This brand new institute will help educators, at all levels, 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 will begin by learning a repertoire of skills for teaching young readers to think analytically about nonfiction texts; such as interpreting, synthesizing, and comparing and contrasting. Participants will draft action plans aimed at revising curriculum in social studies, science and language arts that best prepare students to read critically, wrestle with authors’ points of view, and talk in depth about authorial choices. The institute will focus not only on nonfiction reading, but also nonfiction writing, with an emphasis on informational and opinion writing. Throughout the week, participating educators will learn ways to help students write fluently across the curriculum, using writing as a tool for analytical thinking.

The entire institute will be angled to help participants develop and utilize performance assessments effectively—many that the TCRWP has already developed to track students’ progress in higher-level comprehension and composition skills inherent in the Common Core. Participants will delve into the implications on school leadership and classroom instruction; learning ways in which studying student work has helped teachers determine how this initiative relates to everything they are already doing. This institute will equip participants with classroom-tested, practical, powerful methods to ramp up the level of comprehension work that students do, while, still, instructing with concreteness and clarity to help students progress from what they can already do towards new, innovative goals.

Throughout the week, participants will spend half of their time in a large group section. Primary large group sections will be led by Amanda Hartman and upper grade large group sections will be led by Kathleen Tolan. Participants will spend the other half of the day in small, interactive groups learning practical methods that will strengthen their teaching of content area studies.

**Speakers Include:**

**Lucy Calkins** is Founding Director of the Teachers College Reading and Writing Project. She is the author of many books on the teaching of reading and writing, including two foundational texts: *The Art of Teaching Reading,* and *The Art of Teaching Writing.* Her other publications include: *One-to-One: The Art of Conferring with Young Writers,* and the two series: *Units of Study for Primary Writing: A Yearlong Curriculum and Units of Study for Teaching Writing, Grades 3–5.* She recently published a sister series, *Units of Study in 3–5 Reading* (co-authored with Kathleen Tolan). She is the series editor of the *Workshop Help Desk series,* and co-author with Laurie Pessah of *A Principal’s Guide to Leadership in the Teaching of Writing.*

**Kylene Beers** is the author of *When Kids Can’t Read—What Teachers Can Do* and coeditor of *Adolescent Literacy.* A respected authority on struggling readers who works with elementary, middle school, and high school teachers across the nation, Kylene is the former Vice President and President of the National Council of Teachers of English (2008-2010).

**Harvey Daniels** has been a city and suburban classroom teacher and a college professor, and now works as a national consultant and author on literacy education. Harvey is known for his pioneering work on student book clubs and is the author of 13 books on literacy, language, and school change. Among his best known titles are *Literature Circles: Voice and Choice in Book Clubs and Reading Groups* and *Subjects Matter: Every Teacher’s Guide to Content-Area Reading.* His latest book is *Conversations and Collaboration: Inquiry Circles in Action,* with Stephanie Harvey.

**Dr. Douglas Reeves** is the founder of *The Leadership and Learning Center.* He has worked with education, business, nonprofit, and government organizations throughout the world. The author of more than 20 books and many articles on leadership and organizational effectiveness, Douglas Reeves has twice been named to the Harvard University Distinguished Authors Series. Dr. Reeves was named the Brock International Laureate for his contributions to education. Dr. Douglas Reeves also received the Distinguished Service Award from the National Association of Secondary School Principals and the Parents Choice Award for his writing for children and parents.

**CRITERIA AND IMPORTANT INFORMATION**

Attendance of the February Institute does not grant participants New York City P-Credit or graduate credit. Participation in this institute does not guarantee advanced participant status at the summer institutes.

**REGISTRATION AND PAYMENT**

The cost of this institute is **$600.00.** The cost of the institute does not include meals or housing. You will be notified by e-mail if your application is accepted. Your acceptance e-mail will provide a link for payment (credit card or PO only). Should you need to withdraw from the institute, you must do so in writing prior to January 28th, 2011. A processing fee of $75.00 applies if you do not withdraw in writing prior to January 28th.

**PLEASE SEE OUR WEBSITE TO APPLY:**

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

Phone: (212) 678-3104

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

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