

TITLES KIDS ARE TALKING ABOUT



Books To Change Our World



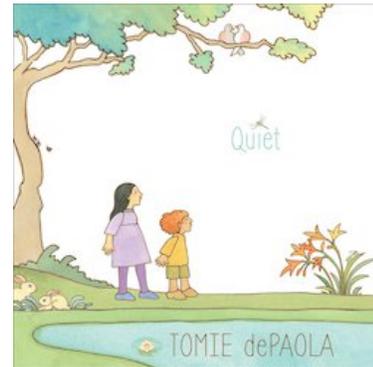
Elementary

Quiet

by **Tomie dePaola**

RL 2.0 IL P-2

While observing the busy world around them, two children and their grandfather take a moment to appreciate being quiet and still.



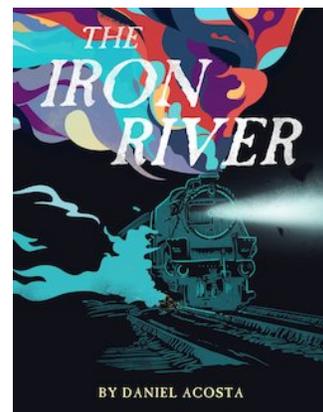
Middle School

Iron River

by **Daniel Acosta**

RL 4.0 IL 4-7

When twelve-year-old Manny Maldonado and his friends find a hobo's body near the train tracks that run through their tight-knit San Gabriel valley community, a police officer tries to pin the murder on them.



High School

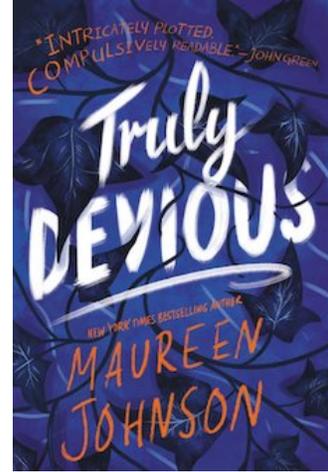
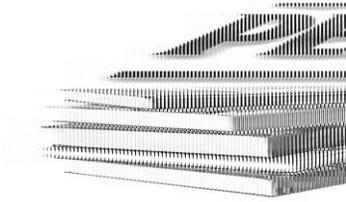
Truly Devious

by **Maureen Johnson**

RL 4.9 IL 9-12

True-crime aficionado Stevie Bell is set to begin her first year at Ellingham Academy, a famous private school, where she plans to solve the mystery kidnapping of the wife and daughter of the school's founder.

Track this popular series in



Harnessing skills synergy can enhance learning

As everyone knows, reading and writing are foundational life skills whose importance extends well beyond the library or English classroom.

In its policy brief on *Reading and Writing Across the Curriculum*, the National Council of Teachers of English asserts that "discipline-based instruction in reading and writing enhances student achievement in all subjects," and such instruction is not only necessary for mastering concepts, but also is "firmly linked with both thinking and learning."

But how can these two seemingly distinct skills--reading and writing--be used to reinforce each other, and how can they be connected across the curriculum?

One way is by harnessing the natural synergy of reading and writing. This approach is backed by research: it's been shown that when students read, they are unconsciously receiving a writing lesson at the same time, absorbing critical lessons in organization, grammar, paragraphing, sentence structure, spelling, punctuation, format, and genre.

By the same token, studies reveal that effective writing instruction improves students' reading comprehension, fluency, and word skills.

It seems intuitively obvious. Whether it's pitching a baseball or icing a cake or riding a bicycle, students learn, in part, by observation and doing. In the same way, students learn to write by "observing" (i.e., reading) good writing, and become more effective readers by writing about what they've read.

So, how can educators take advantage of this synergy, especially in fast-paced classrooms where time is at a premium? One way is to create mutually reinforcing reading and writing opportunities. Some ways to do this include:

- Teaching "active reading" techniques, such as note-taking, outlining, and summarizing, that can reinforce both skill sets.
- As part of reading assignments, leading students in identifying the purpose, genre, and structure of texts and analyzing their arguments.
- Engaging students in group exercises designed to reinforce skills in different types of writing (narrative, argumentative, or informative), by having them practice in a "workshop" format.

A bonus: Such techniques can be used across the curriculum--for instance, in social studies and science--to make the most of limited classroom time.

You can find other ideas to reinforce the reading-writing connection with these professional titles from Perma-Bound.

[View Titles](#)

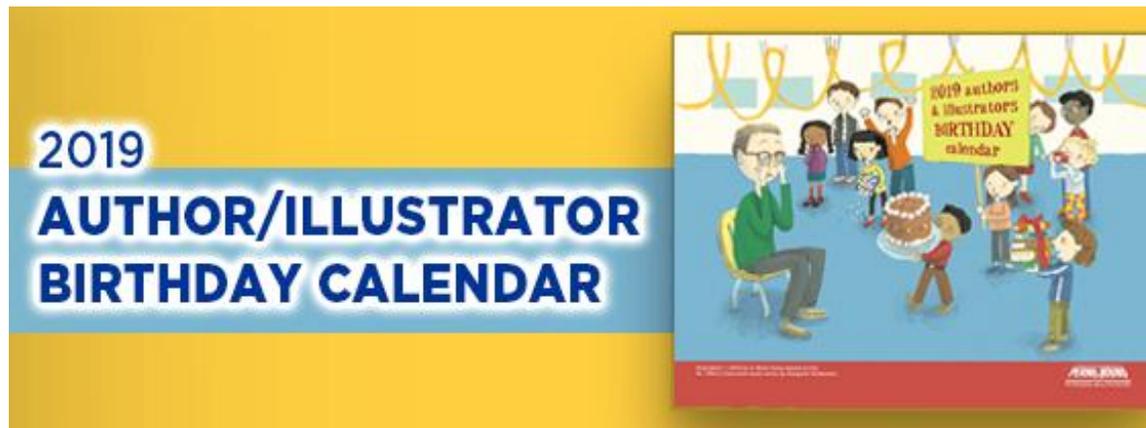
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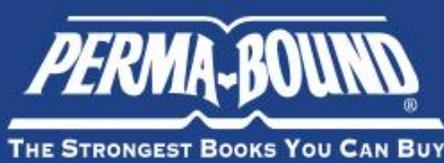


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