



# Teaching of Reading & Writing



SUMMER  
INSTITUTES &  
PROFESSIONAL  
DEVELOPMENT  
OFFERINGS

# 2012

The Teachers College  
Reading & Writing Project



TEACHERS COLLEGE  
COLUMBIA UNIVERSITY



Dear Friends:

For thirty years, educators have come together at Teachers College for summer institutes on the teaching of reading and writing. Together we study methods and plan curricula, revitalize our thinking, and most importantly, encourage our students to lead rich and literate lives. During the school year, many institute participants continue to study with staff developers in their schools and return to TC for conferences conducted by leading literacy experts and children's book authors. This summer's speakers include:

**Avi**, author of more than fifty books, including the award-winning *Crispin: the Cross of Lead* and the *Poppy* series

**Carl Anderson**, author of *Assessing Writers* and *How's It Going?*

**Katherine Bomer**, author of *Starting with What Students Do Best* and *Hidden Gems*

**Lucy Calkins**, Director of the TCRWP and author/co-author of more than a score of books, including most recently the *Units of Study for Teaching Reading* and the upcoming *Pathways to the Common Core*

**Roy Peter Clark**, author of *Help! For Writers: 210 Solutions to the Problems Every Writer Faces*

**Kathy Collins**, author of *Growing Readers* and *Reading for Real*

**Colleen Cruz**, author of *Independent Writing—One Teacher, Thirty-Two Needs, Topics and Plans*

**Christopher Paul Curtis**, award-winning author of *Bud, Not Buddy* and *The Mighty Miss Malone*

**Mary Ehrenworth**, Deputy Director for Middle Schools and author/co-author of *Units of Study for Teaching Reading* and of *The Power of Grammar*

**Jack Gantos**, 2012 Newbery Medal winner for his novel, *Dead End in Norvelt*

**Stephanie Harvey**, co-author of *Comprehension and Collaboration: Inquiry Circles in Action*

**Angela Johnson**, award-winning author of *The First Part Last*, *Heaven* and *Joshua's Night Whispers*

**Lester Laminack**, author of many books for children including *The Sunsets of Miss Olivia Wiggins* and *Trevor's Wiggly-Wobbly Tooth*

**Lois Lowry**, author of many beloved children's books, including the award-winning *Number the Stars* and *The Giver*

**Walter Dean Myers**, recently appointed National Ambassador for Young People's Literature and author of over 100 books, including *Monster*

**Laurie Pessah**, Senior Deputy Director of the Project and co-author of *A Principal's Guide to Leadership in the Teaching of Writing*

**Jennifer Serravallo**, is author of *Teaching Reading in Small Groups* and the upcoming *Independent Reading Assessment: Fiction*

**Seymour Simon**, author of more than 250 science trade books, many of which have received National Science Teachers Association awards

**Kathleen Tolan**, Senior Deputy Director of the Project and co-author of *Units of Study for Teaching Reading*

I strongly encourage you to submit your applications online as soon as possible. Please check that your applications are complete and that you select second choices when requested. If you run into trouble, please call 1-888-RWP-SUMI (1-888-797-7864).

Best,

Lucy Calkins, Founding Director



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([tc.readingandwritingproject.com](http://tc.readingandwritingproject.com)) beginning February 13, 2012

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## THE TEACHERS COLLEGE READING AND WRITING PROJECT

The Teachers College Reading and Writing Project (TCRWP) is one of the world's premier providers of professional development in the teaching of reading and writing. More than 100,000 educators have attended our institutes.

The TCRWP and its sister organization, the Reading and Writing Project, develop ideas that are foundational to literacy instruction across the globe and provide literacy professional development to schools in a score of other nations, as well as in cities and towns across America.

For more than 30 years, we've worked to support thousands of schools to lift the level of reading and writing instruction in ways that bring whole schools together to participate in rigorous professional learning. We work across grades K-8 and support principals, literacy coaches and reading specialists, as well as teachers of English Language Learners and children with IEPs. We also support content area literacy. The TCRWP offers over 150 day-long conferences that are open to teachers from throughout the region.

**Please visit our website at [tc.readingandwritingproject.com](http://tc.readingandwritingproject.com).**

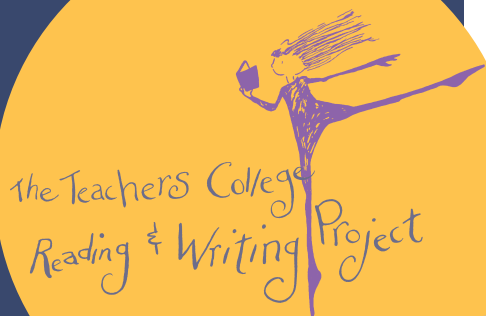
## HOW CAN A TEACHER, A SCHOOL OR A DISTRICT WORK CLOSELY WITH THE TEACHERS COLLEGE READING AND WRITING PROJECT?

The Teachers College Reading and Writing Project is eager to work with schools in New York City—public, charter, and private—and with schools in surrounding suburbs, in districts across the United States, and in distant corners of the world. Requests exceed our capacity, but we regularly forge relationships with new schools and are eager to talk with you about that possibility. These relationships sometimes include providing on-site institutes, as well as professional development during the school year and participation in conference days held at Teachers College, Columbia University.

For further information about this, please email us at [contact@readingandwritingproject.com](mailto:contact@readingandwritingproject.com).

## ON-SITE WORK IN SCHOOLS

Throughout the year, we provide on-site professional development, including demonstration teaching, curriculum development, and support with assessment and data collection. All our professional development is aligned to the Common Core State Standards. On-site work usually involves the entire faculty and supports reading, writing, content area literacy, and the Common Core State Standards; it may, however, focus on any one of these. The cost for this is approximately \$1750-\$1900/day. NYC public school rates are significantly reduced.



## CONFERENCES FOR TEACHERS

Over 150 conference days are offered each year on topics including reading, writing, phonics, content area literacy, assessments, the Common Core State Standards, data-based instruction, and so forth. Each day is tailored to a specific cluster of grade levels, K-8. The days are staffed by Project leaders, as well as national literacy leaders. The 2011-2012 cost of these days is \$75/day, with reduced rates for schools receiving on-site staff development. The conferences offered for 2011-2012 can be viewed on our website. The 2012-2013 calendar of conference days will be available June 2012.

## LITERACY COACH GROUPS

Designed to support literacy coaches in learning to do the same staff development that the Project's staff provide, coaching groups are small, intensive courses which meet approximately one day every other week, usually in schools. Participants receive coaching in their work as teacher-educators, design curriculum, plan study groups and courses for teachers, draft and revise language policies, support each other with predictable problems and receive extensive feedback on their work as literacy coaches. Some coach groups focus especially on content area literacy or data-based assessment.

## PARENT CONFERENCE DAYS

The Project provides several conference days each year designed to help parents support their children as readers and writers. These days include many break-out sessions tailored to particular age groups. Sample schedules are available on our website.

## ASSISTANT PRINCIPAL STUDY GROUPS

Monthly conference days are held at TC to support assistant principals. Each day offers an array of workshops led by senior Project leaders, as well as ongoing study groups led by mentor superintendents.

## PRINCIPAL STUDY GROUPS

One Wednesday a month, school leaders convene to hear guest speakers including David Booth, P. David Pearson, Ellin Keene, Bob Herbert, Richard Allington, Warren Simmons, Harvey 'Smokey' Daniels and others, followed by work in small study groups with Project leaders. These are open to schools receiving intensive staff development.

## LEADERSHIP AND SPECIALTY GROUPS

Most of the current Project staff developers and teacher-leaders have emerged from the organization's most rigorous structure: leader groups for teachers. Every year, leadership groups convene a small cadre of expert teachers who study a topic of special interest. 2011-2012 groups focus on essay writing, data-based instruction, nonfiction reading and other topics.

See our website for more information on any of these offerings.

### Contact the Project

(212) 678-3104

Email: [contact@readingandwritingproject.com](mailto:contact@readingandwritingproject.com)  
[tc.readingandwritingproject.com](http://tc.readingandwritingproject.com)



# 30TH ANNUAL JUNE INSTITUTE ON THE *Teaching of Writing*

Monday, June 25 – Friday, June 29, 2012  
8:30 a.m. – 3:30 p.m.



## HIGHLIGHTS OF THE INSTITUTE

This institute is designed for educators, classroom teachers, school administrators and curriculum specialists who are committed to turning classrooms into richly literate reading and writing workshops. The following is a partial list of topics that will be studied:

- Common Core-aligned curriculum development in the teaching of writing
- Creating ambitious goals that encourage independence, volume, qualities of good writing and craft
- Genre studies in writing essays, short fiction and informational texts
- Methods of holding students accountable for doing their best work
- Teaching reading in the writing workshop
- Classroom structures that support inquiry and collaboration
- Using performance assessments and writing continua to develop data-based instruction in writing
- Toolkits, charts and other resources that support writers in revision
- Teaching students to research towards source-based information and argument writing
- Using technology to enhance the research and writing process

## SPEAKERS

*Carl Anderson* is the author of the acclaimed books: *Assessing Writers* and *How's It Going? A Practical Guide to Conferencing with Student Writers*. His latest project is a book series: *Strategic Writing Conferences: Smart Conversations That Move Young Writers Forward*.

*Lucy Calkins*, Founding Director of the TCRWP, is the author or co-author of more than a score of books including: *The Art of Teaching Reading*, *The Art of Teaching Writing*, and three series: *Units of Study for Primary Writing*, *Units of Study for Teaching Writing, Grades 3-5* and *Units of Study for Teaching Reading, Grades 3-5*. Her upcoming book, co-authored with Mary Ehrenworth and Chris Lehman, is *Pathways to the Common Core*. Calkins is the Robinson Professor of Children's Literature at Teachers College, Columbia University where she also co-directs the Literacy Specialist Program.

*Roy Peter Clark* is one of today's most influential writing teachers in the world of newspaper journalism. He is Vice President and Senior Scholar at the Poynter Institute and author of *Help! For Writers: 210 Solutions to the Problems Every Writer Faces*, *The Glamour of Grammar: A Guide to the Magic and Mystery of Practical English* and *Writing Tools: 50 Essential Strategies for Every Writer*.

*Mary Ehrenworth*, Deputy Director for Middle Schools at the TCRWP, is the author or co-author of many books including *The Power of Grammar*, two books in *Units of Study for Teaching Reading, Grades 3-5* and the upcoming *Pathways to the Common Core*.

*Jack Gantos* is the 2012 Newbery Medal winner for his novel, *Dead End in Norvelt*. He is known nationally for his creative writing, spanning from picture books to middle school fiction. His works include the award-winning memoir *Hole in My Life*, as well as the *Rotten Ralph* and *Joey Pigza* series.

*Angela Johnson* has won three Coretta Scott King Awards, one each for her novels: *The First Part Last*, *Heaven*, and *Toning the Sweep*. She has written numerous books for younger readers, including the Coretta Scott King Honor Book *When I Am Old with You*, and the upcoming *All Different Now*.



## JUNE WRITING INSTITUTE SCHEDULE

First year participants spend half of the day in one of five large group sections. The large group sections support specific grade level(s): Kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, 3<sup>rd</sup> – 5<sup>th</sup> grades, and 6<sup>th</sup> – 8<sup>th</sup> grades. For the other half of the day, participants work in small, interactive sections to develop the skills necessary to teach writing well (organized by grade level/background with the project).

In order to create schools in which young people thrive as readers and writers, it is crucial that administrators as well as teachers receive support in the complex and critical task of curricular leadership. This institute will include sections for principals, as well as workshops and discussion groups to support assistant principals, coaches, and staff developers.

Advanced participants select morning and afternoon sessions from the advanced sections (below).

Principals who are returning should choose from the advanced sections and may schedule times to meet with a Project leader to discuss their schools.

*First Year Participants*

*Administrators  
and Staff Developers*

*Advanced Participants  
(returning)*

*Administrators (returning)*

## ADVANCED SESSIONS

### Morning Sessions

- A. Mentor Texts and an Understanding of Good Writing Can Rev Up the Teaching Part of Our Conferences and Small Group Instruction (K-2). **Carl Anderson**
- B. Learning Progressions, Rubrics and Performance Assessments Can Help Students Work with Deliberateness Towards Clear Goals (K-2). **Amanda Hartman**
- C. Assessment-Based Writing Instruction: Studying Student Work to Tailor Our Teaching to Track Progress on Rubrics and to Clarify and Intensify Instruction (K-2). **Christine Holley**
- D. A State of the Art New Unit on Information Writing: Bringing a Tool for Assessing Information Writing Together with New Unit Plans, Minilessons and Expectations (3-8). **Colleen Cruz**
- E. Very Practical Help Supporting Struggling and Resistant Writers in Information and Essay Writing (3-8). **Chris Lehman**
- F. New Assessments, Tools, Minilessons and Mentor Texts Support State of the Art Instruction in Persuasive Essay (4-8). **Kate Roberts**
- G. Research-Based Argument Essay: An Exciting New Frontier Highlighted in the Common Core and Critical Across the Curriculum (5-8). **Mary Ehrenworth**

### Afternoon Sessions

- H. Small Group Work as Mini-Courses on Skill Development: Providing and Then Removing Scaffolds and Tracking Progress Across Days of Instruction (K-2). **Monique Knight**
- I. The Writing Workshop Can Make Phonics, Punctuation and One-to-One Correspondence Hot!: The Investment and Pride that Comes from Authorship Can Engine Powerful Development in the Basics of Both Writing and Reading (K-1). **Lauren Kolbeck**
- J. Assessment-Based Teaching of Opinion Writing: Plan the Instruction that Supports a Trajectory of Progress in Students' Abilities to Write Persuasive Letters, Book Reviews and Arguments (1-2). **Celena Larkey**
- K. With the Adoption of the Common Core, New Measures of Teacher-Effectiveness, and a New Emphasis on Accountability, How Can We Rev Up Our Methods and Curriculum? (2-8). **Lucy Calkins and Kelly Boland Hohne**
- L. Making the Most of Conferencing: Using Conferences to Assess Quickly, Teach Meaningfully and to Walk Away with Notes that Will Make Sense Later (3-8). **Carl Anderson**
- M. The Craft of Fiction: Tap Kids' Energy for Fiction and Use that Energy to Teach Them to Write with New Power (3-8). **Colleen Cruz**
- N. Revision Comes Not from Applying the Teacher's Newest Strategy, but from Rereading, Internalized Rubrics and a Growing Knowledge of What Works (3-8). **Audra Robb**



# 19TH ANNUAL JULY INSTITUTE ON THE *Teaching of Reading*

Monday, July 2 – Saturday, July 7, 2012  
8:30 a.m. - 3:30 p.m.

## HIGHLIGHTS OF THE INSTITUTE

- ◆ The central role of curriculum development in the teaching of reading
- ◆ Units of study in the reading workshop
- ◆ Aligning reading instruction to the Common Core Standards
- ◆ Comprehension strategy instruction
- ◆ The importance of assessment-based instruction
- ◆ Methods of holding students accountable for doing their best work
- ◆ Teaching interpretation, synthesis and critical reading
- ◆ Using learning progressions to plan for instructional next steps
- ◆ Classroom structures that support inquiry and collaboration
- ◆ Supporting cross-textual work in nonfiction
- ◆ Reading across the curriculum

## SPEAKERS

*Lucy Calkins*, Founding Director of the TCRWP, is the author or co-author of more than a score of books including: *The Art of Teaching Reading*, *The Art of Teaching Writing*, and three series: *Units of Study for Primary Writing*, *Units of Study for Teaching Writing, Grades 3-5* and *Units of Study for Teaching Reading, Grades 3-5*. Her upcoming book, co-authored with Mary Ehrenworth and Chris Lehman, is *Pathways to the Common Core*. Calkins is the Robinson Professor of Children's Literature at Teachers College, Columbia University where she also co-directs the Literacy Specialist Program.

*Kathy Collins*, a former TCRWP staff member, is the author of *Growing Readers: Units of Study in the Primary Classroom* and *Reading for Real: Teach Students to Read with Power, Intention and Joy in K-3 Classrooms*.

*Christopher Paul Curtis* is the award-winning author of *Bud, Not Buddy*, the first book ever to receive both the Newbery Medal and the Coretta Scott King Award. His newest book, *Elijah of Buxton* is the winner of the Scott O'Dell Historical Fiction Award, the Coretta Scott King Award and a Newbery Honor. He has also written many other beloved books such as *The Watsons Go to Birmingham: 1963*, and *Bucking the Sarge*.

*Mary Ehrenworth*, Deputy Director for Middle Schools at the TCRWP, is the author or co-author of many books including *The Power of Grammar*, two books in *Units of Study for Teaching Reading, Grades 3-5* and the upcoming *Pathways to the Common Core*.

*Lois Lowry* is an author of many beloved children's books, including *Number the Stars*, which won the Newbery Medal of Honor in 1990, as well as *The Giver*, which won her a second Newbery Medal of Honor in 1994. She is also well known for her young adult series including *The Anastasia Series*, *The Sam Krupnik Series* and *The Gooney Bird Books*, and standalone books such as *The Silent Boy*, *Like the Willow Tree* and *Autumn Street*.

*Jennifer Serravallo*, a senior staff developer, is author or co-author of *Teaching Reading in Small Groups*, *Conferring with Readers* and the upcoming *Independent Reading Assessment: Fiction*.

The Teachers College  
Reading & Writing Project

**JULY READING INSTITUTE SCHEDULE**

First year participants spend half of the day in one of five large group sections. The large group sections support specific grade level(s): Kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, 3<sup>rd</sup> – 5<sup>th</sup> grades, and 6<sup>th</sup> – 8<sup>th</sup> grades. For the other half of the day, participants work in small, interactive sections to develop the skills necessary to teach reading well (organized by grade level/background with the Project).

In order to create schools in which young people thrive as readers and writers, it is crucial that administrators as well as teachers receive support in the complex and critical task of curricular leadership. This institute will include sections for principals, as well as workshops and discussion groups to support assistant principals, coaches, and staff developers.

Advanced participants select morning and afternoon sessions from the advanced sections (below).

Principals who are returning should choose from the advanced sections and may schedule times to meet with a Project leader to discuss their schools.

*First Year Participants**Administrators  
and Staff Developers**Advanced Participants  
(returning)**Administrators (returning)***ADVANCED SESSIONS***Morning Sessions*

- A. Guided Reading (and More) Can Turn Common Core Expectations into Realities: Powerful Techniques for Ramping Up the Levels of Text Difficulty (1-3). **Christine Cook Robson**
- B. Performance Assessments and Learning Progressions Can Build Pathways to Higher-Level CCSS Comprehension, and Can Help Us Teach with New Specificity and Accountability (K-2). **Amanda Hartman**
- C. Small Group Work as Mini-Courses on Skill Development: Providing and Then Removing Scaffolds Across a Sequence of Instruction (K-2). **Kathy Collins**
- D. Shared Reading, Shared Writing and Interactive Writing to Support Early Reading Development (K-1). **Enid Martinez**
- E. The Intersection of Text Difficulty and Reading Instruction: Understanding the Challenges Posed by Increasing Levels of Text Difficulty (H-Q) and Using This Knowledge to Plan Responsive Instruction (2-4). **Jennifer Serravallo**
- F. With Text Sets that Combine Historical Fiction and Nonfiction, We Can Support the CCSS Skills of Synthesis and Critical Reading (3-8). **Emily Butler Smith**
- G. Addressing the Pandora's Box of Main Idea Instruction: Scaffolds, Small Group Work and Curriculum Can Help Students Infer and Interpret Nonfiction Texts (3-8). **Kathleen Tolan**
- H. Reading Like a Researcher: Researching to Compare Central Ideas, Evaluate Evidence and Clean Authors' Perspectives (4-8). **Mary Ehrenworth**

*Afternoon Sessions*

- I. Tailoring (and Supplementing) Guided Reading Instruction to Ensure that Very Young Children Get the Traction Necessary to Read Conventionally (K-1). **Enid Martinez**
- J. Developing a Toolkit of Scaffolds, Models and Plans that Can Help You Lead On-the-Run, Assessment-Based Small Group Instruction in Nonfiction Reading (K-2). **Shanna Schwartz**
- K. The Common Core Calls for Sky-High Levels of Nonfiction Comprehension: Using Text Sets, Rereading and Book Clubs to Deepen Comprehension (1-2). **Barb Golub**
- L. Fiction Comprehension Skills Are Really Progressions—With Common Core Aligned Performance Assessments, We Can Track and Support Progress, and Teach with New Specificity and Accountability (3-8). **Lucy Calkins**
- M. Figuring Out How to Move Struggling Readers—And Doing It! (3-8). **Jennifer Serravallo**
- N. Close Reading of Texts to Help Readers Monitor for Sense, Infer and Interpret (3-8). **Shana Frazin**
- O. The Intersection of Guided Reading, Strategy Lessons and Book Clubs (3-8). **Kathleen Tolan**



# 10TH ANNUAL AUGUST INSTITUTE ON THE *Teaching of Reading*

Monday, August 6 – Friday, August 10, 2012  
8:30 a.m. – 3:30 p.m.



## HIGHLIGHTS OF THE INSTITUTE:

- The central role of curriculum development and planning in the teaching of reading
- Units of study in the reading workshop
- Aligning reading instruction to the Common Core State Standards
- Comprehension strategy instruction
- The importance of assessment-based instruction
- Methods of holding our students accountable for doing their best work
- Teaching interpretation, synthesis and critical reading
- Using learning progressions to plan for instructional next steps
- Classroom structures that support inquiry and collaboration
- Reading across the curriculum



## SPEAKERS

**Lucy Calkins**, Founding Director of the TCRWP, is the author or co-author of more than a score of books including: *The Art of Teaching Reading*, *The Art of Teaching Writing*, and three series: *Units of Study for Primary Writing*, *Units of Study for Teaching Writing, Grades 3-5* and *Units of Study for Teaching Reading, Grades 3-5*. Her upcoming book, co-authored with Mary Ehrenworth and Chris Lehman, is *Pathways to the Common Core*. Calkins is the Robinson Professor of Children's Literature at Teachers College, Columbia University where she also co-directs the Literacy Specialist Program.

**Kathy Collins**, a former TCRWP staff member, is the author of *Growing Readers: Units of Study in the Primary Classroom* and *Reading for Real: Teach Students to Read with Power, Intention and Joy in K-3 Classrooms*.

**Mary Ehrenworth**, Deputy Director for Middle Schools at the TCRWP, is the author or co-author of many books including *The Power of Grammar*, two books in *Units of Study for Teaching Reading, Grades 3-5* and the upcoming *Pathways to the Common Core*.

**Stephanie Harvey** has been at the forefront of promoting progressive, thoughtful literary practice throughout her career. Among other titles, she is the author of *Nonfiction Matters: Reading, Writing and Research in Grades 3-8*, and co-author of *Strategies that Work: Teaching Comprehension for Understanding and Engagement*.

**Walter Dean Myers** is the author of more than 100 published books, including *The New York Times* bestseller and first winner of the Michael L. Printz Award, *Monster*. Myers's tally of captivating books also includes *Fallen Angels* and *Bad Boy – A Memoir*. This year, Myers was appointed as the National Ambassador for Young People's Literature.

**Jennifer Serravallo**, a senior staff developer, is author or co-author of *Teaching Reading in Small Groups*, *Conferring with Readers* and the upcoming *Independent Reading Assessment: Fiction*.

**Seymour Simon** is the author of more than 250 highly acclaimed science books, many of which have been named Outstanding Science Trade Books for Children by the National Science Teachers Association. Some of Simon's most intriguing books that inspire learning and discovery include *Sharks*, *Wild Weather* and *Amazing Aircraft*.

**Kathleen Tolan**, Senior Deputy Director of the TCRWP, is co-author with Lucy Calkins of *Building a Reading Life*, *Following Characters into Meaning*, and *Navigating Nonfiction* in *Units of Study for Teaching Reading, Grades 3-5*.



**AUGUST READING INSTITUTE SCHEDULE**

Primary grade teachers will be divided into sections organized by grade level/background with the Project. They will attend a large group section and a small grade/experience-specific section that will cover such topics as units of study, assessing and planning for work with individuals and small groups, the components of balanced literacy, comprehension strategies and methods of teaching.

*K-2 Teachers, attending for the first time*

Upper grade participants will be divided into sections organized by grade level/background with the Project. Upper grade teachers attending their first Teachers College reading institute will attend a large group section and a small grade/experience-specific section that will cover such topics as comprehension strategies, read aloud and accountable talk, small group work, writing about reading, book clubs and methods of teaching.

*3-5 Teachers, attending for the first time*

Teachers of grades 5 through 8 will attend a large group section and will also attend a small group section that will cover such topics as time management, comprehension strategies, interpretations and critical thinking, writing about reading and book clubs. There will be separate sections for teachers who work in high-need urban schools.

*5-8 Teachers, attending for the first time*

Advanced participants will choose from sections on specialized topics (below).

*K-8 Teachers, returning School Leaders*

In order to create schools in which young people thrive as readers and writers, it is crucial that school leaders such as principals, assistant principals, coaches and staff developers receive support in the complex and critical task of curricular leadership. This institute will include sections, as well as workshops and discussion groups, to support school leaders.

**ADVANCED SESSIONS***Morning Sessions*

- A. Shared Reading, Shared Writing and Interactive Writing to Support Early Reading Development (K-1). **Mary Ann Colbert**
- B. Performance Assessments and Learning Progressions Can Build Pathways to Higher-Level CCSS Comprehension, and Can Help Us Teach with New Specificity and Accountability (K-2). **Amanda Hartman**
- C. Small Group Work as Mini-Courses on Skill Development: Providing and Then Removing Scaffolds Across a Sequence of Instruction (K-2). **Kathy Collins**
- D. Addressing the Pandora's Box of Main Idea Instruction: Scaffolds, Small Group Work and Curriculum Can Help Students Infer and Interpret Nonfiction Texts (2-4). **Natalie Louis**
- E. The Intersection of Text Difficulty and Reading Instruction: Understanding the Challenges Posed by Increasing Levels of Text Difficulty (H-Q) and Using This Knowledge to Plan Responsive Instruction (2-4). **Jennifer Serravallo**
- F. With Text Sets that Combine Historical Fiction and Nonfiction, We Can Support the CCSS Skills of Synthesis and Critical Reading (3-8). **Maggie Beattie**
- G. Reading Like a Researcher: Researching to Compare Central Ideas, Evaluate Evidence and Glean Authors' Perspectives (4-8). **Mary Ehrenworth**

*Afternoon Sessions*

- H. Tailoring (and Supplementing) Guided Reading Instruction to Ensure that Very Young Children Get the Traction Necessary to Read Conventionally (K-1). **Enid Martinez**
- I. Developing a Toolkit of Scaffolds, Models and Plans that Can Help You Lead On-the-Run, Assessment-Based Small Group Instruction in Nonfiction Reading (K-2). **Shanna Schwartz**
- J. The Common Core Calls for Sky-High Levels of Nonfiction Comprehension: Using Text Sets, Rereading and Book Clubs to Deepen Comprehension (1-2). **Marjorie Martinelli**
- K. Fiction Comprehension Skills Are Really Progressions—With Common Core Aligned Performance Assessments, We Can Track and Support Progress, and Teach with New Specificity and Accountability (3-8). **Shana Frazin**
- L. Tap the Power of Technology and Media to Teach Higher Level Comprehension. **Maggie Beattie**
- M. Figuring Out How to Move Struggling Readers—And Doing It! (3-8). **Jennifer Serravallo**
- N. The Intersection of Guided Reading, Strategy Lessons and Book Clubs (3-8). **Kathleen Tolan**



# 19TH ANNUAL AUGUST INSTITUTE ON THE *Teaching of Writing*

Monday, August 13 – Friday, August 17, 2012  
8:30 a.m. – 3:30 p.m.

## HIGHLIGHTS OF THE INSTITUTE

This institute is designed for educators, classroom teachers, school administrators and curriculum specialists who are committed to turning classrooms into richly literate reading and writing workshops. The following is a partial list of topics that will be studied:

- Common Core-aligned curriculum development in the teaching of writing
- Creating ambitious goals that encourage independence, volume, qualities of good writing and craft
- Genre studies in writing essays, short fiction and informational texts
- Methods of holding students accountable for doing their best work
- Teaching reading in the writing workshop
- Classroom structures that support inquiry and collaboration
- Using performance assessments and writing continua to develop data-based instruction in writing
- Toolkits, charts and other resources that support writers in revision
- Teaching students to research towards source-based information and argument writing
- Using technology to enhance the research and writing process

## SPEAKERS

*Avi* is the author of over a score of books, including the Newbery Award-winning *Crispin: the Cross of Lead*, as well as *True Confessions of Charlotte Doyle* and *Nothing But the Truth*, which both received Newbery Honors. He has written many books on diverse topics with varying styles for kindergarten through young adult ages. He is well known for his *Poppy* series and is a founding member of ART (Authors Readers Theater).

*Carl Anderson* is the author of the acclaimed books: *Assessing Writers* and *How's It Going? A Practical Guide to Conferencing with Student Writers*. His latest project is a book series: *Strategic Writing Conferences: Smart Conversations That Move Young Writers Forward*.

*Katherine Bomer* has written numerous books on the teaching of reading and writing including her two most recent books: *Starting with What Students Do Best* and *Hidden Gems*. Katherine is also author of *Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning-and Triumph Over Tests* as well as co-author, with Lucy Calkins, of *The Writer's Bookshelf*.

*Lucy Calkins*, Founding Director of the TCRWP, is the author or co-author of more than a score of books including: *The Art of Teaching Reading*, *The Art of Teaching Writing*, and three series: *Units of Study for Primary Writing*, *Units of Study for Teaching Writing, Grades 3-5* and *Units of Study for Teaching Reading, Grades 3-5*. Her upcoming book, co-authored with Mary Ehrenworth and Chris Lehman, is *Pathways to the Common Core*. Calkins is the Robinson Professor of Children's Literature at Teachers College, Columbia University where she also co-directs the Literacy Specialist Program.

*Colleen Cruz*, a senior staff developer of the Project, is the author of *Independent Writing—One Teacher, Thirty-Two Needs, Topics and Plans* and of *Reaching Struggling Writers, K-5*, and co-author of *Writing Fiction: Big Dreams, Tall Ambitions*.

*Lester Laminack* is the author of many articles and books for teachers including *Spelling in Use* and *Learning Under the Influence of Language and Literature: Making the Most of Read Alouds Across the Day*. Lester has also written many children's books including *The Sunsets of Miss Olivia Wiggins* and *Saturdays and Teacakes*.



## AUGUST WRITING INSTITUTE SCHEDULE

First year participants spend half of the day in one of five large group sections. The large group sections support specific grade level(s): Kindergarten, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, 3<sup>rd</sup> – 5<sup>th</sup> grades, and 6<sup>th</sup> – 8<sup>th</sup> grades. For the other half of the day, participants work in small, interactive sections to develop the skills necessary to teach writing well (organized by grade level/background with the Project).

In order to create schools in which young people thrive as readers and writers, it is crucial that school leaders such as principals, assistant principals, coaches and staff developers receive support in the complex and critical task of curricular leadership. This institute will include sections, as well as workshops and discussion groups, to support school leaders.

Advanced participants select morning and afternoon sessions from the advanced sections (below).

### *First Year Participants*

### *School Leaders*

### *Advanced (returning) Participants*

## ADVANCED SESSIONS

### *Morning Sessions*

- A. Mentor Texts and an Understanding of Good Writing Can Rev Up the Teaching Part of Our Conferences and Small Group Instruction (K-2). **Carl Anderson**
- B. Learning Progressions, Rubrics and Performance Assessments Can Help Students Work with Deliberateness Towards Clear Goals (K-2). **Amanda Hartman**
- C. Assessment-Based Writing Instruction: Studying Student Work to Tailor Our Teaching to Track Progress on Rubrics and to Clarify and Intensify Instruction (K-2). **Christine Holley**
- D. Very Practical Help Supporting Struggling and Resistant Writers in Information and Essay Writing (3-8). **Chris Lehman**
- E. A State of the Art New Unit on Information Writing: Bringing a Tool for Assessing Information Writing Together with New Unit Plans, Minilessons and Expectations (3-8). **Jerry Marais**
- F. New Assessments, Tools, Minilessons and Mentor Texts Support State of the Art Instruction in Persuasive Essay (4-8). **Kate Roberts**
- G. Research-Based Argument Essay: An Exciting New Frontier Highlighted in the Common Core and Critical Across the Curriculum (5-8). **Annie Taranto**

### *Afternoon Sessions*

- H. Small Group Work as Mini-Courses on Skill Development: Providing and Then Removing Scaffolds and Tracking Progress Across Days of Instruction: (K-2). **Monique Knight**
- I. The Writing Workshop Can Make Phonics, Punctuation and One-to-One Correspondence Hot!: The Investment and Pride that Comes from Authorship Can Engine Powerful Development in the Basics of Both Writing and Reading (K-1). **Lauren Kolbeck**
- J. Assessment-Based Teaching of Opinion Writing: Plan the Instruction that Supports a Trajectory of Progress in Students' Abilities to Write Persuasive Letters, Book Reviews and Arguments (1-2). **Celena Larkey**
- K. Making the Most of Conferencing: Using Conferences to Assess Quickly, Teach Meaningfully and to Walk Away with Notes that Will Make Sense Later (3-8). **Carl Anderson**
- L. The Craft of Fiction: Tap Kids' Energy for Fiction and Use that Energy to Teach Them to Write with New Power (3-8). **Colleen Cruz**
- M. Assessment-Based Writing Instruction: Studying Students' Work to Establish Goals and Rubrics and to Clarify and Intensify Instruction (3-8). **Ali Marron**
- N. Revision Comes Not from Applying the Teacher's Newest Strategy, but from Rereading, Internalized Rubrics and a Growing Knowledge of What Works (3-8). **Audra Robb**



## The 2012 Summer Institutes



### IMPORTANT DATES FOR 2012-2013

- ◆ **Monday, February 13:** Applications for summer institutes available online at [tc.readingandwritingproject.com/institutes](http://tc.readingandwritingproject.com/institutes)
- ◆ **Monday, March 12:** Priority will be given to applicants who apply prior to March 12. After this date, applications will be reviewed on a rolling basis as they are received. After an applicant has been accepted at an institute, withdrawal from the institute before May 25 (for institutes in June/July) or June 13 (for institutes in August) involves a \$75 penalty fee.
- ◆ **Saturday, March 24:** Saturday Reunion, with speakers Pam Muñoz Ryan, Sarah Weeks, Lucy Calkins, David Booth, and the TCRWP staff. The day will offer more than 125 workshops.
- ◆ **Friday, May 25:** Last day to withdraw from either June/July institute. After this date, the full institute fee will be charged. (see page 14)
- ◆ **Wednesday, June 13:** Last day to withdraw from either August institute. After this date, the full institute fee will be charged. (see page 14)
- ◆ **Monday, June 25 – Friday, June 29:** Institute on the Teaching of Writing
- ◆ **Monday, July 2 – Saturday, July 7:** Institute on the Teaching of Reading (Institute closed on Wednesday)
- ◆ **Monday, August 6 – Friday, August 10:** Institute on the Teaching of Reading
- ◆ **Monday, August 13 – Friday, August 17:** Institute on the Teaching of Writing
- ◆ **Saturday, October 27:** Saturday Reunion, with keynote speaker Tony Wagner, Lucy Calkins, and TCRWP staff.
- ◆ **Saturday, March 23, 2013:** Saturday Reunion, with keynote speaker Katherine Paterson, Lucy Calkins, and TCRWP staff.

### APPLICATION INFORMATION

Applications will be processed as they are submitted, and you will receive an email that your application was received. Priority will be given to applicants who apply before March 12. You will receive electronic notification of your status within three to four weeks of submission. If you have trouble with the application process, please phone 1-888-RWP-SUMI (1-888-797-7864) or (212) 678-3104.



#### NOTE!

#### Application Procedures

Applications will be available online (only) starting on February 13, 2012. Visit our website at: [tc.readingandwritingproject.com](http://tc.readingandwritingproject.com)

Payment is due within 10 days of your acceptance. Requests for exceptions to this deadline must be submitted in writing before the ten day period is over. Instructions for making such a request will be included in your acceptance email. See page 13 for application guidelines, payment procedures and other details about the application process.

### 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 2013 are available). Payment is due within 10 days of notification of your acceptance. Before the payment deadline expires you will receive a reminder message. Requests for time extensions 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.



#### NOTE!

#### Application Procedures

Each Purchase Order must not cover more than one applicant. Multiple applicants on a single PO will be returned. Accepted applicants who withdraw may be charged a fee. See withdrawal policy on the next page.

## NONCREDIT FEES

The noncredit registration fee for 2012 summer institutes is \$675 (\$625 plus a \$50 materials fee) per person, per institute.\*

NYC DOE personnel and teachers receive a reduced rate for 2012 summer institutes of \$600 (\$550 plus a \$50 materials fee) per person, per institute.\*

\*Included in all registration fees is a \$75 non-refundable application and processing fee. Accepted applicants who withdraw before the deadline will be charged this fee. Those who withdraw after the deadline will be charged the entire institute fee. See page 12 for details about deadlines.

## CREDIT FEES

Institutes are offered for graduate credit through TC at a cost of \$1,231 per credit. All graduate credit participants must also pay a special course fee of \$70. Participants may receive graduate credit for beginning and advanced sections. When you register on a noncredit basis, you may not change your enrollment to credit (or visa versa) once the workshop begins. See below for details regarding credit options.

If you are not currently enrolled in a degree program at TC, but have applied and/or been admitted previously, you will be charged a \$35.00 admissions fee in addition to the above-mentioned fees. If you have never applied to TC before, you will be charged a \$65.00 admissions fee in addition to the above-mentioned fees, and must submit proof of baccalaureate (a photocopy is acceptable).

All institutes can be taken for 3 credits and the writing institutes can be taken for 6 credits. The August Reading and Writing institutes can be taken for 1 credit. A limited number of students can attend each institute.

*1 Credit Option:* Pass/fail. The participant must attend all sessions and submit a process log for evaluation. The total cost is \$1,301 (\$1,231 per credit plus the \$70 special course fee).

*3 Credit Option:* Pass/fail. The participant must attend all sessions and submit a ten-page paper in addition to the process log. The total cost is \$3,763 (\$1,231 per credit plus the \$70 special course fee).

*6 Credit Option:* Pass/fail. The participant must attend all sessions, read assigned professional literature, submit a ten-page paper, participate in two additional days or evenings (TBA), and submit another fifteen-page paper on a topic relevant to work during the institute. The total cost is \$7,456 (\$1,231 per credit plus the \$70 special course fee).

C&T 5850: Reading/Writing Connections: Advanced sections for 1 or 3 credits. This course is only available to students who have previously taken C&T 5800 or C&T 4858. Advanced sessions must be chosen.

## SCHOLARSHIPS

A variety of scholarship opportunities will be available for this year's summer institutes. Among these include: the **David M. Price Memorial Scholarship Fund**, which will offer a scholarship for tuition to one of our August institutes for one upper grade participant; **The Sanford Jaffe Scholarship**, which will offer a \$1,250 scholarship for one primary and one upper grade participant to attend either reading or writing institute; and the **Growing Teachers Grant**, which will grant \$2,000 for one primary participant to attend either the July or August Reading Institute. Participants taking the institutes for graduate credit are not eligible. For more details and information on how to apply, please visit our website at [tc.readingandwritingproject.com](http://tc.readingandwritingproject.com).



## HOUSING INFORMATION

The cost of lodging for the institutes is not included in your registration fee. Please make reservations as soon as your acceptance has been confirmed. Although the Project does not handle housing arrangements, there are accommodations near the College. The closest places include:

Teachers College Residence Halls, 517 West 121st Street, (212) 678-3235, [housing@tc.columbia.edu](mailto:housing@tc.columbia.edu).

There are 2 options: Summer conference housing and Guest housing rooms.

◆ To apply for summer conference housing, follow the instructions on the TC Office of Residential Services website [www.tc.edu/housing](http://www.tc.edu/housing) (click on the sidebar under "housing options" then "summer conference housing"). Cost per night ranges from \$85-\$145. Check-in is after 2:00 p.m., Monday-Friday. Check-out is by 10:00 a.m.

◆ Guest housing is Teachers College hotel style accommodations. There are 15 rooms which can be booked year round. Cost per night ranges from \$115-\$170. Please note these prices are subject to change. Check-in is after 2:00 p.m. Check-out is by 10:00 a.m. Luggage storage is available.

Union Theological Seminary, 3041 Broadway at 121<sup>st</sup> Street, (212) 280-1313, [landmark@uts.columbia.edu](mailto:landmark@uts.columbia.edu)

Landmark guest rooms at Union Theological are conveniently located across the street from Teachers College. For possible accommodations, follow the instructions on the website, <http://www.utsnyc.edu> (click on sidebar under "guest rooms" then "landmark guest rooms"). Cost per night: Single-\$135; double-\$165, not including taxes. Check-in is after 2:00 p.m. Check-out is by 10:00 a.m.

When reserving housing at either of the above locations, be sure to mention that you are attending a Teachers College Reading and Writing Project institute. Space is limited; therefore, we strongly recommend that you reserve your room early.

Other lodging nearby (but requiring a short subway trip or cab ride) includes:

- ◆ Beacon Hotel, 2130 Broadway (at 75<sup>th</sup> Street), (212) 787-1100
- ◆ Comfort Inn, 31 West 71<sup>st</sup> Street, (212) 721-4770
- ◆ Courtyard New York Manhattan/Upper East Side, 410 East 92<sup>nd</sup> Street, (212) 410-6777
- ◆ Days Inn, 215 West 94<sup>th</sup> Street, (212) 866-1357
- ◆ Excelsior Hotel, 45 West 85<sup>th</sup> Street, (212) 362-9200
- ◆ Lucerne Hotel, 201 West 79<sup>th</sup> Street, (212) 875-1000
- ◆ On the Avenue, 2178 Broadway, (212) 362-1100
- ◆ Park 79 Hotel, 2117 W. 79<sup>th</sup> Street, (646) 961-4327

# Frequently Asked Questions About the Summer Institutes

## WHAT CRITERIA ARE USED TO DECIDE WHO GETS ADMITTED?

We tend to give priority to:

- ◆ Returning teachers who are applying to both a reading and writing institute.
- ◆ Teachers who demonstrate a commitment to our work and who function as lead-teachers.
- ◆ Teachers in schools who receive Project professional development or support similar to ours.
- ◆ Administrators who apply with a team of teachers.
- ◆ Teachers who apply to sections that are not full.

We keep a waiting list for applicants we are unable to accept right away. If a slot opens, we phone to confirm your availability and activate your application.

## CAN I RECEIVE A RECEIPT FOR DISTRICT/REGIONAL REIMBURSEMENT?

Your acceptance letter and your canceled check or credit card statement serve as your receipt.

## WHAT HAPPENS IF I NEED TO WITHDRAW FROM THE INSTITUTES?

If you need to withdraw, you must do so in writing by email to [registration@readingandwritingproject.com](mailto:registration@readingandwritingproject.com). If you withdraw from any institute, you will be charged a withdrawal fee of \$75.00. If you withdraw from the June/July Institutes after May 25, you will forfeit your entire fee. If you withdraw from the August Institutes after June 13, you will forfeit your entire fee.

## WHAT HAPPENS IF I CHANGE SCHOOLS?

If you applied and *personally* paid your registration fee for an institute(s), you are entitled to keep your slot regardless of your change of school. However, if your school or district has paid (or agreed to pay) for your slot and you have left that school, we cannot promise to hold your place. The original payee (your school district) may request to send someone in your place. They will be charged the processing withdrawal fee (see deadlines above) to do so. You may reapply with a letter describing your circumstances and submit an alternate form of payment to the institute(s).

## WHAT IS YOUR ATTENDANCE POLICY?

In order to receive a perfect attendance certificate, you must attend every section workshop, on time, each day of the institute.

## CAN I EARN IN-SERVICE CREDIT FOR ATTENDING THE INSTITUTES?

No. P-Credit is not an option for this year's summer institutes.

## SERVICES FOR STUDENTS WITH DISABILITIES

Individuals with disabilities are invited to request reasonable accommodations including, but not limited to, sign language interpretation, Braille or large print materials and a campus map of accessible features. While every attempt will be made to fulfill all requests for reasonable accommodations regardless of when these requests are made, making requests two weeks prior to the date of the event will ensure that accommodations will be provided. To request disability-related accommodations contact OASID at [oasid@tc.edu](mailto:oasid@tc.edu), (212) 678-3689, (212) 678-3853 TTY, (866) 624-3281 video phone, as early as possible.

# Saturday Reunions

March 24, 2012, October 27, 2012, & March 23, 2013  
Three Days, Each Brimming with  
125 Workshops and Keynotes



For one Saturday in both the spring and the fall, the TCRWP always opens its doors to thousands of educators from all over the country. Each Saturday Reunion offers more than 125 workshops, keynotes and closings on numerous topics, such as: using assessment to inform instruction, writing-to-learn across the curriculum, critical reading, writing persuasive speeches, tailoring book clubs to support diverse readers, drama in the K-1 classroom and more. Senior Project staff, including Lucy Calkins and all TCRWP staff developers, present on each of these Saturdays.

March 24, 2012

*Keynote Speaker: Pam Muñoz Ryan*

Pam Muñoz Ryan has written over thirty books for young people including the award-winning *Esperanza Rising*, as well as *Riding Freedom*, *Paint the Wind* and *The Dreamer*. She is the recipient of the Civil and Human Rights Award from the NEA, of the Virginia Hamilton Award for Multicultural Literature and of the Willa Cather Literacy Award for writing.

*Keynote Speaker: Sarah Weeks*

Sarah Weeks is famous throughout the TCRWP community for her extraordinary speeches. She is the author of more than fifty picture books and novels including the bestselling novel, *So B. It*. Two of her most recent contributions are *MAC AND CHEESE* and *PIE*. Sarah is an adjunct faculty member at the New School and a founding member of ART, a traveling troupe of authors who perform reader's theatre across the country.

October 27, 2012

*Keynote Speaker: Tony Wagner*

Tony Wagner is the author of the critically important book, *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—and What We Can Do About It*. His latest title, *Creating Innovators: The Making of Young People Who Will Change The World* will be published in April. His other titles include: *Change Leadership: A Practical Guide to Transforming Our Schools*, *Making the Grade: Reinventing America's Schools*, and *How Schools Change: Lessons from Three Communities Revisited*. Tony has also recently collaborated with noted filmmaker Robert Compton to create a 60 minute documentary, "*The Finnish Phenomenon: Inside The World's Most Surprising School System*."

March 23, 2013

*Keynote Speaker: Katherine Paterson*

Katherine Paterson is a celebrated author of classic children's books such as *Bridge to Terabithia*, as well as *Come Sing*, *Jimmy Jo*, *Blueberries for the Queen*, *The Field of the Dog* and most recently, *Bread and Roses, Too*. Tackling deeply-compelling subjects and themes throughout her writing, Paterson has received numerous accolades including two National Book Awards, two Newbery Medals and the Astrid Lindgren Award for Lifetime Achievement. She serves as a Vice-President of the National Children's Book and Literacy Alliance Board of Directors and was recently appointed as a National Ambassador for Young People's Literature.





**NOTE!**

*Application  
Procedures*

APPLICATIONS WILL  
BE AVAILABLE ONLINE ONLY

[tc.readingandwritingproject.com](http://tc.readingandwritingproject.com)





PLEASE SHARE THIS BROCHURE WITH YOUR COLLEAGUES AND FRIENDS



*The Teachers College  
Reading & Writing Project*

Teachers College  
Columbia University  
525 West 120<sup>th</sup> Street  
Box 77  
New York, NY 10027-6696

For more information please visit:  
[tc.readingandwritingproject.com](http://tc.readingandwritingproject.com)

