Please share this brochure with your colleagues and friends.
For more information please visit: tc.readingandwritingproject.com

Resources for teaching to and beyond the CCSS

UNITs OF STUDY in Opinion, Information, and Narrative Writing
A COMMON CORE WORKSHOP CURRICULUM

Building on the best practices and proven frameworks in our original Units of Study for Teaching Writing series, Ben Jacobs and colleagues from the Teachers College Reading and Writing Project offer a new series with grade-by-grade plans for teaching writing workshops that help students meet and exceed the Common Core State Standards. These new units of study will:

- Help you teach opinion, information, and narrative writing with increasing complexity and sophistication
- Unpack the Common Core writing standards as you guide students to attain and exceed those expectations
- Foster higher-level thinking, including regular chances to synthesize, analyze, and critique
- Develop and refine strategies for writing across the curriculum
- Support greater independence and fluency through immersive writing opportunities
- Include strategic performance assessments to help monitor mastery and differentiate instruction
- Provide a ladder of writing progressions across the elementary grades.

Learn more at UnitsOfStudy.com

2013 Summer Institutes and Professional Development Offerings
Dear Friends:

For thirty-one 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 learn ways to help students to lead richly literate lives. During the school year, many institute participants continue to study with staff developers in their schools and return to TC for conferences led by Reading and Writing Project leaders. This summer’s speakers include:

David Adler, author of the Cam Jansen mystery series and The Picture Biography Series

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

Kylene Beers, author of When Kids Can’t Read—What Teachers Can Do and former president of NCTE

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

Lucy Calkins, Founding Director of the TCRWP and author/co-author of 40+ books, including most recently the Units of Study in Opinion, Information, and Narrative Writing

Billy Collins, United States Poet Laureate and author of Horoscopes for the Dead

Kathy Collins, author of Growing Readers and Reading for Real

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

Mary Ehrenworth, Deputy Director for Middle Schools and co-author of Units of Study in Opinion, Information, and Narrative Writing and of The Power of Grammar

Ralph Fletcher, author of Fig Pudding and professional literature such as Teaching the Qualities of Writing

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

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

Patricia MacLachlan, award-winning author of Sarah, Plain and Tall and Edward’s Eyes

Timothy Rasinski, author of The Fluent Reader and Rebuilding the Foundation

Pam Muñoz Ryan, author of award-winning Esperanza Rising, as well as Riding Freedom and The Dreamer

Kathleen Tolan, Senior Deputy Director of the TCRWP and co-author of Units of Study in Opinion, Information, and Narrative Writing and of Units of Study for Teaching Reading

Tony Wagner, author of the critically important book, The Global Achievement Gap

Sarah Weeks, award-winning author of So B. It., Mac and Cheese and Pie

I strongly encourage you to submit your applications online as soon as possible. Please check that your application is 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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The most up-to-date information on the Teachers College Reading and Writing Project is on our website: tc.readingandwritingproject.com.
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 in the teaching of writing
• Creating ambitious goals that encourage independence, volume, qualities of good writing and craft
• Genre studies in writing essays, narratives, 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 learning progressions to develop data-based instruction in writing
• Using toolkits, charts, and student-facing rubrics to support 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 Assessing Writers and How’s It Going? A Practical Guide to Conferring with Student Writers. His latest project is a book series: Strategic Writing Conferences: Smart Conversations That Move Young Writers Forward.

Billy Collins, renowned United States Poet Laureate 2001-2003, has published eight collections of poetry, including Questions About Angels, Picnic, Lightning, and most recently Horoscopes for the Dead. His poems have appeared in a variety of periodicals including The New Yorker, The Paris Review, and The American Scholar, and is a Guggenheim fellow and a New York Public Library “Literary Lion.”

Lucy Calkins, Founding Director of the TCRWP, is the author or co-author of 40+ books including the newly released Units of Study in Opinion, Information, and Narrative Writing written with the TCRWP community, and Pathways to the Common Core. Her foundational texts include The Art of Teaching Reading, The Art of Teaching Writing, and Units of Study for Teaching Reading, Grades 3-5. Calkins is the Robinson Professor of Children’s Literature at Teachers College, Columbia University where she co-directs the Literacy Specialist Program.

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Patricia MacLachlan is the Newbery Award winning author of Sarah, Plain and Tall, which also received the School Library Journal’s Best Books of the Year and The New York Times Notable Children’s Books of the Year designation. Her more than 20 acclaimed picture books and novels for children include Who Loves Me?, Arthur for the Very First Time, Edward’s Eyes, and Your Moon, My Moon. She also teaches a course on children’s literature at Smith College.


Sarah Weeks is an award-winning 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.
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.

First year participants spend half of the day in one of five large group sections. The large group sections support specific grade levels: Kindergarten, 1st grade, 2nd grade, 3rd – 5th grades, and 6th – 8th 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).

Advanced participants who are returning should select morning and afternoon sessions from the advanced sections (below).

Advanced administrators who are returning should select morning and afternoon sessions from the advanced sections (below) and may schedule times to meet with a Project leader to discuss their schools.

**ADVANCED SESSIONS**

**MORNING SESSIONS**

A. Literature Can Spur Revision (K-2). **Carl Anderson**

B. Using Checklists, Exemplars and Performance Assessments to Rev Up Student Goal-Driven Work (K-2). **Christine Holley**

C. Widening Our Repertoire of Teaching Methods for Whole and Small Groups So Teaching Is as Engaging and as Active as It Can Be (K-2). **Monique Knight**

D. Develop a Wide Repertoire of Teaching Strategies for Motivating and Enabling Struggling and Resistant Writers (3-8). **Colleen Cruz**

E. Lift the Level of Talking and Writing About Literature: Bring Students to Common Core Levels of Comprehension (3-8). **Mary Ehrenworth**

F. Master The Story Arc and Find Your Voice by Writing Under The Tutorage of A Renowned Children's Author: A Writing Workshop with Author **Sarah Weeks** (3-8).

G. Writing About Reading: From Notes to Entries to Essays (4-8). **Kelly Boland Hohne**

**AFTERNOON SESSIONS**

H. Words Glorious Words: A Close Look at Vocabulary, Spelling and Phonics in the Writing Workshop (K-2). **Rachel Rothman**

I. The Art of Writing a Picture Book Through Exploration of Structure, Language, Message and Style: A Writing Workshop with Author **Sarah Weeks** (K-2).

J. Writing About Science: Lab Reports and Information Writing (and Developing Curriculum) (1-2). **Lauren Kolbeck**

K. Reading-Writing Connections Can Spur Revision (3-8). **Carl Anderson**

L. Research -Based Information Writing: Explore a New Territory and Learn Underlying Principles of Curriculum Development in Writing (3-8). **Lucy Calkins & Kelly Boland Hohne**

M. Tap the Power of Self-Assessment, Critical Feedback and Writing Goals to Spur Revision and Growth (3-8). **Alexandra Marron**

N. The Craft of Opinion/Argument Writing (4-8). **Kate Roberts**
The 20th Annual July Institute on the
TEACHING OF READING
Monday, July 1 – Saturday, July 6, 2013
8:30 a.m. - 3:30 p.m.

SPEAKERS

David Adler is the author of the Cam Jansen mystery series and of more than 200 other books for children. These include many information books on math, science, and social studies such as We Remember the Holocaust, The Picture Biography Series, and most recently, Don’t Talk to Me About the War.

Kylene Beers is author of When Kids Can’t Read–What Teachers Can Do, and co-author of Adolescent Literacy: Turning Promise Into Practice and Notice and Note: Strategies for Close Reading. She served as President of the National Council of Teachers of English and received the 2011 Conference on English Leadership outstanding leader award.

Lucy Calkins, Founding Director of the TCRWP, is the author or co-author of 40+ books including the newly released Units of Study in Opinion, Information, and Narrative Writing written with the TCRWP community, and Pathways to the Common Core. Her foundational texts include The Art of Teaching Reading, The Art of Teaching Writing, and Units of Study for Teaching Reading, Grades 3-5. Calkins is the Robinson Professor of Children’s Literature at Teachers College, Columbia University where she co-directs the Literacy Specialist Program.

Kathy Collins, a former TCRWP staff member and beloved keynote speaker, 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. Kathy has been a first-grade teacher in Brooklyn, NY and an adjunct instructor at the University of Alaska.

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 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 most recently, The Mighty Miss Malone.

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Amanda Hartman, Associate Director of the TCRWP, has co-authored One-to-One: The Art of Conferring with Young Writers, as well as Launching the Writing Workshop, Kindergarten, and Lessons from the Masters: Improving Narrative Craft, Grade 2, in Units of Study in Opinion, Information, and Narrative Writing.

Kathleen Tolan, Senior Deputy Director of the TCRWP, is co-author of Building a Reading Life, Following Characters into Meaning, and Navigating Nonfiction in Units of Study for Teaching Reading, Grades 3-5. She is coauthor of The Literary Essay: Writing About Fiction, Grade 4, in Units of Study in Opinion, Information, and Narrative Writing.

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:

- 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 State Standards
- Comprehension strategy instruction
- Phonics as an integral component of early literacy
- Methods of holding students accountable for doing their best work
- Teaching interpretation, synthesis and critical reading
- Formative assessments and 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
- Writing about reading
**JULY READING INSTITUTE SCHEDULE**

**FIRST YEAR PARTICIPANTS**
First year participants spend half of the day in one of five large group sections. The large group sections support specific grade levels: Kindergarten, 1st grade, 2nd grade, 3rd - 5th grades, and 6th - 8th 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).

**FIRST YEAR ADMINISTRATORS AND STAFF DEVELOPERS**
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 (RETURNING)**
Advanced participants who are returning should select morning and afternoon sessions from the advanced sections (below).

**ADVANCED ADMINISTRATORS (RETURNING)**
Advanced administrators who are returning should select morning and afternoon sessions from the advanced sections (below) and may schedule times to meet with a Project leader to discuss their schools.

**ADVANCED SESSIONS**

**MORNING SESSIONS**

A. Make Your Word Study Work Memorable and Transferable (K-1). **Christine Cook Robson**

B. Writing About Reading: Using Writing and Talking About Reading to Lift the Level of Comprehension (K-2). **Kathy Collins**

C. Bring More Writing and Reading Into Your Science Work in Ways that Accelerate Reading Development (K-2). **Amanda Hartman**

D. Teach Kids to Transfer Between Narrative Reading and Writing: The Reciprocity of Skills Can Move Learners Forward (3-5). **Shana Frazin**

E. Teachers of Upper Grade Strugglers Need to Know, Transfer and Adapt Methods Primary Teachers Use to Build Strong Reading Foundations (3-5). **Natalie Louis**

F. Making and Using Power Tools: The Demonstration Texts, Scaffolds and Conferring Tool Kits that Make Comprehension Concrete (3-8). **Kate Roberts**

G. Reading-Writing Connections in a Common Core World: Readers Work with the Relationship Between Craft and Central Ideas (4-8). **Mary Ehrenworth**

**AFTERNOON SESSIONS**

H. Invent Tools and Methods that Help Readers Move up the Ladder of Text Complexity (K-2). **Natalie Louis**

I. Create a Toolkit of Resources to Support Small Group Work and Conferences (K-2). **Shanna Schwartz**

J. Guided Reading and Strategy Lessons: Teaching with Traction (1-2). **Enid Martinez**

K. Develop the Skills Necessary to Lead Effective Small Groups: Strategy Lessons, Guided Reading and More (3-5). **Brooke Geller**

L. Powering Our Social Studies Curriculum to Support Higher Level Comprehension (3-6). **Kathleen Tolan**

M. The Intersection of Close Reading and Nonfiction Strategy Instruction (3-8). **Kate Roberts**

N. Nonfiction Text Sets Teach Author’s Intent, Point of View, Synthesis and Critical Reading (4-8). **Maggie Beattie Roberts**
The 20th Annual August Institute on the Teaching of Writing
Monday, August 5 – Friday, August 9, 2013
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 in the teaching of writing
• Creating ambitious goals that encourage independence, volume, qualities of good writing and craft
• Genre studies in writing essays, narratives, 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 learning progressions to develop data-based instruction in writing
• Using toolkits, charts, and student-facing rubrics to support 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 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 40+ books including the newly released Units of Study in Opinion, Information, and Narrative Writing written with the TCRWP community, and Pathways to the Common Core. Her foundational texts include The Art of Teaching Reading, The Art of Teaching Writing, and Units of Study for Teaching Reading, Grades 3-5. Calkins is the Robinson Professor of Children’s Literature at Teachers College, Columbia University where she co-directs the Literacy Specialist Program.

Colleen Cruz, senior lead staff developer at the TCRWP, is the author of Independent Writing—One Teacher, Thirty-Two Needs, Topics and Plans and co-author of The Art of Informational Writing, Grade 3, and The Arc of Story: Writing Realistic Fiction, Grade 4, in Units of Study in Opinion, Information, and Narrative Writing.

Ralph Fletcher, is the author of over a score of books, including professional literature such as Teaching the Qualities of Writing and Mentor Author, Mentor Texts. He has written books for children including Fig Pudding, Hello, Harvest Moon, Guy-Write and anthologies of poetry.

Amanda Hartman, Associate Director of the TCRWP, has co-authored One-to-One: The Art of Conferring with Young Writers, as well as Launching the Writing Workshop, Kindergarten, and Lessons from the Masters: Improving Narrative Craft, Grade 2, in Units of Study in Opinion, Information, and Narrative Writing.

Chris Lehman, a lead staff developer for the TCRWP, is co-author with Lucy Calkins and Mary Ehrenworth of Pathways to the Common Core: Accelerating Achievement. He is also the author of A Quick Guide to Reviving Disengaged Writers, 5-8 and of the recently released Energize Research Reading and Writing.

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.
ADVANCED SESSIONS

MORNING SESSIONS
A. Literature Can Spur Revision (K-2). Carl Anderson
B. Opinion Writing in the Writing Workshop and Across the Curriculum: Petitions, Persuasive Letters, Debates and More (K-2). Elizabeth Dunford
C. Using Checklists, Exemplars and Performance Assessments to Rev Up Student Goal-Driven Work (K-2). Christine Holley
D. Lift the Level of Talking and Writing About Literature: Bring Students to Common Core Levels of Comprehension (3-8). Chris Lehman
E. Staff Development in Writing: Methods that Maximize Growth (3-8). Jerry Maraia
F. Tap the Power of Self-Assessment, Critical Feedback and Writing Goals to Spur Revision and Growth (3-8). Alexandra Marron
G. Develop a Wide Repertoire of Teaching Strategies for Motivating and Enabling Struggling and Resistant Writers (4-8). Cornelius Minor

AFTERNOON SESSIONS
H. Words Glorious Words: A Close Look at Vocabulary, Spelling and Phonics in the Writing Workshop (K-2). Celena Larkey
I. Widening Our Repertoire of Teaching Methods for Whole and Small Groups So Teaching Is as Engaging and as Active as It Can Be (K-2). Alison Porcelli
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N. The Craft of Opinion/Argument Writing (4-8). Annie Taranto
The 11th Annual August Institute on the
TEACHING OF READING
Monday, August 12 – Friday, August 16, 2013
8:30 a.m. – 3:30 p.m.

SPEAKERS

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Stephanie Harvey 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 and of Comprehension and Collaboration: Inquiry Circles in Action.

Timothy Rasinski, an internationally recognized expert in developing reading fluency, is author of more than a dozen books, including The Fluent Reader and Rebuilding the Foundation: Effective Reading Instruction for 21st Century Literacy, the Professor of Literacy Education at Kent State University, and a former board member of the International Reading Association.

Kathleen Tolan, Senior Deputy Director of the TCRWP, is co-author of Building a Reading Life, Following Characters into Meaning, and Navigating Nonfiction in Units of Study for Teaching Reading, Grades 3-5. She is co-author of The Literary Essay: Writing About Fiction, Grade 4, in Units of Study in Opinion, Information, and Narrative Writing.

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- Formative assessments and 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
- Writing about reading
- English Language Development
ADVANCED SESSIONS

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M. Staff Development in Reading: Methods that Maximize Growth (3-8). Annie Taranto
N. Nonfiction Text Sets Teach Author’s Intent, Point of View, Synthesis and Critical Reading (4-8). Emily Smith
IMPORTANT DATES FOR 2013

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<td>Thursday, February 14</td>
<td>Applications for summer institutes available online at tc.readingandwritingproject.com/institutes</td>
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<tr>
<td>Friday, May 10</td>
<td>Last day to withdraw from either June/July institute. After this date, the full institute fee will be charged. (see page 15)</td>
</tr>
<tr>
<td>Monday, June 3</td>
<td>Last day to withdraw from either August institute. After this date, the full institute fee will be charged. (see page 15)</td>
</tr>
<tr>
<td>Monday, June 24 – Friday, June 28</td>
<td>Institute on the Teaching of Writing</td>
</tr>
<tr>
<td>Monday, July 1 – Saturday, July 6</td>
<td>Institute on the Teaching of Reading (Institute closed on Thursday)</td>
</tr>
<tr>
<td>Monday, August 5 – Friday, August 9</td>
<td>Institute on the Teaching of Writing</td>
</tr>
<tr>
<td>Monday, August 12 – Friday, August 16</td>
<td>Institute on the Teaching of Reading</td>
</tr>
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APPLICATION INFORMATION

Applications will be processed as they are submitted, and you will receive an email that your application was received. You will receive electronic notification that you have been accepted (or not) within four weeks of submission. Applications are reviewed on a rolling basis as they are received. For further information on acceptance decisions, see page 15. 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 14, 2013. Visit our website at: tc.readingandwritingproject.com

Payment is due within 14 days of your acceptance. Requests for exceptions to this deadline must be submitted in writing before the 14 day period is over. After an applicant has been accepted at an institute, withdrawal from the institute before May 10 (for institutes in June/July) or June 3 (for institutes in August) involves a $75 penalty fee. If you withdraw from the institute after these dates, you forfeit your entire fee. Instructions for making such a request will be included in your acceptance email. See below for application guidelines, payment procedures and other details about the application process. Please do not make any travel plans or reservations before you have been accepted into the institute.
NONCREDIT FEES

The noncredit registration fee for 2013 summer institutes is $700 ($650 plus a $50 materials fee) per person, per institute.*

NYC DOE personnel and teachers receive a reduced rate for 2013 summer institutes of $600 ($550 plus a $50 materials fee) per person, per institute.*

*These fees are for non-graduate credit only. 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.

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 2014 are available). Payment is due within 14 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. Please Note: 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 page 15.

APPLYING FOR GRADUATE CREDIT

GRADUATE CREDIT FEES

Institutes are offered for graduate credit through Teachers College at a cost of $1,286 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 photo-copy 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 $1,356 ($1,286 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 $3,928 ($1,286 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 $7,786 ($1,286 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 few scholarship opportunities are 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.
THE TEACHERS COLLEGE READING AND WRITING PROJECT

The Teachers College Reading and Writing Project (TCRWP) is a research and staff development organization housed at Teachers College, Columbia University. 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, TCRWP has 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. Members of the Project’s current and former staff, including all deputy directors, have published books that are foundational to language arts instruction across the world.

HOW CAN A TEACHER, SCHOOL, OR DISTRICT WORK CLOSELY WITH TCRWP?

The teacher-educators who staff the TCRWP are involved in deep, long term partnerships with schools, districts, and cities across the United States and the world. Requests exceed our capacity, but we regularly forge relationships with new schools and are eager to talk with you about that possibility.

Our more than 70 staff developers each work around 10-25 days a year per school, helping teachers and administrators learn together in “lab site” classrooms where methods of adaptive instruction are demonstrated, scaffolded, refined, and integrated into that month’s “unit of study.” We work closely with these schools to help them become more standards based; to use formative assessments more productively; to support more inclusive classrooms; to take literacy reforms to scale; to differentiate in ways that support the diversity of English language learners in a school; to devise more demanding curriculum to challenge strong readers and writers; to engage in more explicit instruction of grammar; and to incorporate technology into both language arts and content area studies.

Project staff also speak at conferences across the world. As a learning organization, the TCRWP is always rethinking the ideas upon which it is based, using data and new theories to deepen and refine the approaches it supports, and synthesizing the knowledge of its diverse members. Recently, the organization has especially focused on developing curriculum to support opinion and information writing, data-based instruction, the Common Core State Standards, content area literacy, collaborative classrooms, differentiation, and using formative assessments to support students’ progress along learning pathways. The TCRWP’s work relies on continual input from both formal and informal assessments.

Member schools are given access to many resources that are available through the Reading and Writing Project’s website. This includes assessment tools, book lists, and the TCRWP Curricular Calendars and Maps for teaching reading and writing in grades kindergarten through eighth grade.

Applications for staff development packages with TCRWP are available online. Go to members.readingandwritingproject.com to set up a members account.
TCRWP INSTITUTES

The Teachers College Reading & Writing Project’s work in schools is scaffolded by a series of institutes across the year. Held at Teachers College, these feature keynote addresses by celebrated authors, world renowned teacher-educators, and other all-stars in the field of literacy and learning. Institutes include small and large group sections that are designed to help teachers, coaches and administrators establish vibrant, rigorous models of best practices. We have welcomed more than 100,000 educators at our annual institutes.

TCRWP COACHING INSTITUTE

The Project is pleased to offer two annual Coaching Institutes, one on the teaching of reading and one on the teaching of writing. These institutes offer educators the chance to study TCRWP’s methods of staff development, focusing especially on the Common Core’s call for us to accelerate reading and writing development. Participants include literacy coaches, principals, lead teachers, and literacy leaders from schools across the country and overseas.

TCRWP FEBRUARY MINI-INSTITUTE

The Project’s annual February Mini-Institute on Content Area Literacy and the Common Core Standards helps K-8 educators develop the curriculum and methods necessary to ensure that students reach the rigorous new standards for content area literacy embedded in the Common Core. Participants join us each year to hear new thinking about how to ramp up the level of rigor and engagement in the content areas, as well as learn about small group work and collaborative inquiry.

HOME-GROWN INSTITUTES

Home-Grown Institutes provide an opportunity for schools or districts to tailor a 4–5 day event to their specific needs, assessments, prior knowledge, and hopes. That is, they are designed to help educators in a particular community invigorate their own unique professional learning culture. The course of study created for a Home-Grown Institute will vary, too, depending on a school’s involvement with the Project and its experience with Reading and Writing Workshop teaching.

For further information about our national and international work, and to establish a Home-Grown Institute for your school or school district, please contact Kathy Neville at kathy@readingandwritingproject.com.

CONTACT THE PROJECT

Phone: 212.678.3104
Email: contact@readingandwritingproject.com
tc.readingandwritingproject.com

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Reunions, 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 9, 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.

October 19, 2013
Keynote Speaker: Kate DiCamillo
Kate DiCamillo is the author of beloved books for children including The Tale of Despereaux, Because of Winn-Dixie, and The Tiger Rising, receiving such accolades as the 2003 Newbury Medal, Newbury Honor Book, Josette Frank Award, and National Book Award finalist. She also received a Theodor Geisel honor for Mercy Watson Goes for a Ride, part of her early chapter book series. This past summer, she released her newest book, Two for One, the sequel to Bink& Golly.

COMMON CORE CONFERENCE DAYS
In this day-long seminar Lucy Calkins, Founding Director of the Teachers College Reading and Writing Project, will help you understand the implications of the Common Core State Standards (CCSS) for instruction and she will guide you to devise a plan for aligning your school’s reading, writing, and content-area instruction to the CCSS. You will learn steps you can take to revise your literacy curriculum so that it supports the new dimensions of learning called for in the standards.

Above all, Lucy will show you how to teach the higher levels of comprehension and composition skills called for by the standards—teaching students to compare and contrast, to theorize and analyze, to interpret and to think critically. You will also learn how to plan for instruction not only in narrative writing but also in argument and information writing. There will be an emphasis on performance assessments as a lever to lift achievement.

To register for this event or to see the full schedule of professional development offered by the Reading and Writing Project, go to tc.readingandwritingproject.com

Conference days will be held in the following cities:
New York, New York..........................September 27th
Los Angeles, California ....................October 10th
San Francisco, California ...............October 11th
Jacksonville, Florida ......................November 15th
FREQUENTLY ASKED QUESTIONS AND HOUSING INFORMATION

What criteria are used to decide who gets admitted?
We tend to give priority to:
- Returning participants.
- Participants who apply to sections and institutes that are not full.
- Teachers who demonstrate a commitment to our work and who function as lead-teachers.
- Teachers in schools that receive Project professional development or support similar to ours.
- Administrators who apply with a team of teachers.

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

What happens if I need to withdraw from an Institute?
If you need to withdraw, you must do so in writing by email to 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 10, you will forfeit your entire fee. If you withdraw from the August institutes after June 3, 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 for the institute(s).

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 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.

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 (212) 678-3689, (212) 678-3853 TTY, (866) 624-3281 video phone, as early as possible.

Can I earn in-service credit (P-Credit) for attending the Institutes?
P-credit will no longer be offered for the summer institutes.

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.

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 (click on the sidebar under “housing options” then “summer conference housing”).
  Cost per night ranges from $75-$125. 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-$140. Please note these prices are subject to change.
  Check-in is after 2:00 p.m., Monday-Friday. Check-out is by 10:00 a.m.
Luggage storage is available.

Union Theological Seminary, 3041 Broadway at 121st Street, (212) 280-1313, landmark@uts.columbia.edu. These rooms are conveniently located across the street from Teachers College. Visit http://www.utsnyc.edu (click on the sidebar under “guest rooms” then “landmark guest rooms”). Cost: Single-$135; double-$165.

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

TC.READINGANDWRITINGPROJECT.COM
Dear Friends:
For thirty-one 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 learn ways to help students to lead richly literate lives. During the school year, many institute participants continue to study with staff developers in their schools and return to TC for conferences led by Reading and Writing Project leaders. This summer's speakers include:

David Adler, author of the Cam Jansen mystery series and The Picture Biography Series

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

Kylene Beers, author of When Kids Can't Read—What Teachers Can Do and former president of NCTE

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

Lucy Calkins, Founding Director of the TCRWP and author/co-author of 40+ books, including most recently the Units of Study in Opinion, Information, and Narrative Writing

Billy Collins, United States Poet Laureate and author of Horoscopes for the Dead

Kathy Collins, author of Growing Readers and Reading for Real

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

Mary Ehrenworth, Deputy Director for Middle Schools and co-author of Units of Study in Opinion, Information, and Narrative Writing and of The Power of Grammar

Ralph Fletcher, author of Fig Pudding and professional literature such as Teaching the Qualities of Writing

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

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

Patricia MacLachlan, award-winning author of Sarah, Plain and Tall and Edward's Eyes

Timothy Rasinski, author of The Fluent Reader and Rebuilding the Foundation

Pam Muñoz Ryan, author of award-winning Esperanza Rising, as well as Riding Freedom and The Dreamer

Kathleen Tolan, Senior Deputy Director of the TCRWP and co-author of Units of Study in Opinion, Information, and Narrative Writing and of Units of Study for Teaching Reading

Tony Wagner, author of the critically important book, The Global Achievement Gap

Sarah Weeks, award-winning author of So B. It., Mac and Cheese and Pie

I strongly encourage you to submit your applications online as soon as possible. Please check that your application is complete and that you select second choices when requested. If you run into trouble, please call 1-888-RWP-SUM1 (1-888-797-7864).

Best,

Lucy Calkins, Founding Director