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# Integrating Teaching Literature and Writing

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**Purpose:** The texts *“Teaching Literature,”* and *“Teaching Writing (Creative and Expository) Skills,”* allows teachers to integrate literature and writing instruction including the following:

1. Identify a simile and use a simile in your writing
2. Identify a metaphor and use a metaphor in your writing
3. Identify hyperbole and use hyperbole in your writing
4. Identify personification and use personification in your writing
5. Identify onomatopoeia and use onomatopoeia in your writing
6. Recognize ways authors use to revise their writing and revise your writing
7. Identify a story plot and write a story plot
8. Find words authors use to describe what was seen, heard, smelled, tasted and felt , and describe in writing what is seen, heard, smelled, tasted, felt
9. Identify a tall tale and write a tall tale
10. Identify a fable and write a fable
11. Identify a myth and write a myth
12. Identify a folktale and write a folktale
13. Identify a legend and write a legend
14. Identify an epic and write an epic
15. Read a dialogue and write a dialogue
16. Recognize a concrete poem and write a concrete poem
17. Recognize blank and free verse and write blank and free verse
18. Recognize narrative and lyric poems and write narrative and lyric poems

19. Recognize limericks and haiku and write limericks and haiku
  20. Recognize allegory and irony and write allegory and irony
- These lessons and others are contained in:

*Teaching Literature* [www.ecri.cc](http://www.ecri.cc)

*Teaching Writing (Creative and Expository) Skills Book 1* [www.ecri.cc](http://www.ecri.cc)

*Teaching Writing (Creative and Expository) Skills Book 2* [www.ecri.cc](http://www.ecri.cc)

The purpose of *Teaching Literature* and *Teaching Writing* texts is to help teachers and students not only appreciate literature but also to identify the unique characteristics of great writing. The intent of the *Teaching Literature* text is to assist students to understand types of literature and various author’s purposes and abilities. Such understanding enhances the spontaneity in a literary experience.

*Teaching Literature* stimulates the interest of listeners and readers in the techniques and devices authors use to convey meaning. As a result of the lessons, students learn to recognize and replicate in their writing what authors have done to give their readers a message, and to share their experiences and feelings.

Reid, E. R. (2013) *ECRI 2013 Catalog* p. 6. Salt Lake City: Cove Publishers.

## Integrating Teaching Literature and Writing Instruction

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**Integrating teaching and writing instruction provides students comprehension activities at the highest levels. These two activities depend upon each other to develop clear and coherent thinking skills. We teach students to read to help them learn to write. We teach students to write to help them learn to read. These activities form a complex whole, depending upon each other for high level comprehension.**

**The texts *Teaching Literature* and *Teaching Writing (Creative and Expository) Skills* save teachers’ time. Conditions in the literature and writing lessons match, that is they are aligned. Once students are able to identify a simile, blank verse, or allegory, the easier it is for them to learn to write simile, blank verse, and allegory. The writing act allows student opportunities for comprehension at a different level. Writing about literature can help us understand better others with lives different than our own.**

## Data Analysis

**The Exemplary Center for Research (ECRI) conducted research over the last 50 years documenting integrating teaching literature and writing within a total reading program. Effects were seen to two sigma (two standard deviations.) To appreciate the magnitude of these effects, .65 sigma (65% of one standard deviation) is equal to about one year’s growth on commercially prepared norm referenced standardized tests. Two sigma (two standard deviations) is significantly higher than .65 (65% of one standard deviation.) These organizations, among others, reviewed ECRI’s research.**

**Northwest Regional Educational Laboratory & National Clearinghouse for Comprehensive School Reform**

**Education Commission of the States**

**Cambridge Center for Behavioral Studies**

**United States Department of Education**

**American Federation of Teachers**