCITO**
- B. An Inside Look at the New K-2 Units of Study: Exploring Key Resources and Planning How to Best Support Colleagues with the New Units, K-2, **CASEY MAXWELL**
- C. How You Can Talk about and Demonstrate Author's Craft in Ways that Work for Very Young Writers, K-2, **SARAH MANN**
- D. Coaching Teachers of Writing: Developing the Vision, Tools, and Skills to Rise to the Challenges of Today, K-8, **ALICIA LUICK**
- E. Reigniting a Deep Engagement in Essay Writing, 3-8, **JUNE: KATIE CLEMENTS, JULY: BROOKE GELLER**
- F. Using Narrative Writing to Dramatically Increase Writing Volume, Engagement, and Craft, and Amplify Student Voice and Identity, 3-9, **COLLEEN CRUZ**

**ADVANCED SECTIONS**

**WRITING INSTITUTES**

# TCRWP INSTITUTES ON THE TEACHING OF READING

GRADES: K-9

*Cost: \$850*

## **JUNE READING AND JULY READING 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**



We have seen, over the last two years, the power of reading as an antidote to loneliness, 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 their bank of words they recognize without needing to decode them.

You'll study the most significant reading strategies for your age level. 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 bands of text complexity, you'll become more adept at helping kids move up levels of text complexity in both fiction and nonfiction. The truth is, for reading workshop to be effective, you also need a deep toolkit of reading strategies, so that 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
- Developing lean, efficient ways to track readers' progress in learning to decode
- Fostering an inclusive community of readers so all children develop powerful reading identities
- Using quick performance assessments that can help you track readers' progress
- Supporting readers' transfer of phonics to their work with continual texts.
- Broadening the range of texts in your library so kids encounter mirrors and windows
- Tap the power of digital texts to give all learners access to meaningful and grade-level skills
- Using small groups to provide assessment-based instruction

**I**t 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 for our identities. We'll help you broaden the range of texts that 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.

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## SECTIONS

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### 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 sections, specific for principals, superintendents, and senior district leaders.

### ADVANCED

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

### TOPICS INCLUDE:

- Using books and book talks to support social justice
- Supporting your strongest readers so they too grow exponentially
- Reigniting a love of reading so kids read outside as well as inside school
- Deepening your understanding of text complexity to help kids move up levels
- Curating and writing decodable texts
- Help readers build vocabulary and content knowledge
- Tap research on knowledge building, especially pertaining to text sets and content knowledge
- Foster kids' sense of agency and their critical thinking through partnerships and book clubs

## MORNING SECTIONS

- A. Yes, Learning Progressions Can Inform Your Instruction in Higher Level Comprehension!: Develop a Culturally-Relevant Curriculum Which Is Rooted in Read-Alouds and Talk that Support Inference, Knowledge Building, and Cross-Text Work, K-2, **JUNE: AMANDA HARTMAN, JULY: LIZZIE HETZER**
- B. Tap the Power of a Small Collection of High-Leverage Blueprint Small Groups to Reach Your Full Range of Kids, K-2, **CHRISTINE HOLLEY**
- C. Tap New Research on Knowledge Building and Vocabulary to Support New Work in Nonfiction Reading, 1-3, **MOLLY PICARDI**
- D. Planning Data-based Interventions that Take Readers, Far 3-5, **JANET STEINBERG**
- E. Bring New Research on Knowledge Generation and Vocabulary into Your Nonfiction Reading Units and Content Area Instruction, 3-9, **JUNE: HAREEM ATIF KHAN, JULY: ALEXIS CZETERKO**
- F. Tap the Power of Read Aloud as a Tool for Deepening Comprehension, Strengthening Talk, Supporting Writing about Reading, and Exploring the Voices and Visions of Diverse Authors, 3-9, **JUNE: MARY EHRENWORTH, JULY: PHILIP SEYFRIED**
- G. Developing a Powerful Repertoire of Blueprint Methods for Small Groups that Can Be Adapted to Reach Your Full Range of Kids, 3-9, **KRISTIN SMITH**

## AFTERNOON SECTIONS

- A. Bring the Powerful New Insights We've Learned from the Science of Reading into Your Primary Reading Workshop, K-2, **VALERIE GESCHWIND**
- B. Tap Your Understanding of Phonics Development So As to Assess and Support Your Children's Progress in Decoding: Let Assessments Inform Your Minilesson, Small Groups and Work with Decodable Texts, K-2, **MARIE MOUNTEER**
- C. How Can Second Grade Teachers Support the Full Span of Kids' Decoding Levels, 2, **JUNE: JEPILYN MATTHIS, JULY: REBECCA CRONIN**
- D. Literacy Coaching to Support Teachers of Reading: Coaches Need Renewed Vision, Tools, and Skills to Rise to the Full Range of Children and the Challenges of Today, 3-8, **JUNE: EMILY BUTLER SMITH, JULY: KATY WISCHOW**
- E. Providing Upper Grade and Middle School Kids with Foundational Support in Phonics and Early Reading, 3-9, **JUNE: KARA ARNOLD, JULY: NATALIE LOUIS**
- F. Harness the Power of Series Books, Partnerships, and Clubs to Accelerate Readers' Progress Up Levels of Fiction Reading, 3-9, **JUNE: BROOKE GELLER, JULY: CARL CIARAMITARO**

## ADVANCED SECTIONS



# **NEW TEACHER INSTITUTE**

**GRADES: K-8**

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*Cost: \$800 / \$700 NYC DOE*

## **NEW TEACHER 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**

**T**his summer's crown jewel will be an institute designed specifically for teachers who are new to the profession, or who started teaching during the chaos of Covid. During the institute, participants will develop a command of a few, all-important methods of teaching that are essential to both the teaching of writing and of reading, and they'll develop a big picture understanding of the grade-specific literacy instruction. This institute will provide super-practical guidance that will be all-important for a successful start. We hope teachers will emerge with ideas and lenses for making their teaching and their environments more culturally responsive, with a strong foundation of literacy instruction so all their kids can become more powerful readers and writers.

We know that many schools and districts have new teacher mentors, so we'll set aside a special section at

this institute for those of you who mentor new teachers. This section is designed to help new teacher mentors feel even more equipped to help new teachers succeed during the school year.

There are so many things that can feel overwhelming when you are new to teaching and so it will be important that this institute helps teachers focus on the essentials that will have high pay-off for helping children grow as readers and writers. Teachers of young kids need to understand phonics, to know how to track readers' and writers' progress in using phonics to decode, and to know practical ways to help young kids have the texts and structures they need. Teachers of older students need to understand reading and writing development enough to use super-quick assessments to ascertain where kids are in their development, to plan ways to adjust the planned curriculum so as to meet kids where they are and take them the distance. That is, the institute will focus on doable, high-leverage teaching methods.

The institute will not focus on the details of any Units of Study, so much as on big, essential ideas and methods such as teaching writing as a process, tapping the power of predictable workshop structures, teaching strategies through demonstration and guided practice, and supporting readers to progress along learning progressions in reading.

### **SUBTOPICS INCLUDE:**

- The all-important work of getting to know and to love your children and their families
- Understanding the writing process as it pertains to your grade level
- Ways to lighten the work of assessment and grading so you have energy to teach
- Planning a year-long assessment calendar
- Using read-aloud to build community and to ignite a love of reading
- Avoiding negativity and finding an upbeat learning partner
- Developing a toolkit of all-important resources and a knowledge of how to access other tools
- Responding to predictable classroom management challenges



**W**e'll help new teachers understand the importance of research, so that they can access and learn from the Clearinghouse of Research documents. They'll also learn to regard their own teaching as a form of research, so that they teach, then observe kids' responses to that teaching, then tailor upcoming instruction in ways that yield concrete observable results. Teachers will receive lots of support in making their teaching culturally responsive and asset-based.

This institute will of course address the all-important challenges of classroom management and engagement. It will be important to show that well-managed classrooms come less from reams of rules than from deep student engagement in work that they feel is doable and worth doing. The institute will give teachers images of well-run workshops and a repertoire of ways to respond to predictable challenges. The institute will build in time for teachers to practice and to receive support from each other. The days will be lively, engaging, personal, and absolutely relevant to the year ahead.

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## ENROLLMENT

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We encourage your teachers to create a [free member account](#) on our website and apply to the institute as soon as possible. To account for new hires, schools may let us know about upcoming applicants and their grade levels [here](#). Please note: this form is not an application.

### SUBTOPICS INCLUDE:

- Developing a small repertoire of easy-to-lead small groups that will matter to your learners
- Tapping the power of read aloud to create community
- Provisioning your classroom with resources, even when you feel as if you have nothing
- Adjusting minilessons if they are taking too long
- Creating simplified, well-managed workshops that help each child feel seen and supported
- Developing a long vision of yourself as a professional, and of the learning you'll do and contributions you'll make in the years to come
- Ways coaches and new-teacher mentors can best support new teachers



# **EQUITY INSTITUTE: ADVANCING RACIAL EQUITY IN EDUCATION**

**GRADES: K-8**

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*Cost: \$850*

## **EQUITY 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**

**A**t the Equity Institute, we'll work in community with each other to address the importance of students learning about race and racism, particularly as framed through the intellectual work of scholars of color. We'll provide specific lenses educators can use to apply to curriculum and teaching that helps keep the work of antiracism at the center.

Across the history of the United States, concerted efforts to talk about race and racism have always been met with resistance. However, there is also a history of educators as truth-tellers, especially during times of resistance, when educators focused on advancing the work of antiracism in their classrooms and schools. Educators who understand that a commitment to equity is a commitment to action have always operated within their sphere of influence and they have reached beyond this as well. This institute will help you become that kind of educator.

Recently, there have been important conversations around books and classroom libraries that reflect the identities of Black and brown students. However, representation alone is insufficient. We'll provide tools for selecting and evaluating texts, and we'll model how to teach with these texts in ways that raise students' critical consciousness. We'll also demonstrate how this work is critical across genres and content areas.

In *Stamped (For Kids)*, Sonja Cherry-Paul tells young readers that learning to be able to talk about race is one of the most important skills they can learn. We'll provide strategies for creating classroom communities that are safe and brave space

for students to engage in dialogue about race. We'll share strategies for helping students develop racial literacy and ways they can apply their developing skills as discussants, readers, writers, and activists.

As educators, we teach more than just content and curriculum; we teach ways of thinking. You'll leave this institute ready to take a teaching stance that creates equitable and liberatory educational experiences for all students.

This year, we also offer an advanced section that will address what it means for each of us to lead the work of equity in schools, as teachers, coaches, administrators, and community members. We'll discuss some of the predictable barriers that can get in the way and provide strategies for removing these obstacles. Educators will construct an action plan that's specific to their local context and includes short- and long-term goals to put in place as they return to school.





# **TEACHING WRITING IN SPANISH INSTITUTE/ INSTITUTO DE ENSEÑANZA DE ESCRITURA EN ESPAÑOL**

**GRADES: K-8**

*This institute will be taught fully in Spanish.*

***Cost: \$800 / \$700 NYC DOE***

## **TEACHING WRITING IN SPANISH 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**

**S**upporting students' language growth in academic and literary Spanish, and providing rich opportunities for them to speak and write in Spanish matter. Our Spanish speaking students need to be heard, they want to develop powerful voices, they long to be confident writers. If you are one of the many teachers around the world working to adapt the Units of Study to teach in Spanish, this institute is for you. Your instructors will share approaches, resources, and methods that will sustain you as you tackle the beautiful work of teaching every child to express themselves in writing.

At this institute, you can expect to harvest the Project's newest and deepest insights about the teaching of writing, especially in Dual Language classrooms, and to learn with intensity from the community of practice at TC and the global community of educators teaching in Spanish. You'll re-energize yourself as a mentor writer and writing instructor. You'll study progressions and toolkits, and ways to lift the level of your writers through conferring and small group work. You'll learn ways to make your teaching engaging and clear for your Spanish speaking students—from minilessons to conferences and small groups. We will talk about the latest thinking about small group work and think of ways to make cycles of small groups that support

repeated practice and language development for your students. 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 will also learn about the Project's latest thinking about trans-adapting, not simply translating, in order to make the Units fit for your classroom. We will discuss how to find the right words and phrases to use in order to stay consistent in your teaching, as well as how to develop materials, collect great Spanish mentor texts, and set up accessible writing centers. We will discuss the implications of switching languages halfway through each day (or every other day) as well as recommendations for yearly planning, taking into consideration language needs. Your instructors will share ways to plan with clear language goals and support your writer's development as they write across different genres. We will begin to unpack ways to plan for the units of study with specific considerations that are important to support transference for your Spanish Speaking students.

We will also touch on the importance of knowing how language-learning brains work, from second language

acquisition theories to translanguaging. This research has implications for our daily interactions with students as well as our expectations for their writing and reading. We will dive into studying writing assessments with an eye toward the stages of language development. You will leave our time together having built new connections with colleagues all over the country and the world and will feel more prepared to face the unique challenges that come with teaching the Units of Study in Spanish.

There has never been a more important time for teachers the world over to have a way to recharge ourselves. 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.



# TEACHING WRITING IN SPANISH

**A** apoyando el crecimiento lingüístico de los estudiantes en español académico y literario y brindándoles ricas oportunidades para hablar y escribir en español. Nuestros estudiantes que hablan español necesitan ser escuchados, quieren desarrollar voces poderosas y anhelan desarrollarse como escritores fuertes. Si eres uno de los tantos maestros alrededor del mundo que trabajan para adaptar las Unidades de Estudio para enseñar en español, este instituto es para ti. Sus instructores compartirán enfoques, recursos y métodos que lo apoyarán mientras intentan este hermoso trabajo de enseñar a cada niño a expresarse con su escritura.

En este instituto, aprenderá sobre los conocimientos más relevantes y profundos del Proyecto sobre la enseñanza de la escritura, especialmente en las aulas que apoyan el programa dual. También aprenderá con intensidad sobre la práctica de la comunidad del Proyecto y la comunidad global de educadores que enseñan en español. Se revitalizará como escritor, mentor e instructor de escritura. Estudiará progresiones, herramientas, formas de elevar el nivel de sus escritores a través de conferencias y trabajo en grupos pequeños. Aprenderá formas de hacer que su enseñanza sea atractiva y clara para sus estudiantes de habla hispana, desde mini lecciones hasta conferencias

y grupos pequeños. Sus instructoras compartirán ideas más recientes sobre el trabajo en grupo pequeño y formas de crear ciclos en grupo pequeño que apoyan la práctica diaria y el desarrollo del lenguaje para sus escritores. Aprenderá sobre la evaluación formativa y cómo usar herramientas no solo para obtener más información sobre sus escritores, sino también para aprender a enseñar de una manera colectiva dentro del desarrollo de habilidades, de modo que su enseñanza se base y apoye la instrucción que ocurre anteriormente y después.

También aprenderán sobre TCRWP, lo último acerca de trans-adaptación, no simplemente traducción, para que las Unidades de Estudio se adapten a su salón de clases. Discutiremos cómo encontrar las palabras y frases correctas para utilizar, con el fin de ser coherente en su enseñanza, coleccionar textos mentores en español y establecer centros de escritura. Discutiremos las implicaciones de cambiar de idioma a mitad de cada día (o cada otro día), así como las recomendaciones para la planificación anual, tomando en consideración las necesidades lingüísticas de los estudiantes. Sus instructores compartirán métodos de planeación con enfoque claro sobre metas de lenguaje y sobre el desarrollo del escritor a través de diferentes tipos de géneros. Comenzaremos a planear

con las Unidades de Estudios tomando en cuenta la importancia específica de apoyo sobre la transferencia de sus estudiantes de habla hispana.

También abordaremos la investigación relacionada con las teorías de adquisición de una segunda lengua a la translengua. Esta investigación tiene implicaciones para nuestras interacciones diarias con los estudiantes, así como nuestras expectativas para su escritura. Nos sumergimos en el estudio de las evaluaciones de escritura con un enfoque hacia las etapas del desarrollo del lenguaje. Cuando terminen habrán construido nuevas conexiones con colegas de todo el país y el mundo y se sentirán más preparados para enfrentar los retos únicos que trae la enseñanza de las Unidades de Estudio de Escritura en español.





# **REBALANCING BALANCED LITERACY: A DEEP DIVE INTO NEW K-2 READING UNITS**

**GRADES: K-2**

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*Cost: \$850*

## **REBALANCING BALANCED LITERACY 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**

**Y**oung readers need it all. They need to be welcomed into the joyful world of literacy and to know they belong in that world. They need to be able to slide across the letters in a word, translating what could be just 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 expect to learn from texts of all kinds—and to carry what they learn from one text to another, developing knowledge that informs comprehension.

This institute is designed to provide kindergarten, first and second grade teachers with as much help as possible so you are ready to rise to the opportunity of providing youngsters all they need and deserve as readers. The institute will do that big work by showing you ways the new Reading Units of Study, in combination with TCRWP’s Sidewalk Readers, can help you rebalance your balanced literacy instruction, teaching youngsters the full complement of all they need. Specifically, grade specific sections will help you understand the progression of skills that undergird the K-2 curriculum in phonics, fluency and comprehension.

The institute is designed for experienced k-2 teachers and their literacy coaches. It is for educators 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. You will learn about the all-important insights that the science of reading has provided to balanced literacy educators world-wide. That research can inform teachers, but as is true for all research, it needs to be translated into methods of teaching that are lively, child-centered, and practical in the real world of classrooms. And for balanced literacy teachers, the science of reading research needs to be integrated into beliefs about growth mindset, culturally responsive teaching, the importance of agency and choice, and the centrality of assessment-based responsive teaching.



**T**he institute will assume that participants have access to the new Units—whether digital or on paper—although some of you may attend, wanting to decide still if this new curriculum is right for your district. You’ll hear about how each bend of each unit begins with a synopsis of key skills and related research, which is followed by a few methods for supporting those skills. You’ll come to know these key methods well so you can use them in flexible, high leverage ways. These skills are also supported by a series of assessments that will allow you to pinpoint where students are and then teach responsively. For instance, you’ll get practice using a decoding assessment that assesses students’ ability to decode nonsense words as well as unfamiliar words.

We are especially excited about the new supports for worktimes that are embedded in each unit and also included in a cross-grade book that will let you pinpoint students’ specific needs in any given area and then teach responsively. You’ll learn to use these classroom ready worktimes. You’ll also explore our new series of high-interest, multi-criteria decodable books, learning ways these books can help you give kids opportunities to apply the phonics they are learning. You’ll also explore new read alouds embedded into the Units of Study, most of which are by BIPOC authors, and you’ll learn to read aloud these texts support rich comprehension work.





# FOUNDATIONAL READING SKILLS FOR UPPER GRADES

**GRADES: 3-5**

***Cost: \$850***

## **FOUNDATIONAL READING SKILLS INSTITUTE PAYMENT**

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**W**e know that literacy is at the heart of academic success. We also know that the fragmentation, chaos, and inequitable access to print in the last two years has left thousands of students reading well below benchmark. This means that helping all kids become proficient readers has to be our most urgent work.

In every corner of the world, educators are asking ‘How can 3-5 teachers provide kids who need foundational help in phonics and basic reading skills with the sequenced instruction and significant opportunities to practice they need while also giving them access to grade-level curriculum?’ During this institute, we will move heaven and earth to equip participating 3-5 teachers with methods and knowledge and access to resources you’ll need to quickly assess, engage, and teach kids whose reading skills are far below benchmark. And we’ll provide you with a think tank of colleagues from all over the world who, like you, are thinking in out-of-the-box ways about how to respond to this moment.

Part of this institute will involve overhauling the sequence of units you teach, so you prioritize units that give access to the widest range of readers. We’ll have thought through this recommended sequence, and we’ll share this information with you a few months prior to the institute so that you can order

resources if needed and come prepared with the units and books you’ll need. We’ll study this sequence with you in depth, so you understand its logic and what to prioritize.

We know your students will have gaps in their phonics knowledge, so another part of this institute will help you build your phonics knowledge, so you’re ready to support students as they decode multisyllabic words, build their phonemic awareness, and strengthen their sight vocabularies. You’ll hear about quick assessments that can give you a snapshot of students’ phonic knowledge so you’ve got a starting point for instruction. We’re especially excited to share our newest thinking about how upper-grade teachers can teach phonics in their classrooms year-long, in just five minutes or so a day, and in transformational ways. You’ll learn key methods for engaging upper-grade kids with phonics instruction, hear possibilities for how to sequence that instruction, and receive coaching as you plan and teach phonics lessons.

Chapter book reading has its own set of challenges, so you’ll learn how to best support kids as they transition into chapter books. You’ll study bands of text complexity and learn powerful ways to support kids in moving up levels. You’ll find out about tools and resources from TCRWP to support your students in this work—and you in planning this instruction.

In many places, the chaos of the pandemic has led to more behavioral challenges than in prior years. We’ll look at how to help kids regulate their emotions and how to affirm kids’ quirky selves so they want to engage in becoming more powerful readers. And, we’ll share the kinds of series, authors, and titles that get kids to want to read, including easier books that kids don’t mind holding as they get older, as well as digital reading. We’ll also study the significance of mirrors and windows, and how to build libraries where kids see themselves in books.

This unit will be geared toward 3-5 teachers and interventionists, so that we can ground our work in specific, curricular units. However, we invite middle school teachers who have students working on more foundational levels to attend.



# FOUNDATIONAL READING SKILLS



# TEACHING WRITING IN HIGH SCHOOL

**GRADES: 9-12**

*Cost: \$800 / \$700 NYC DOE*

## TEACHING WRITING IN HIGH SCHOOL 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:

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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 *first year section*, we'll help you teach memoir writing as a way for kids to construct and share their identities, to learn narrative craft, and to become adept with the writing process. Then we'll move to personal essay 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. The 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.

In the *section for returning participants*, we will focus on writing about reading and literary essays. We'll help you make this genre one that helps kids fall more in love with their reading, gets them to read more closely, and becomes a solid part of their repertoire. We'll look at ways to support a wide range of readers and writers in this highly academic genre, as well as ways to breathe life and joy into it.

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
- Supporting writing partnerships and clubs
- Celebrating and supporting English learners
- Teaching writing in ways that are angled towards social justice and identity affirmation
- 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
- Grading for equity

# APPLICATION PROCEDURES

## HOW TO APPLY

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](mailto: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 2023 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](mailto: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.

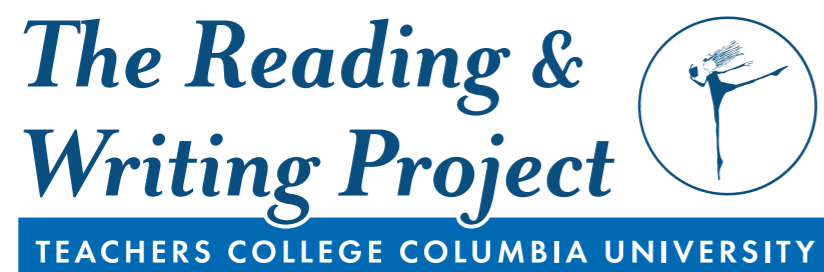


## APPLYING FOR GRADUATE CREDIT

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 \$1,839 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 1 credit (in July). 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 Summer Institutes on the Teaching of Writing and on the Teaching of Reading to diverse educators who are committed to the work of antiracism and equity. The scholarship covers the \$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](mailto:contact@readingandwritingproject.com) with the subject:

"Summer Institute Diversity Scholarship." Applications will be considered on a rolling basis.

# JUNE

Monday	Tuesday	Wednesday	Thursday	Friday
20	21 June Writing	22 June Writing	23 June Writing	24 June Writing
27 June Reading	28 June Reading	29 June Reading	30 June Reading	

# JULY

4	5 High School & Spanish	6 High School & Spanish	7 High School & Spanish	8 High School & Spanish
11 July Writing	12 July Writing	13 July Writing	14 July Writing	15 July Writing
18 July Reading & Equity	19 July Reading & Equity	20 July Reading & Equity	21 July Reading & Equity	22 July Reading & Equity
25 Balanced Literacy & Foundational	26 Balanced Literacy & Foundational	27 Balanced Literacy & Foundational	28 Balanced Literacy & Foundational	29 Balanced Literacy & Foundational

# AUGUST

1 New Teacher	2 New Teacher	3 New Teacher	4 New Teacher	5 New Teacher
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