

Peer Reviewed

## Encouraging Primary Students' Writing through Children's Literature

Kelli R. Paquette<sup>1,2</sup>

---

Children benefit in many ways from actively engaging in high quality children's literature, and picture books provide a natural avenue to motivate and encourage students' writing. Shared book experiences in small or large group settings can lead to meaningful writing discussions and applications. Picture books serve as exemplars of the six qualities of effective writing (ideas, organization, voice, word choice, sentence fluency, and conventions) and provide a scaffold for students to incorporate these writing attributes in their original compositions. When primary students' writing is inspired by high-quality picture books and shared with peers, children benefit academically and socially.

---

**KEY WORDS:** children's literature; ideas; organization; sentence fluency; six traits; voice; word choice; writing.

### INTRODUCTION

A large group of children sat on the circular rug in front of their second grade teacher, Mrs. Cottrell. With bright eyes and gleaming smiles, the students attentively listened and eagerly responded to the interesting story which she was reading. After the story was shared, Mrs. Cottrell said, "Now, go back to your seats and get out your pencils. It is time for writing." While the students meandered back to their seats, questions surfaced, "Do we *have* to write? *What* do we have to write about this time? How long does *it* have to be?" Mrs. Cottrell was puzzled by how her second grade students had been so tremendously enthralled and engaged while she was just reading; yet, how quickly their enthusiasm waned when they were asked to write. Surprisingly, she actually heard a

few second graders whine and moan, as they physically appeared crestfallen when she had spoken the words, "time for writing." As she glanced at her students' glum faces, she briefly thought about her four-year-old grandson, Max, who willingly and enthusiastically writes all the time – everywhere! Will he experience similar feelings about writing? In spite of the children's lackluster attitude and Mrs. Cottrell's disenchantment, she resolved to create an enthusiastic atmosphere for the students' daily writing lesson.

Unfortunately, this all-too-common student attitude permeates throughout many elementary classrooms. How can children be motivated to write for the sheer pleasure of writing? Does the uncertainty of teachers' expectations inhibit students' desires to write? What is *good writing*?

### WHAT IS "GOOD WRITING?"

The concept of *good writing* varies among individuals. However, several common characteristics prevail in quality writing (Culham, 2005, 2004, 2003; Isernhagen et al., 2000; James et al., 2001; Jarmer et al., 2000; Spandel, 2005, 2004). In 1984, a group of teachers read and analyzed hundreds of students'

---

<sup>1</sup>Department of Professional Studies in Education, Indiana University of Pennsylvania, 570 South 11th Street, Davis Hall, Room 327, Indiana, PA 15705, USA.

<sup>2</sup>Correspondence should be directed to Kelli R. Paquette, Department of Professional Studies in Education, Indiana University of Pennsylvania, 570 South 11th Street, Davis Hall, Room 327, Indiana, PA 15705, USA., e-mail: kpaquett@iup.edu

writing samples and identified six major themes of good writing: ideas, organization, word choice, voice, sentence fluency, and conventions. They labeled these writing characteristics as the *6 + 1* writing traits. The +1 refers to publication of the written piece (Culham, 2005, 2003; Spandel, 2005, 2004). Figure 1 one is a summary of the six traits and short definitions for each trait (Culham, 2003).

### ENGAGE CHILDREN WITH PICTURE BOOKS

“Can we hear *just one* more story?” or “*Please* read one more chapter?” Most primary teachers have heard these familiar pleas; however, they may not have capitalized on children’s interest in picture books to improve students’ writing skills. Why not engage students with picture books and improve their writing skills simultaneously? Children’s literature is a natural avenue for encouraging and motivating student writers (Morrow, 2005). Using high quality children’s literature provides children with multiple reading and writing benefits. Children apply skills in all areas of the language arts, including writing, through meaningful experiences with picture books (Jalongo, 2004), and shared book interactions in small or large group settings can lead to purposeful writing discussions and applications (Morrow, 2005).

“Engagement with picture books while we are young forms the basis for becoming a literature adult, one who not only decodes words accurately but also enjoys reading and takes the time to read. Teachers who share quality picture books with young children are promoting literacy in the fullest sense of the word.

For this reason, exemplary early childhood educators have always made high quality children’s picture books a central part of their curriculum” (Jalongo, 2004, p.1). Using high quality children’s literature in the classroom offers multiple advantages. In addition to capturing students’ attention, accommodating differences, provoking conversation, and sheer reading enjoyment, children’s literature can be an effective avenue to motivate and engage student writers. It allows students to visualize how authors use written language to write appealing and entertaining stories. Multiple extension writing activities can be integrated easily with children’s literature.

### PROVIDE CHILDREN WITH A CLEAR UNDERSTANDING AS TO THE PURPOSE OF WRITING

Children need opportunities to understand and to apply purposeful writing (Morrow 2005; Tompkins 2005). Teachers can help students identify meaningful writing in and out of the classroom setting. Evident, real-life uses help children see the indispensable function of writing (Morrow, 2005). A few examples of purposeful writing for young children include postcards, greeting cards, bookmarks, brochures, menus, ads, friendly notes, maps, lists, book recommendations, and newspapers (Rickards & Hawes, 2005).

To help students further understand the purpose of writing, classrooms should be word rich (Morrow, 2005). Labels, signs, and environmental print should prevail in classrooms (Morrow, 2005; Tompkins,

Ideas	Organization	Voice
Ideas make up the content of the piece of writing – the heart of the message.	Organization is the internal structure of the piece of writing ,The writing should have a clear beginning, middle and ending.	Voice is the soul of the piece. It’s what makes the writer’s style singular, as his or her feelings and convictions come out through the words.
Word Choice	Sentence Fluency	Conventions
Word choice is at its best when it includes the use of rich, colorful, precise language that moves and enlightens the reader.	Sentence fluency is the flow of the language, the sound of word patterns – the way the writing plays to the ear, not just to the eye.	Conventions represent the piece’s level of correctness – the extent to which the writer uses grammar and mechanics with precision.

Fig. 1. Six Traits and Short Definitions

Picture Book	Ideas	Student Writing Activity
<i>A Nap in a Lap</i>	Finding special napping places for animals and a little girl is the topic of this easy-to-read book.	Descriptive writing: Draw a picture of your favorite place to take a nap. Imagine the scene and draw all of the details.
<i>Everybody Needs a Rock</i>	The joy of finding a special rock is celebrated in this lyrical, lovely book.	Descriptive writing: Using the five senses, describe an object of great meaning to you.
<i>I Love You The Purplest</i>	This story encompasses a mother's love for two children: She loves one the <i>bluest</i> and one the <i>reddest</i> ; hence, the title, <i>I love you the purplest!</i>	Poetry writing: Write acrostic color poems using vivid, colorful words.
<i>Miss Rumphius</i>	Miss Rumphius sets on her quest to make the world a better place. She spreads seeds throughout the town and blue, purple, and rose-colored flowers blossom magnificently.	Journal writing: Imagine you are Miss Rumphius's friend and write a journal entry describing her.
<i>The Flag We Love</i>	American symbols that represent patriotism identified skillfully throughout this informational picture book.	Persuasive writing: Select a favorite American symbol and write a short speech persuading classmates to vote for the symbol you endorse to represent the classroom symbol!
<i>The Magic School Bus</i>	Each informational book in this series examines a scientific topic in an elementary format. Children take a magical school bus ride and explore the book's subject.	Expository writing: Re-create performance-based video clips of the school bus adventure and include information/content learned.

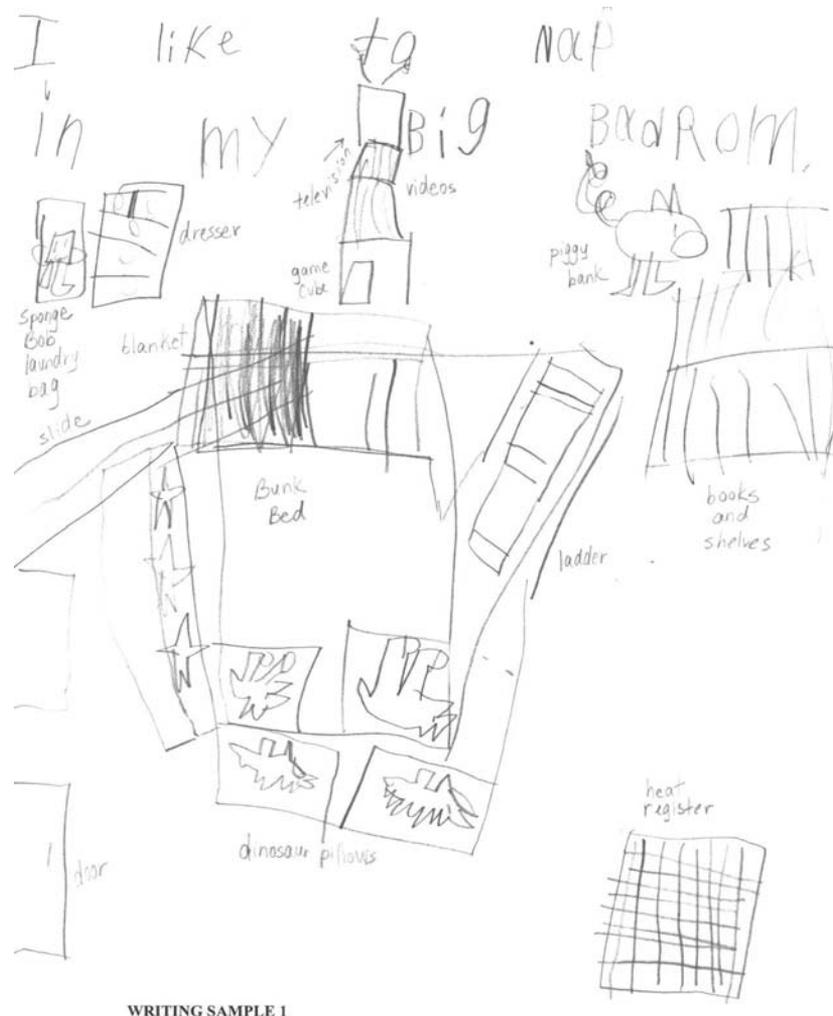
Fig. 2. Picture Books and Student Writing Activities for the Trait of Ideas

2005, Cambourne, 1999). Teachers should use the print in the classroom with the children to guarantee it is noticed, and empower children to use the words from the print in their writing. Notice boards and morning messages can be used to communicate in writing with children (Morrow, 2005). Word walls displaying high frequency words learned, new spelling words, and sight words should also be displayed. The more familiar children are with seeing and working with words, the faster these words will become a part of a child's sight vocabulary (Morrow, 2005; Tompkins, 2005). Immersing children

into a literature-rich environment for the purpose of helping children understand the reason for writing is supported by Brian Cambourne's conditions of learning theory (Cambourne, 1999; Rushton et al., 2003).

**INFUSING SIX TRAITS TERMINOLOGY WITHIN SHARED READINGS AND MINI-LESSONS**

The six traits language can be discussed and instilled during periods of shared readings and mini-



WRITING SAMPLE 1

**Fig. 3.** A floor plan of a student's special place to nap

lessons. When teachers and students share a common language, they can recognize, practice, and assess these traits in what they read and write (Jacobson, 2005). Conversation can be facilitated so that students can identify how authors implement the six traits of good writing and apply those characteristics within their written pieces. Although many pieces of literature are strong in all six traits (Spandel, 2005), some books best exemplify one particular trait for study.

### CONNECTING LITERATURE WITH THE TRAIT OF IDEAS

The trait of ideas examines the heart of the message. When developing this trait emphasis is made on the message being clear and focused. Spe-

cific details are incorporated to provide enough information to convey the message and satisfy the reader, and unique details are included in the piece (Culham, 2003). When selecting books for the trait of ideas, consider these questions: "Is it very clear? Does it have one central idea or an easy-to-follow story? Does it make 'movies' flow through the mind?" (Spandel, 2005, p.328). Figure 2 lists high quality children's literature strong in the trait of ideas. Also provided are student writing activities that connect with the stories listed.

Imagining special rooms and asking students to draw detailed floor plans help students visualize the particulars. Figure 3 shows a floor plan of a student's special place to nap drawn by Jensen, a six year-old boy. "I like to nap in my big bedroom."

Picture Book	Organization	Student Writing Activity
<i>A Band of Coyotes</i>	This Kids Are Authors Award winning book interestingly connects animals, counting, music, and collective nouns.	Descriptive Writing: Listen to various musical instruments. Describe your feelings and thoughts.
<i>Alphabet City</i>	<i>Alphabet City</i> is a compilation of paintings of objects in an urban setting that present the letters of the alphabet.	Narrative Writing: Take a field trip to the park. Locate and photograph "letters." Create an alphabet book with the realistic pictures.
<i>Charlie Anderson</i>	Charlie Anderson, (a cat), has two families and two homes. He lives in one home during the day and another at night. Charlie Anderson is loved.	Narrative writing: Using a flow chart, retell the story by drawing Charlie Anderson's daily and nightly adventures.
<i>The Icky Bug Counting Book</i>	All of Pallotta's counting and alphabet books are excellent examples of well-organized literature.	Expository writing: Research a topic of interest and develop a counting book based on the subject.
<i>The Napping House</i>	<i>The Napping House</i> is a cumulative rhyming book with a delightful surprise ending.	Narrative writing: With a partner, write a different ending for the story.
<i>The Snowman</i>	In this picture book, a boy travels on an adventure with a snowman friend. This text is illustrated sequentially and beautifully.	Journal writing: Write about your adventure in a dialogue journal as if you were the boy in the story. Exchange journals, read the entry, and respond as though you were the snowman.

Fig. 4. Picture Books and Student Writing Activities for the Trait of Organization

This writing extension correlates nicely with Sarah Wilson's (2004), *A Nap in a Lap* and assists the student in finding the interesting details. Although the idea of taking a nap in a bedroom is not particularly original, rich conversation can be facilitated by looking at the child's detailed drawing.

#### CONNECTING LITERATURE WITH THE TRAIT OF ORGANIZATION

Organization is very important in enabling the reader to move successfully through the written piece. The writing should be easy to follow with a clear beginning, middle, and end (Culham, 2005, 2003). Great openings to hook the reader, in addition to powerhouse endings are analyzed in this trait. Well-developed wordless picture books, alphabet books,

and picture books with predictable patterns are excellent examples to use when teaching trait of organization. Spandel (2005) suggests that when selecting books for the trait of organization, one should ask, "Is everything clearly linked to one main idea: bears, insects, whales, oceans, etc.? Does the book follow a pattern that student writers could imitate in their own writing?" Figure 4 identifies literature that is powerful in the trait of organization, as well as matching student writing extension activities.

#### CONNECTING LITERATURE WITH THE TRAIT OF VOICE

Voice encourages students to write as they feel. Children need to learn that part of effective

Picture Book	Voice	Student Writing Activity
<i>Click, Clack, Moo, Cows That Type</i>	Have you ever imagined a cow that can type? This hilarious tale emulates perfectly the writing trait of voice.	Functional writing: Write a response letter to the cow from the farmer's point of view.
<i>Dumpy LaRue</i>	Encouraging children to take risks is the basis for <i>Dumpy LaRue</i> . A pig who wants to dance? Yes, follow your passion!	Journal writing: Make a list of what you really would just love to do. Take a leap – go for it! Describe your experience.
<i>Life Doesn't Frighten Me</i>	Accompanying Angelou's words are vivid and powerful paintings that evoke feelings of anger, sadness, and humor.	Descriptive and Functional writing: Paint how you feel about your special friend on a post card. Write a note on the opposite side and send it!
<i>Oh, How I Wish I Could Read!</i>	This book focuses on the need to motivate children to read. The significance of understanding environmental print prevails through this entertaining story.	Journal writing: Take a magazine picture walk and cut out examples of environmental print. Glue them in your personal journal.
<i>Stellaluna</i>	Stellaluna is a baby bat who lives with birds. This timeless story encourages love and acceptance.	Narrative writing: Retell the story using a felt-board and story characters.
<i>The True Story of the Three Little Pigs</i>	This popular story describes <i>what really happened</i> in the tale of the Three Little Pigs from the Wolf's perspective.	Functional writing: Create a "Wanted" poster for one of the story characters.

Fig. 5. Picture Books and Student Writing Activities for the Trait of Voice

communication is enabling readers to feel what the writer feels. Written pieces should sound like the writer; convey enthusiasm, energy, and confidence (Culham, 2003, 2005). When selecting literature to teach the trait of voice, consider these questions, "Will I love reading this book aloud? Will I enjoy reading it more than once? Would I give it as a gift? Does it make me laugh or cry?" (Spandel, 2005). Figure 5 outlines literature strong in the trait of voice and lists accompanying student writing activities.

### CONNECTING LITERATURE WITH THE TRAIT OF WORD CHOICE

Word choice encourages writers to consider the best way to express their ideas. Word choice enables the reader to visualize the story—readers should be

able to *picture* it in their minds. Powerful verbs are essential in word choice. Avoidance of clichés, wordiness, excessive jargon, and flat language are addressed with this trait (Culham, 2003). Books to choose when teaching word choice include positive answers to "Is meaning clear from context? Are everyday words used in creative ways?" (Spandel, 2005). Figure 6 targets literature with robust word choice and describes student writing extension activities.

As you will see from the brief description of Nana written by Bailey (Fig 7), a seven year-old girl, this self-selected topic was appealing. Motivation existed when Bailey was asked to write a description of a special person. Bailey's concept of word choice could be developed with the reading of G. Base's (1983), *My Grandma Lived in Gooligulch* and atten-

Picture Book	Word Choice	Student Writing Activity
<i>Chrysanthemum</i>	Chrysanthemum is a young girl who loves school and her name until she actually attends school and is teased by others.	Narrative writing: From Chrysanthemum's point of view, write a diary entry about your music teacher.
<i>Miss Alaineus</i>	In this original book, the main character catches a cold and has to miss Vocabulary Day. When she receives the vocabulary list over the phone from a friend, she misinterprets <i>miscellaneous</i> for <i>Miss Alaineus</i> .	Functional writing: Make individual word cans and write Your Very Own Words - known vocabulary words on word cards. Watch the number of cards grow as you continue reading and writing.
<i>My Grandma Lived in Gooligulch</i>	<i>Grandma lived in Gooligulch</i> is a terrific tale with rollicking verse and marvelously detailed illustrations.	Journal writing: Imagine you are grandma. Write a simulated journal entry.
<i>The Boy Who Cried Wolf</i>	Play on words is exemplified in this twisted story. Lamburgers, boy chops, baked boy-tato, and boys-n-berry pie are just a few wonderful words the author has selected for this funny tale.	Expository writing: Select your favorite new food introduced in the story (chipmunks and dip, boy chops, lamburgers, etc.) and creatively write a recipe for it using sequencing words.
<i>Verdi</i>	In the beginning of the story, Verdi is a yellow, baby python who grows up to be big and as green. This delightful tale describes the aging of Verdi using colorful word choice.	Narrative writing: Using a paper plate, write the story's cycle of events.
<i>Where is the Green Sheep?</i>	Mem Fox uses a variety of adjectives to describe unconventional, imaginative sheep.	Descriptive writing: Imagine a new type of sheep. Draw your unique sheep.

Fig. 6. Picture Books and Student Writing Activities for the Trait of Word Choice

tion given to the rich vocabulary in the picture book. Introduction of this enticing book would capture Bailey's interest and assist in developing descriptive word choice.

### CONNECTING LITERATURE WITH THE TRAIT OF SENTENCE FLUENCY

Sentence fluency places the focus on the flow and cadence of language. Student writers come to know

that a combination of "short and snappy" sentences and "long and stretchy" sentences helps to make the writing more pleasing to the ear when it is read aloud (Culham, 2003). Various ways to begin sentences are addressed when studying the trait of sentence fluency. When selecting literature to teach the trait of sentence fluency, ask yourself, "Does it read like poetry? Does it have repeated choruses where kids could 'chime' in?" (Spandel, 2005). Figure 8 outlines books that

## WRITING SAMPLE 2

My Nana  
 My nana lives on  
 Washington street.  
 She is very funny.  
 We go to Wal<sup>mart</sup>  
 evrey day. My  
 nana has two big  
 goldin retrevers.  
 There names  
 are Sadey and  
 Shoestr. Sadey  
 will love you  
 very mutch.  
 Shoestr is old  
 and my friend.  
 I love nana's house  
 funny. pecause she is

Fig. 7. The brief description of Nana

will help students understand and improve sentence fluency skills. Student writing activities are contained within the figure, too.

#### CONNECTING LITERATURE WITH THE TRAIT OF CONVENTIONS

The trait of conventions is the one most familiar to teachers (Culham, 2003). Why? It emphasizes the correctness of spelling, punctuation, capitalization,

and grammar, as most teachers regularly check. Many teachers address conventions daily during opening exercises when students are asked to review the morning message and make conventional corrections. Questions to consider when selecting books to teach conventions include, "Does the book use a wide range of conventions that I could point out to students? Does it make unusual use of any conventions—capitals, exclamation points, quotation marks,

Picture Book	Sentence Fluency	Student Writing Activity
<i>A Frog in the Bog</i>	Children love this rhythmic, cumulative tale.	Expository writing: Select and research a particular ecosystem and draw pictures that represent your findings.
<i>Chicka Chicka Boom Boom</i>	Primary readers enjoy the fluency of this fun alphabet book.	Poetry writing: Choose a letter from the alphabet and write a poem using alliteration.
<i>King Bidgood's in the Bathtub</i>	King Bidgood won't get out of the bathtub and his Page calls for help from the court. The text flows rhythmically and you may find yourself singing the story.	Narrative writing: Create a story map including character, plot, setting, and resolution.
<i>The Sign of the Seahorse</i>	Graeme Base provides poetic prose through this detailed ocean tale.	Narrative writing: Create a painted, colorful mural depicting students' favorite story parts.
<i>Time for Bed</i>	This heartwarming tale depicts bedtime for animals and a child. Fluency is beautifully crafted in this book.	Functional writing: Design a greeting card to a special parent, grandparent, or friend.
<i>Joyful Noise: Poems for Two Voices</i>	This book provides students opportunities to choral read and listen to two or more voices in order to develop skill in sentence fluency.	Poetry writing: Using a content area, create a poem for choral or echo reading.

Fig. 8. Picture Books and Student Writing Activities for the Trait of Sentence Fluency

etc.? Is the layout unusual or striking?" (Spandel, 2005). Figure 9 identifies books that can be used to teach various conventions. Writing extensions corresponding with the literature are included, as well.

**CONCLUSION**

Using high-quality children's literature selections as models for good writing is an excellent motivational tool to encourage primary students' writing. Teachers should capitalize on young students' enthusiasm for listening to stories. By facilitating

book discussions and analyzing how authors use various qualities of good writing (ideas, organization, voice, word choice, sentence fluency, and conventions), teachers can encourage children to model their stories after the experts. Children's abilities to utilize characteristics of good writing in their own written work will be reinforced and broadened by exposure to a plethora of children's literature selections. Teachers should also provide purposeful writing opportunities to connect with students' interests, to enhance their literature appreciation, and to extend their writing skills.

Picture Book	Use of Conventions	Student Writing Activity
<i>Grammar Tales: A Verb for Hire</i>	<i>Grammar tales: A Verb for Hire</i> is one book in a terrific series that adds a clever spin on verbs.	Expository writing: Select and research a grammar concept and write a job description for the chosen topic.
<i>Punctuation Takes a Vacation</i>	The significance of punctuation marks is revealed when they leave Mr. Wright's classroom and take a vacation.	Journal writing: From the perspective of a punctuation mark, design and send a postcard to a student in Mr. Wright's room.
<i>The War Between the Vowels and the Consonants</i>	The vowels and the consonants fight each other until they realize that if they work together they can create marvelous poems, plays, and memoirs.	Persuasive writing: Select either the side of the vowels or consonants and write notes to prepare for a debate. Which side is more important? Why?
<i>To root, to toot, to parachute: What is a verb?</i>	Humorous text which defines verbs for young learners.	Functional writing: Design a personal verb dictionary. Write the verb and draw a picture to match it. Use your verb dictionary when you write!
<i>Under, over, by the clover: What is a preposition?</i>	Amusing text which defines prepositions for young learners.	Expository writing: Preposition hunt. Share a teacher-created story and ask students to search for prepositions.
<i>Yo! Yes?</i>	In addition to the concepts of acceptance and friendship, the author uses punctuation marks appealingly.	Narrative writing: Write detailed text to correspond with the picture storyline.

Fig. 9. Picture Books and Student Writing Activities for the Trait of Conventions

## REFERENCES

- Culham, R. (2005). *6 + 1 traits of writing: The complete guide for the primary grades*. Jefferson City, MO: Scholastic.
- Culham, R. (2003). *6 + 1 traits of writing: The complete guide grades 3 and up*. Jefferson City, MO: Scholastic.
- Culham, R. (2004). *Using picture books to teach writing with the traits*. New York: Scholastic.
- Cambourne, B (1999). Conditions for literacy learning: Turning learning theory into classroom instruction A minicase study. *The Reading Teacher*, 54(4), 414-429.
- Isernhagen J., & Koziesek J. (2000). Improving students' self-perceptions as writers. *Journal of School Improvement*, 1(2), 3-6.
- Jacobson, J. R (2005). Six traits writing: Using literature as a model. *Book Links.*, 14(5), 44-47.
- Jalongo, M. R. (2004). *Young children and picture books* (2nd ed.). Washington, DC: National Association for the Education of Young Children.
- Morrow, L. M. (2005). *Literacy development in the early years: Helping children read and write* (5th ed.). Boston: Allyn and Bacon.
- James, L. A., (2001). How Adam became a writer: Winning writing strategies for low-achieving students. *The Council for Exceptional Children*, 33(3), 30-37.
- Jarmer, D., (2000). Six-trait writing model improves scores at Jennie Wilson Elementary. *Journal of School Improvement*, 1(2), 29-32.
- Rickards, D., & Hawes, S. (2005). *Learning about literary genres: Reading and writing with young children*. Norwood, MA: Christopher-Gordon Publishers.
- Rushton, S. P., (2003). Connecting Brian Cambourne's conditions of learning theory to brain/mind principles: Implications for early childhood educators. *Early Childhood Education Journal*, 31(1), 11-21.
- Spandel, V. (2004). *Creating young writers*. Boston: Allyn and Bacon.

- Spandel, V. (2005). *Creating writers through 6-trait writing assessment and instruction*. Boston: Allyn and Bacon.
- Tompkins, G. (2005). *Language arts: Patterns of practice*. Columbus, OH: Merrill/Prentice Hall.

### CHILDREN'S BOOKS CITED

- Abercrombie, B. (1995). *Charlie Anderson*. New York: Simon and Schuster.
- Angelou, M. (1978). *Life doesn't frighten me*. New York: Virago Press Limited.
- Base, G. (1983). *My grandma lived in Gooligulch*. New York: Abrams, Inc.
- Base, G. (1998) *The sign of the seahorse*. New York: Puffin.
- Baylor, B. (1974). *Everybody needs a rock*. New York: Simon & Schuster.
- Briggs, R. (1978). *The snowman*. New York: Random House.
- Cannon, J. (1993). *Stellaluna*. New York: Scholastic.
- Cannon, J. (1997). *Verdi*. New York: Scholastic.
- Clearly, B. P. (2001). *To root, to toot, to parachute: What is a verb?*. Minneapolis, MN: Lerner Publishing.
- Clearly, B. P. (2002). *Under, over, by the clover: What is a preposition?*. Minneapolis, MN: Lerner Publishing.
- Cole, J. & Degen, B. (1992) *The magic school bus series*. New York: Scholastic.
- Cooney, B. (1982). *Miss Rumphius*. New York: Scholastic.
- Cronin, D. (2000). *Click, clack, moo, cows that type*. New York: Scholastic.
- Fleischman, P. (1988). *Joyful Noise Poems for two voices*. New York: Harpercollins.
- Fleming, M. (2004). *Grammar tales: A verb for hire*. New York: Scholastic.
- Fox, M. (1993). *Time for bed*. San Diego, CA: Harcourt.
- Fox, M. (2004). *Where is the green sheep?*. San Diego, CA: Harcourt Children's Books.
- Frasier, D. (2000). *Miss Alaineus*. San Diego, CA: Harcourt Children's Books.
- Gile, J. (1995). *Oh, how I wish I could read!* Wisconsin, MO: Worzalla.
- Hartman, B. (2002). *The boy who cried wolf*. New York: Scholastic.
- Henkes, K. (1991). *Chrysanthemum*. New York: Greenwillow.
- Johnson, S. (1995). *Alphabet city*. New York: Viking Press.
- Joose, B. M. (1996). *I love you the purplest*. San Francisco, CA: Chronicle.
- Mabel-Canton Elementary School Fourth Graders. (2002). *A band of coyotes*. New York: Scholastic.
- Martin, B., & Archambault, J. (1989). *Chicke Chicke boom boom*. New York: Simon & Schuster.
- Pallotta, J. (1991). *The icky bug counting book*. Watertown, MA: Charlesbridge Publishing.
- Pulver, R. (2003). *Punctuation takes a vacation*. New York: Holiday House.
- Raschka, C. (1993). *Yo! Yes?*. New York: Scholastic.
- Ryan, P. (1996). *The flag we love*. New York: Scholastic.
- Scieszka, J. (1989). *The true story of the three little pigs*. New York: Viking Press.
- Turner, P. (1996). *The war between the vowels and the consonants*. Singapore: Tien Wah Press.
- Wilson, K., & Rankin, J. (2003). *A frog in the bog*. New York: Scholastic.
- Wilson, S. (2004). *A nap in the lap*. New York: Scholastic.
- Winthrop, E. (2001). *Dumpy LaRue*. New York: Henry Holt and Company.
- Wood, A. (1984). *The napping house*. San Diego, CA: Harcourt.
- Wood, A., & Wood, D. (1985). *King Bidgood's in the bathtub*. Orkudo, FL: Harcourt.

Copyright of *Early Childhood Education Journal* is the property of Springer Science & Business Media B.V. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.