

# Reading in the Middle

A newsletter for the Middle School Reading Special Interest Group of  
the International Reading Association

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## Middle School Students as Literacy Leaders

The focus of this issue of *Reading in the Middle* is on students as literacy leaders.

Anne Katz's feature article focuses on the "Teens for Literacy" program, which provides a platform for middle school students to motivate their peers and their communities about the importance and value of literacy. The students expand their understanding of literacy and delve into projects to broaden their peers literacy skills. The article provides valuable insights for educators who work with middle school students to improve their literacy skills.

Our columnist have

provided us with insightful and important information on novels for middle grades readers, on how technology can support the Common Core Standards, and on helping us to understand the nature of Disciplinary Literacy.

Vicky Zygouris-Coe explains how disciplinary literacy is different from content area literacy. She presents key examples of what teachers and students need in a disciplinary literacy classroom.

Lourdes Smith highlights the importance of integrating technology in the Common Core classroom. In this article she shares how iPad

applications can support students throughout the writing process. The technology helps to build students literacy skills so that they can become literacy leaders.

Melanie Koss' booklist helps teachers create lifelong readers by building on the novels that kids have previously read and enjoyed. She gives us ideas for students who loved *The Hunger Games*, *Diary of a Wimpy Kid*, and *Divergent*.

We hope that you enjoy this issue of *Reading in the Middle*.

The purpose of this group is to provide a network for middle level teachers to share information, ideas, activities, strategies, and techniques, to disseminate pertinent information and research on middle school reading, serve as a forum for expressing varying viewpoints on middle school reading, and promote an interest in further research in the field of middle level reading.

