



# CROSSING BORDERS

IN LITERACY AND SCIENCE INSTRUCTION

PERSPECTIVES ON THEORY  
AND PRACTICE

E. WENDY SAUL  
EDITOR

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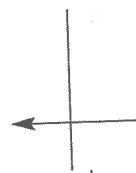
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**A**lthough there is little argument that an important connection exists between literacy and science, much is not known about how literacy–science learning takes place. How does knowledge in one area affect learning in the other? How can teachers provide meaningful literacy–science connections in the classroom? How important are these connections? Teacher educators, reading educators, and science educators answer questions such as these in this collection that aims to reduce the competition and lack of understanding between the science and humanities communities.

Editor E. Wendy Saul offers a variety of pieces to help educators address the literacy–science connection:

- Quasi-theoretical pieces to help you think differently about how language and the specific discourse of science work together
- Literature reviews to help you understand trends in the literature
- Case studies to help you recognize exemplary teacher practices
- Evaluations of particular interventions to help you forgo the assumption that there is agreement on best practices

Each thought-provoking chapter encourages you to reflect on your own beliefs and find new ways to foster the literacy–science connection among your students and colleagues.

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**E. Wendy Saul** is the Allen B. and Helen S. Shopmaker Professor of Education at the University of Missouri–St. Louis, St. Louis, Missouri, USA.



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