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# The use of mentor texts to teach writing in kindergarten, first and second grades

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# The use of mentor texts to teach writing in kindergarten, first and second grades

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## **Abstract**

The purpose of this study was to research and analyze high quality fiction and nonfiction texts to be used as mentor texts to teach writing in kindergarten, first and second grades. The researcher created a checklist and a table to analyze 81 different texts and then selected 29 to be used as mentor texts to assist in teaching opinion/persuasive, narrative and informational writing. Annotated bibliographies for the 29 texts were written and include how the texts can be used to teach writing in a classroom and/or library setting.

THE USE OF MENTOR TEXTS TO TEACH WRITING IN KINDERGARTEN, FIRST AND  
SECOND GRADES.

A Graduate Research Paper  
Submitted to the  
Division of School Library Studies  
Department of Curriculum and Instruction  
In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts  
UNIVERSITY OF NORTHERN IOWA

by  
Mary Heeringa  
December 2016

This Research Paper by: Mary Heeringa

Titled: The Use of Mentor Texts to Teach Writing in Kindergarten, First and Second Grades

has been approved as meeting the research requirement for the

Degree of Master of Arts.

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## ABSTRACT

The purpose of this study was to research and analyze high quality fiction and nonfiction texts to be used as mentor texts to teach writing in kindergarten, first and second grades. The researcher created a checklist and a table to analyze 81 different texts and then selected 29 to be used as mentor texts to assist in teaching opinion/persuasive, narrative and informational writing. Annotated bibliographies for the 29 texts were written and include how the texts can be used to teach writing in a classroom and/or library setting.

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## **CHAPTER 1**

### **INTRODUCTION**

Imagine a scenario in which a teacher in a lower elementary (kindergarten, first or second grade) classroom is aiming to meet National Common Core State Standards (National Governors Association, 2010). Three years prior to the national core, Iowa Core Standards (Iowa Department of Education, 2010) were introduced into the district. The first year was spent muddling through what the standards meant and what students were supposed to be learning. During this time the teacher was using a language arts curriculum that was intended to help bridge the gap between pre-core and core standards. The second year was spent with a brand new language arts curriculum that was purchased because it was branded as being able to meet all of the Common Core State Standards (CCSS). That year was spent trying to wrangle a new curriculum while adding in new assessments and higher standards. Also, the district experienced budget cuts. By the end of the second year it was clear the writing curriculum was not working for lower elementary students. Students were finishing the school year without showing proficiency in writing standards based on formative and summative assessments. In the third year the district discontinued the writing portion of the new curriculum and moved to a hybrid of old and new writing curricula. This scene may be simultaneously played out in many schools across Iowa. There is a better way to bridge different writing curricula. To this end teacher librarians assist teachers in both reading instruction and technology instruction. Jointly the anchor standards for College and Career Readiness in Reading and the anchor standards for College and Career Readiness in Writing have

many similarities (National Governors Association, 2010). Ideally reading and writing standards may be taught together with the help of a teacher librarian and mentor texts.

### **Justification**

Across the nation writing scores are dropping. In 2011 the National Council for Education Statistics (NCES, 2011) released testing results for grades 8 and 12. Scores were grouped into four categories: Below Basic, Basic, Proficient and Advanced. Students who received a Basic rating only had the most basic writing skills and only had “partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade” (p. 2). The results showed 54% of 8th graders and 52% of 12th graders earned a Basic level. Only 24% of 8th graders and 24% of 12th graders scored Proficient. That is a troubling statistic to represent the nation’s young writers. Similarly SAT writing scores from 2005-2013 fell almost 10 points for all students (NCTE, 2011). Only one subcategory, Asian/Pacific Islander students, saw a slight increase in scores during that time frame. Overall, U.S. students are experiencing difficulties in writing. Teachers need a wide range of high quality student resources and lessons for instruction to meet needs for all K-2 learners in support of CCSS writing standards. Teacher librarians have not always been recognized as experts who contribute to these text and lesson selections.

### **Mentor Texts for Writing Instruction**

When a star soccer player scores an amazing goal, other players watch the video of the goal over and over again before trying to recreate the goal or try to score an even more amazing goal. Likewise, writing instruction can use similar techniques. If the goal is for students to be able to write well constructed narratives, convincing arguments, or

captivating research papers, then teachers need to show them how others have done it before them. Students need to know what good writing looks like, and they need to be able to dissect the writing to know why it is good. In Ruth Culham's book, *The Writing Thief* she defines mentor texts as "any text, print or digital, that you can read with a writer's eye" (Culham, 2014, p. 9). Lynne Dorfman (2013) is the author of several books about mentor texts. In an interview she defined mentor texts as:

pieces of literature that you, both teacher and student, can return to and reread for many different purposes. They are texts to be studied and imitated. Mentor texts help students to take risks and be different writers tomorrow than they are today. It helps them to try out new strategies and formats. They should be basically books that students can relate to and can even read independently or with some support. And of course, a mentor text doesn't have to be in the form of a book. A mentor text might be a poem, a newspaper article, song lyrics, comic strips, manuals, essays, almost anything (Baker, 2013).

Mentor texts are selected in a thoughtful and intentional process and serve an important role in instruction.

### **CCSS Based Lessons for K-2 Writing Instruction**

Instructors need to teach students how to read like writers and how to use mentor texts as exemplars throughout the writing process. When teaching the CCSS teacher librarians assist teachers and students by connecting them with resources ranging from books to Internet access that support these standards. Teaching writing is one area in which librarian support can be offered to implement the many changes that came to writing instruction with the adoption of the CCSS. Writing transitioned from a focus on

personal experiences to that of informational and evidence-based writing to support the goal of preparing students who are college and career ready (Key Shifts in English Language Arts, 2015). Libraries and librarians are an essential key to unlocking CCSS writing standards.

While specific writing standards differ greatly throughout the grade levels, there are also many similarities. The CCSS defines College and Career Readiness standards as anchor standards that all students will need to have mastered in order to be ready for college or a career after high school (College and Career Readiness Anchor Standards for Writing, 2010). These anchor standards are then broken down into individual grade standards in the CCSS. In short these anchor standards cover informational, narrative and argumentative writing, the production and distribution of writing, the range of writing and ways knowledge of writing can be presented (College and Career Readiness Anchor Standards for Writing, 2010). One way teacher librarians can assist teachers and students in meeting these standards is through the use of mentor texts to teach writing.

Teacher librarians are the experts in what makes a book a high quality book with high quality writing. Teacher librarians can instruct students on what to look for: style, technique, grammar, mechanics, punctuation, etc. (Gallagher, 2014, p. 29). Students need not only to be able to recognize the writing basics but also able to deconstruct the mentor texts to better understand their own writing.

### **Problem Statement**

Teachers need a wide range of high quality student resources to support writing instruction to meet the needs of all K-2 learners in support of CCSS writing standards. Teacher librarians may not have been recognized as experts who contribute to these text and lesson selections.

### **Purpose**

The purpose of this research study is to identify and analyze high quality fiction and nonfiction mentor texts teacher librarians and classroom teachers can use to teach writing consistent with Common Core State Standards for kindergarten, first and second grades.

### **Research Questions**

1. What high quality mentor texts best support K-2 writing instruction?
2. What characteristics of mentor texts can best be used to teach CCSS writing standards for grades K-2?

### **Assumptions**

This research study makes several assumptions. One is that teacher librarians and teachers are seeking mentor texts for writing instruction in K-2. It also assumes that there is an overall need for improvement in writing instruction in kindergarten, first and second grade.

### **Limitations**

This research study is limited to a focus on writing standards for kindergarten, first and second grade. It is also limited by only examining texts identified on the Association for Library Service to Children Children's Notable Lists, *School Library Journal's* Best Books Lists, International Literacy Association and Children's Book Council's Teacher Choice Lists and *Booklist* Editors' Choice Lists from 2011-2016.

## **CHAPTER 2**

### **LITERATURE REVIEW**

The purpose of this research study is to identify and analyze high quality fiction and nonfiction mentor texts teacher librarians and classroom teachers can use to teach writing consistent with CCSS for kindergarten, first and second grades. The research will support the creation of an annotated bibliography of high quality mentor texts to use when teaching writing in the library and regular classrooms. This research was guided by prior research completed that focused on the following two themes: the importance of integrated reading and writing instruction, and the use of mentor texts to teach writing.

#### **Integrating Reading and Writing Instruction**

Corden (2007) studied whether students would transfer writing strategies that were explicitly taught during a literacy lesson to students' independent writing activities, specifically narrative writing. In the study 18 teachers in nine different elementary schools took part with 96 students ranging in age from 7 to 11 years. The researchers used a rubric with four levels, designed as a class assessment, to show growth over time after students received integrated reading and writing instruction during a one hour literacy block. Previous data collection done in the local schools showed that, on average, students moved up one level every two years. Out of the 96 students that were given the integrated instruction, 77 advanced one level in one year and 19 advanced two levels in one year. All students given the integrated instruction developed their writing skills at a significantly higher rate than the average.

Like the Corden study, Jones and Reutzel (2015) also saw a connection between reading and writing instruction. They showed how explicit writing instruction positively

impacted reading scores on a DIBELS test in kindergarten. A set of 112 kindergarteners were randomly split into three writing instruction groups: a control group that received general writing instruction based on the National Assessment of Educational Progress's (National Assessment of Education Statistics, 1999) teacher survey of instructional practices (mostly response to writing prompts), a writer's workshop group instructed in the writer's workshop model with daily mini lessons with a code-related skills focus and conferring with the teachers and an interactive writing group with instruction based on Fountas and Pinnell's phonics based writing and code-related skills. The DIBELS pretest that was given showed no major differences in overall scores in initial sounds, alphabet knowledge, phoneme segmentation and pseudoword reading. At the end of the year the two groups that received writer's workshop and interactive writing instruction scored 5%-6% higher on alphabet knowledge, 6%-11% higher on pseudoword reading and 14%-16% higher on phoneme segmentation when compared to the group that did not receive code-related skills instruction through writing instruction. The researchers concluded that when students were given explicit writing instruction, scores on the DIBELS reading test improved at a higher rate than the students who did not receive the explicit writing instruction.

The benefits of reading and writing integrated instruction go beyond K-12 education. Goen and Gillotte-Tropp (2003) focused on integrating reading and writing instruction for students who scored in the lowest quartile of the English Placement Test at San Francisco State University. It is university policy that these students complete a full year of classes to improve their reading and writing. Previously, students completed two basic writing courses, a reading course, and first-year composition course. Instead, the

researchers placed 169 students who would have qualified for the traditional remedial course in one integrated reading and writing program. There were four established objectives for the course to integrate the reading and writing processes including purposes for reading and writing, engagement, developing enjoyment, and understanding the metacognition of reading and writing. At the end of the year students in the integrated course were measured against the students in the traditional course with standardized tests, self-assessments and writing portfolios, and second-year composition pass rates. In all areas the students in the integrated course scored higher than those in the traditional remedial course. Overall, 97% of students in the integrated course successfully complete all of the requirements of the remediation program while in the traditional group on 84% of the students successfully met the requirements.

Rather than looking at how writing ability is impacted by reading instruction, Boyat-Chariter (2011) studied how reading comprehension can be positively affected by writing instruction. The researcher selected 26 students who were receiving reading interventions in first, second, and third grade at an elementary school in Minnesota. The school had not made Adequate Yearly Progress the previous school year in the area of reading comprehension based on district benchmarks. Nine first grade students, nine second grade students and eight third grade students participated in the study. All students were not meeting or were partially meeting reading comprehension standards based on district assessments. In all grades, writing samples and reading comprehension assessments were gathered, for example, graphic organizers, story maps, reading journals, and writing summaries of stories. Students received direct writing instruction on how to complete the writing tasks before doing the assessment tasks independently.

Reading comprehension assessments were given after using the writing methods, and for comparison, reading comprehension assessments were given at another time when students had not yet used the writing methods. Notably, in all three grades students met or exceeded the reading comprehension standard on a reading comprehension rubric, after using the writing methods. On the other hand, when students did not use the writing methods, only 9 of the 26 students met or exceeded the reading comprehension standard on the same rubric. Boyat-Chartier showed the positive connection between writing skills and reading comprehension.

All four of the studies in this subtheme showed the importance and the positive academic impact of integrated reading and writing instruction on elementary students' writing assessed with their classroom writing rubric (Corden, 2007), Kindergarten students' writing assessed by the DIBELS test (Jones & Reutzel, 2015), and college students' writing assessed on standardized tests, portfolios, and composition pass rates (Goen & Gillotte-Tropp, 2003). These studies show that no matter the age of the student, integrated reading and writing instruction is beneficial. The final study showed an additional connection in reading and writing instruction by showing that reading comprehension can be positively impacted by writing instruction (Boyat-Chartier, 2011).

### **The Use of Mentor Texts**

In McDowell's (2015) study, the researcher successfully made the connection between reading and writing instruction and how mentor texts connected the two. The researcher conducted a case study of four elementary teachers: two first grade teachers, one third grade teacher and one fifth grade teacher. The teachers were selected based on their background knowledge of mentor texts, use of mentor texts to teach writing, and

willingness to participate in the study. The teachers were interviewed by the researcher and then observed by the researcher over a three month period one to three times per week during their writing instruction while using mentor texts. Through the interviews and observations the researcher studied what teachers knew about mentor texts and how mentor texts were being used in writing instruction. There was not one clear selection criteria for the mentor texts being used. The researcher left it up to the teachers to select the text to allow for teacher autonomy.

The process of choosing a mentor text also varied depending on student needs (McDowell, 2015). Each teacher had her own process and reason for selecting the mentor text. Three of the teachers chose to use mentor texts to teach narrative, informative and persuasive writing. In their selections they looked for texts that modeled these types of writing. Another teacher used mentor texts to explore the difference between fiction and nonfiction works and used the text to show different characteristics of the different genres. Finally, one teacher used sentences from mentor texts to teach grammar. Because of the diverse uses of mentor texts, the teachers were given autonomy in their selections and selection processes. The teachers used the mentor texts as models in their writing instruction. The teachers would refer to the mentor texts when delivering whole class instruction and then model the practice together before having students write on their own. All of the teachers interviewed and observed stated many benefits to using mentor texts in their classrooms. Some of the benefits mentioned were seeing grammar in context, collaboration between students, enhanced student discussions, more exposure to literature, high quality of writing examples, connections with authors, and the ease of integrating the instruction into other subjects. These benefits were more apparent when

writing narrative and opinion pieces. McDowell also examined how the use of mentor texts supported CCSS.

With the CCSS division of writing standards into narrative, opinion/persuasive, and informational writing, many different types of mentor texts are needed to model these writing genres. The teachers in the study (McDowell, 2015) had previously used mentor texts to teach narrative writing and had seen the benefits. The study encouraged the teachers to use the texts to also enhance their ability to teach informational writing. The teachers were all surprised by the ways in which their instruction improved when using mentor texts to teach informational writing. The teachers noted that it was more difficult to find quality mentor texts for younger grades than for upper elementary grades. The main conclusions of the study were that mentor texts allowed teachers to have autonomy in their curriculum instruction while still meeting state and national standards. Mentor texts also improved teach instruction and student outcomes when used to teach informational writing.

Lukomskaya's (2015) research builds on the previous study by looking at only one teacher and one student and the results of using mentor texts to teach argumentative (opinion) writing. One student was selected through a random sampling of students in the researcher's third grade class. The student and the researcher met four mornings a week for four weeks for individual writing conferences. Lukomskaya did a pre assessment by having the student write an argumentative paragraph before one on one instruction occurred. She then used that information to design her instruction. The researcher used anecdotal notes, audio recordings and discourse analysis to collect data. Both fiction and nonfiction mentor texts were used to demonstrate opinion writing

characteristics. As the sessions continued, the student was able to begin picking out the distinctive characteristics of the mentor texts that could be used in the writing assignments. The student was able to analyze the texts and use the information to improve her own writing skills. The researcher also discovered a positive increase in the discussion abilities the student showed during discussions about the texts. The student was able to name the author's purpose and select the main idea, details and facts from many different texts. In addition to seeing the writing strategies being applied during the one on one instruction time, the researcher also observed the student using the techniques in other content areas in a whole class setting.

While Lukomskaya (2015) looked at teaching argumentative writing using mentor texts, McConathey (2014) explored the use of mentor texts to teach personal narratives in a third grade classroom. The students participating in the study were very diverse. There were 16 students in the classroom with fourteen African American students, one Hispanic student and one Caucasian student. A variety of multicultural mentor texts were used. Data was collected over a five week period in the form of a teacher journal with anecdotal records, teacher observation of conversations between students, student writing journals, and a collection of essays, summaries and writing responses. The researcher used five mentor texts with a focus on multicultural youth to teach the characteristics of personal narrative writing. Each lesson focused on a different purpose such as character traits, character description, compare and contrast and sequencing. During and after the readings, students participated in group and partner discussions before writing in a journal, working on an essay, writing a summary or responding to questions. Throughout the study the researcher saw an increase in the amount of writing students were doing

along with an increase in their enthusiasm about their writing. She also noted a positive increase in their ability to listen and stay on task when writing instruction was given through a mentor text. Overall her research showed many different areas in which writing instruction with a mentor text had positive impacts.

Turner (2014) applied the same use of mentor texts in a writing workshop style similar to Lukomskaya (2015). However, Turner (2014) studied the impact of mentor text usage in a first grade classroom with eight struggling writers. The study took place over four weeks with the researcher meeting with students four times a week. Turner started with using mentor texts to teach and model punctuation in writing, then moved to teaching dialogue, and concluded with the teaching of how to develop ideas when writing. A variety of mentor texts were used, and students created self selected writing pieces during each lesson. The researcher used interview records, anecdotal notes, conference records, and a teacher research journal to gather data on student interest and attitude toward writing. She also collected student work samples to analyze for concept mastery. All of the students that participated in the study showed a positive view of writing and a positive interest in writing. Before the study began only half of the students showed a positive view towards writing and a positive interest in writing. The researcher also showed a connection between the lessons taught in the writing workshop and use of mentor texts for the general classroom lessons. Students began pointing out things in science and social studies that had been discussed in the writing workshop. Turner concluded that the use of mentor texts in the writing workshop not only increased the students' ability to use punctuation in their own writing, but it also positively increased their views about writing.

### **Summary**

While the four studies showed different ways to use mentor texts, all showed the positive impact mentor texts can have on the academic achievement of students as well as their desire and attitude towards writing. When combined with the previous review of research on the benefits of integrated reading and writing instruction, it is clear that using mentor texts to teach writing will have a positive impact on student learning and can be used instructionally within a library or classroom setting.

## **CHAPTER 3**

### **METHODOLOGY**

The purpose of this research study is to identify and analyze high quality fiction and nonfiction mentor texts teacher librarians and classroom teachers can use to teach writing consistent with CCSS for kindergarten, first and second grades. The researcher focused on writing standards in the areas of narrative, informational and opinion/persuasive writing (National Governors Association, 2010).

#### **Research Design**

This research used the content analysis method. Content analysis allowed for the researcher to study different texts and forms of media in a smaller setting and apply results to a larger group. The researcher sought to “identify relationships between message characteristics” (Wildemuth, 2009, p. 298). This method allowed the researcher to focus on the research questions and analyze existing content to do so. To this end, the researcher systematically identified and examined highly reviewed trade books to look for common themes and writing styles that best support writing instruction for K-2nd grade students learning to write opinion, narrative, and informational text.

#### **Procedure**

The researcher began by studying and analyzing the CCSS for writing in kindergarten, first and second grade. The focus was on writing standards relating to narrative, opinion/persuasive and informational writing. A list of standards that were the focus of the research are listed in Appendix A. The researcher chose to focus on the standards under the Writing strand of Text Type and Purposes. These standards focus on writing informational, narrative and opinion/persuasive pieces. The three standards chosen for

each grade level are connected through the Text Type and Purposes standards found in the anchor standards for writing in CCSS.

The researcher then analyzed AASL Standards for the 21st-Century Learner in order to find connections to the CCSS in writing. The researcher also used the CCSS to AASL Learning Standards Crosswalk (AASL, 2009) to find AASL standards in common with the CCSS Writing standards (see Appendix B). The AASL standards that were selected are ones identified in the AASL Learning Standards Crosswalk that correspond with the CCSS for writing that were selected by the researcher. The AASL standards that were selected each focus on writing and how writing can be applied to library standards.

After an analysis of standards was complete, the researcher identified a list of potential mentor texts for classroom teachers and teacher librarians to use in K-2 writing instruction. When selecting trade books as mentor texts the researcher scrutinized five recommended lists each from 2011-2016. The lists included

- Association for Library Service to Children Children's Notable Lists
- *School Library Journal's* Best Books Lists
- International Literacy Association and Children's Book Council's Teacher Choice Lists
- *Booklist* Editors' Choice Lists
- Iowa Goldfinch Awards

These lists were chosen because of the upstanding reputations of the organizations that publish the lists. The Association for Library Services to Children is a network of more than 4,000 children's librarians and has been in practice for more than 60 years (About ALSC, 2015). ALSC is also the organization that establishes committees to select some

of the most well known children's book awards such as the Caldecott Medal and Newbery Medal. *School Library Journal* (SLJ) has been providing book reviews used by library professionals to make purchasing decisions for over 60 years (*School Library Journal*, 2015). SLJ's reviews focus on books for children and teens. There are more than 6000 books reviewed annually. The International Literacy Association (ILA) is a global organization with over 300,000 members in over 75 countries (About Us, 2015). It has been operating for over 60 years. ILA's annual Teacher Choice list consists of reviews from teachers around the nation. *Booklist* has been published by the American Library Association for over 100 years; the journal focuses exclusively book reviews (Booklist Online, 2014). The reviews are used by librarians to aid in selection for library collections. It publishes more than 8000 new reviews each year. Finally, the Goldfinch Award is an annual award given out by the Iowa Association of School Libraries (Goldfinch Award, n.d.). It is given to a book that has been nominated and selected through a voting process by Iowa students each year. Nominees are announced in the spring, and voting takes place the following spring, allowing students time to read the nominated titles. The research for this project took place in Iowa and the researcher deemed it important to highlight titles that are on the state's Goldfinch award list.

All lists from these publications from the most recent five years, 2011-2016, were examined for book selection. The researcher chose to use the most recent five years to provide teachers and teacher librarians with the most current resources available. This also limited the titles to be analyzed. The researcher identified trade books that appeared on all five lists first and then narrowed the list to books that appeared on more than one

list (see Appendix C). All of the lists have sections featuring titles meant for young readers. The researcher focused on those titles with an interest level for K-3rd grade.

Once the potential list of books to examine was created, the researcher analyzed each book using the following criteria adapted from these studies of mentor text selection and use (Lukomskaya, 2015; McConathey, 2014; McDowell, 2015):

1. Shows strong examples of opinion/persuasive writing, (linking words, reasons to support an opinion, conclusions) and/or
2. Shows strong examples of informative/explanatory writing, (use of facts) and/or
3. Shows strong examples of narrative writing (sequencing of events, temporal words, descriptive words)
4. Includes multicultural, diverse populations
5. Shows strong usage of grammar and/or punctuation in context
6. Provides character traits, character description, compare and contrast and/or sequencing
7. Shows author's purpose, the main idea, details or facts
8. Links to the AASL standards identified in Appendix B.

The researcher began by creating a table to show how each book analyzed corresponds to the criteria listed here (see Appendix D). The table included brief notes indicating how texts met those criteria identified. If a text portrayed two or more of these criteria, the researcher's next step was a more in depth analysis of these texts that showed potential in more than one area in the chart. There were 45 texts immediately eliminated for not meeting two or more of the criteria listed in the table. Many of the books were wordless,

or almost wordless, picture books. There were also texts that were eliminated because of their reliance on the illustrations to tell the story. In order to be a strong mentor text, the narrative would need to be able to stand on its own as a model for future students' writing. The researcher also eliminated several books that were books of poetry. While there are CCSS that focus on reading and creating poetry, these standards were not the focus of this research.

For the remaining 36 texts, the researcher performed an in depth analysis of each work. First, each text was examined to see if it would be an informational, narrative or opinion/persuasive text. Most texts fit into one of the three categories but a few could fit into more than one. For example, biographies are traditionally categorized as informational texts. However, for the purpose of modeling writing a biography could be used to model informational writing as well as narrative writing. If the text was later selected as a mentor text this is noted in the annotated bibliography.

During the in depth analysis of the remaining 36 texts, the researcher focused on how the texts could be used for a writing mentor text. The researcher eliminated seven texts that met two or more criteria of the table due to complex vocabulary and word usage. When reading the seven eliminated texts to a class for close reading they can be powerful read alouds. However, for the purpose of being used as a mentor text the vocabulary and word usage would be too complex for K-2 students. This analysis of mentor text suitability included in depth descriptions of the text's potential to support K-2nd grade students' writing opinion/persuasive, narrative, and informational pieces.

## CHAPTER 4

### FINDINGS

The researcher conducted an analysis of 81 picture books for their potential to be used as mentor texts. The researcher came to these books by comparing the Association for Library Service to Children Children's Notable Lists, *School Library Journal's* Best Books Lists, International Literacy Association and Children's Book Council's Teacher Choice Lists, *Booklist* Editors' Choice Lists and Iowa Goldfinch Awards from 2011-2016. Books that appeared on more than one list were initially analyzed using the table below. In order to be included in the annotated bibliography the text must meet two or more of the criteria.

Title of Book	Strong Narrative Writing	Strong Informational Writing	Strong Opinion/Persuasive Writing	Diversity/Multicultural	Grammar/Punctuation	Character traits, character description, compare and contrast and/or sequencing	Shows author's purpose, the main idea, details or facts	Links to AASL standards	Other Notes
8: An Animal Alphabet									Wordless picture book
A Ball for Daisy									Wordless picture book
A Nation's Hope		X		X					It is a biography of the boxer Joe Lewis. However, it is not the best example of a biography mentor text because of the style in which it is written
A Splash of Red	X	X		X	X	X	X	X	

All Different Now				X					
All the Water in the World		X			X				Relies heavily on the pictures to give the information , not a good writing mentor text
And Then It's Spring									
The Baby Tree									Vocabulary and word usage makes it where it would not be good mentor text
Back of the Bus		X		X	X	X		X	
Balloons over Broadway		X			X				Not a strong informational example, it relies heavily on the pictures
Blackout									
Blizzard	X				X	X		X	
Beastly Verse									Poetry
Big Red Lollipop	X			X	X	X		X	
Chalk									Wordless picture book
City Dog, Country Frog					X				
Creepy Carrots!					X				
The Day the Crayons Quit			X		X	X	X	X	
The Dark					X				
Draw!									Wordless picture book
Drum Dream Girl	X			X	X	X			It is based on a true story but it does not give enough information in the

									actually story to be a good example of informative writing. Rather, it is a better example of narrative writing.
Emma Dilemma, Big Sister Poems									Poetry
Exclamation Mark	X				X	X	X	X	
Extra Yarn	X				X	X		X	
The Farmer and the Clown									Wordless picture book
Feathers		X			X		X	X	
Firefly July				X					Poetry
Float									Wordless picture book
Flora and the Flamingo									Wordless picture book
Flutter & Hum				X					Poetry
Gaston						X			
Grandpa Green	X				X	X		X	More simplistic writing that would be good for K-1 students
Green									Wordless picture book
Goldilocks and the Three Dinosaurs	X				X	X		X	Relies heavily on the pictures to tell the story.
If You Want to See a Whale									
The Invisible Boy	X			X	X	X		X	
The Iridescence of Birds	X				X				Text is too complicated to be used as a mentor text for K-2.

Jimmy the Greatest	X			X	X	X		X	
Just Ducks	X	X			X	X	X	X	Blend of informational and narrative text
Last Stop on Market Street	X			X	X	X		X	
Lenny & Lucy	X				X				Text is too complicated to be used as a mentor text for K-2.
Life in the Ocean		X			X	X	X	X	Biography of Sylvia Earle and also gives facts about the ocean. Since this is a longer book I would suggest teachers only use parts of it at a time as a mentor text.
Ling & Ting: Not Exactly the Same!				X					
Little Melba and Her Big Trombone	X	X		X	X	X	X	X	Blend of informational and narrative text
Little White Rabbit					X				Relies on the pictures to tell the story
Locomotive		X			X		X		Text is too complicated to be used as mentor text for K-2.
Machines Go to Work in the City					X				Relies on the pictures to give information
Martin & Mahalia		X		X	X	X	X	X	Includes examples of timelines
Me... Jane					X				
Mouse & Lion	X		X		X	X		X	

Mr. Tiger Goes Wild									
Mr. Wuffles!									Wordless picture book
Oh, No!						X			
On a Beam of Light	X	X			X	X	X	X	
Parrots Over Puerto Rico	X	X		X	X	X		X	
Penny and Her Doll	X				X	X		X	It is a longer story but could be a great resource for 2nd grade students who are ready to write longer narratives. It would be very helpful for K-2 students to model how to use quotation marks
Penny and Her Marble						X			
The Princess and the Pony					X				
Raindrops Roll									
The Right Word		X			X	X	X	X	Explanation of word choice
Rocket Writes a Story	X				X	X		X	
The Scraps Book									
Sidewalk Flowers									Wordless picture book
Sleep Like a Tiger	X		X		X	X		X	
Sophie's Squash	X		X		X	X		X	
Stars				X					
Star Stuff		X			X	X	X	X	
Supertruck									Very simplistic sentences that need

									the pictures to make sense
Swirl by Swirl							X		
The Tortoise & the Hare									Very few words
This Is Not My Hat	X								Relies on the pictures to tell the story
Tiny Creatures		X			X		X	X	
Viva Frida				X					Very few words
Wait									Wordless picture book
Waiting									Relies on the pictures to tell the story
Water is Water									
Winter Bees & Other Poems of the Cold									Poetry
Wolfie the Bunny	X				X	X		X	
Written and Drawn by Henrietta									Graphic novel
Xander's Panda Party	X				X	X		X	While it is not a nonfiction book it can be used to lead discussions on animal groups and provides some basic facts about different types of animals.
Z Is for Moose									Wordless picture book

Figure 1. Chart showing all potential mentor texts and whether they did or did not meet the criteria to be a mentor text.

Texts that met at least two of the criteria in the figure above were further analyzed using the table found in Appendix D. Twenty-nine were selected to be used to create an annotated bibliography for teachers and librarians to use to teach writing in kindergarten, first and second grades. There are three sections of annotated bibliographies organized by use for opinion/persuasive (four texts), narrative (18 texts) and informational (seven texts) writing. Each annotated bibliography entry includes two sections. The first section is a description of the text that includes plot, characters, main idea and a brief synopsis of the text. The second paragraph is a description of the text features that make the text a strong mentor text along with which AASL standards with which the text can be aligned for teacher librarians. The second paragraph also states whether the text can be used as a mentor text for more than one type of writing.

Of these 29 titles, ten titles included diverse and/or multicultural populations and are marked with an \*. The researcher used the Children's Book Council (CBC) definition of diversity to determine which books included a diverse/multicultural population. The CBC defines diverse texts as "including differences in race, religion, gender, geography, sexual orientation, class and ability" (CBC Diversity- About).

### **Annotated Bibliography of Mentor Texts to be Used to Teach Opinion/Persuasive Writing**

When analyzing texts as potential mentor texts for opinion/persuasive writing, the researcher looked for different characteristics. One characteristic is that the author clearly states an opinion. This opinion is then supported with multiple reasons. The text also needed to use linking words such as: because, and also. There also needed to be a clear conclusion to the text. The researcher looked for strong examples of grammar and

sentence structure, including sentence components such as ending punctuation, commas and quotation marks, that could be used to model these aspects for K-2 students.

Burkert, R., & Burkert, N. E. (2011). *Mouse & lion*. New York, NY: Scholastic.

This is a retelling of the classic Aesop fable. The mouse crosses path with the lion and has to convince the lion not to eat him. The mouse promises to someday repay the lion for not eating him. Later, the lion becomes tangled in a hunter's trap and the mouse must save him.

This text can be used to teach opinion/persuasive writing by showing how the mouse tries to convince the lion not to eat him. It is also a good example of character comparisons, sentence structure and grammar, especially quotation marks. It addresses the following AASL standards: 1.1.9, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3.

Daywalt, D., & Jeffers, O. (2013). *The day the crayons quit*. New York, NY: Philomel Books.

Duncan's crayons have all quit! They are tired of being misused, mistreated or not used at all. Each crayon writes Duncan a letter explaining what he is doing wrong and what the crayon wants from him.

Each letter written by a crayon can be used as an example for opinion/persuasive writing. It shows the main idea with supporting details to back up the argument. It can also be used to teach letter writing and sentence structure. It addresses the following AASL standards: 1.1.1, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3.

Logue, M., & Zagarenski, P. (2012). *Sleep like a tiger*. New York, NY: Houghton Mifflin.

A little girl does not want to go to sleep when it is her bedtime. Her parents move her along through her bedtime routine. The girl continues to say she is not tired while her parents try to convince her to go to sleep. They tell her about how all of the animals are sleeping. She tries different ways to sleep like the animals do before finally sleeping like a tiger.

The way the girl's parents try to convince her to go to sleep is a good example of persuasive (opinion) writing. They give her reasons she needs to sleep to reinforce their position. The book also gives examples of grammar, sentence structure, quotation marks and describing words. It addresses the following AASL standards: 1.1.9, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3.

Miller, P. Z., & Wilsdorf, A. (2013). *Sophie's squash*. New York, NY: Schwartz & Wade Books.

Sophie visits the farmer's market with her family where she selects a squash. Her parents planned on using it for dinner. However, Sophie names the squash Bernice and plays with it. Bernice goes everywhere with Sophie while her parents try to convince Sophie to get rid of Bernice. Eventually Bernice begins to turn brown and soft. Sophie returns to the farmer's market to find out how to keep Bernice healthy.

Sophie uses many examples to try and persuade her parents she should be able to keep Bernice and why other toys are not as good as Bernice. In return, Sophie's

parents try to convince her that Bernice is food and not a good toy. Their interactions are excellent examples of persuasive writing. The text also models sentence structure, grammar and quotation marks. It addresses the following AASL standards: 1.1.9, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3.

### **Annotated Bibliography of Mentor Texts to be Used to Teach Narrative Writing**

When analyzing texts to be used as mentor texts for narrative writing, the researcher looked for several different characteristics of strong narrative writing. The texts needed to have a story that showed a clear sequence of events using temporal words to show event progression. The researcher also analyzed texts for descriptive words that described both characters and events. In addition, texts needed a strong sense of closure. The researcher identified strong examples of grammar and sentence structure that could be used to model these aspects for K-2 students as well as sentence components such as ending punctuation, commas and quotation marks.

Barnett, M., & Klassen, J. (2012). *Extra yarn*. New York, NY: HarperCollins Children's Books.

Annabelle lives in a town where everything is black and white. One day she finds a box filled with yarn of every color. She takes the box home and begins knitting sweaters and hats for everyone in her town. The yarn never runs out. Slowly things in the town begin to change and become more colorful. An archduke who loves clothes comes to town and wants to take the yarn from Annabelle. She refuses to sell it to him so he hires robbers to steal the yarn. When he takes the

yarn back to his castle he realizes the yarn will not work for him and he throws the box into the sea where it eventually comes back to Annabelle.

*Extra Yarn* is an example of narrative storytelling. The text shows sequencing and ways to compare and contrast different characters. It also shows how characters can change over time. It addresses the following AASL standards: 2.1.3, 2.1.6, 3.1.3, 4.1.3

Berne, J., & Radunsky, V. (2013). *On a beam of light: A story of Albert Einstein*. San Francisco: Chronicle Books.

This is a biography of Albert Einstein showing readers how Einstein saw the world. As Albert grows he ponders many questions and seeks to find their answers. He views things in a different way than those around him. The story focuses on the hard work Albert did to make his scientific discoveries and encourages readers to go out and make their own discoveries.

This text would work as a model text for both narrative and informational writing. For narrative writing it shows examples of character development and sequencing. Some informational writing is done as a biography. This biography shows how to present events happening in order and how to give details to support the main idea. The text also shows sentence structure and grammar. It addresses the following AASL standards: 1.1.1, 1.1.9, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3.

\*Buitrago, J., Amado, E., & Yockteng, R. (2012). *Jimmy the greatest!* Toronto: Groundwood Books/House of Anansi Press.

Jimmy grows up in a poor, small town by the sea. As a young boy he is noticed by the local gym owner and begins training as a boxer. The owner of the gym gives Jimmy a box filled with books and newspapers about Muhammad Ali to inspire him. Jimmy continues to train and to tell the people of his town about respect and dignity. The gym owner soon has to leave the town for the big city in order to make a living. Jimmy decides to stay in his town and help make things better. He learns how to maintain the gym and how to open a library. Jimmy represents how staying in the small town and trying to make a change is just as important as leaving for a different life in a big city.

This is a narrative text that can be used to show many different character traits. It can be used as the basis for many activities comparing and contrasting the different characters in the story while helping students see the beginnings of character development. It also has strong examples of sentence structure and grammar. It addresses the following AASL standards: 1.1.1, 1.1.9, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3.

Davies, N., & Rubbino, S. (2012). *Just ducks!* Summerville, MA: Candlewick Press

A little girl is woken up each morning by the sound of ducks quacking in the river outside her window. As she goes throughout her day the ducks are always near. She sees the ducks as she eats her breakfast. She stops to feed the ducks on her way home from school and she even hears them quacking along during choir practice. Facts about ducks are woven throughout the story.

This text would work as a model text for both narrative and informational writing. For narrative writing there are sequencing words used as the girl goes through her day. It also uses different descriptive words to talk about the ducks. The sentence structure is simple which can make it a useful resource for students who are beginning writers. For informational text, the facts about ducks are mostly shown in caption form. This is a good example for students to see how captions are used. It addresses the following AASL standards: 1.1.1, 1.1.9, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3.

\*de la Peña , M. , & Robinson, C. (2015). *Last stop on Market Street*. New York, NY: G.P. Putnam's Sons, an imprint of Penguin Group (USA).

CJ is riding the bus with his grandmother after church on a Sunday. On the bus trip they meet different people from the city. The people all teach CJ some sort of lesson on accepting and celebrating differences. When CJ and his grandmother make it to their stop they arrive at a soup kitchen where they volunteer by serving meals.

This text is an excellent example of narrative writing. It is very relatable to many students to help them express their feelings. The descriptive language can help teachers show students how to use words to enhance their writing. It also shows sequence, sentence structure and basic grammar components. It addresses the following AASL standards: 1.1.1, 1.1.9, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3.

Dyckman, A., & Ohara, Z. (2015). *Wolfie the bunny*. New York, NY: Little, Brown and Company.

The Bunny family found a baby in a basket outside their front door. The baby

turns out to be a baby wolf. While Mama and Papa bunny coo over their new baby, Dot Bunny tries to warn them that the wolf will eat them all up. As Wolfie grows up Dot keeps a close eye on him and continues to try and warn her parents that Wolfie will one day eat them. One day Dot takes Wolfie with her to the market to pick up some more carrots. While there they encounter a bear that tries to eat Wolfie. Dot defends Wolfie and scares the bear away.

This text can be used as a narrative writing example in several ways. The text shows examples of using quotation marks and exclamation points. It can also be used to show the difference in characters in writing and how to write different character traits and the sequencing of events. It addresses the following AASL standards: 1.1.9, 2.1.6, 4.1.3.

\*Engle, M., & Lopez, R. (2015). *Drum dream girl*. New York, NY: Houghton Mifflin Harcourt Publishing Company.

A girl living on an island dreams of being a drummer. She is entranced by the sounds of drumming all around her. However, at the time, only boys are allowed to be drummers. She begins by drumming on chairs and tables and eventually begins to use real drums. Her sisters invite her to join their band but her father tells her no because only boys can be drummers. She continues to play until her father eventually finds her a music teacher who will teach a girl to play the drums. Her teacher permits her to play at an outdoor cafe where others can see that girls should be allowed to play the drums.

While this is based on a true story, it is more of a narrative example than an informative example. The text shows many examples of descriptive language, character traits, and sequencing. It addresses the following AASL standards: 1.1.1, 2.1.6, 3.1.3, 4.1.3.

Henkes, K. (2012). *Penny and her doll*. New York, NY: Greenwillow Books.

Penny receives a box in the mail from her Gran. Inside is a new doll. Penny immediately falls in love with the doll. However, Penny cannot think of a name for her new doll. She takes her doll with her everywhere and tries many different names but they are just not right. She finally takes her doll with her to the garden where she finds the perfect name for her doll.

This text is written in chapter form which is a strong model for more advanced writers who are looking to write longer pieces. It can also work for beginning writers as it has simple sentence structure and strong examples of quotation mark use. It also shows examples of sequencing and descriptive words. It addresses the following AASL standards: 2.1.6, 3.3.1, 4.1.3.

Hills, T. (2012). *Rocket writes a story*. New York, NY: Schwartz & Wade Books.

Rocket loves books and words. He enjoys going around and looking for new words he can bring back to his classroom and write down. After he has collected many words he decides he would like to put them together into a story. At first Rocket struggles to think of what he wants to write. He learns that one of the hardest parts about writing is thinking of what to write. Rocket spends time thinking about what inspires him to try and find writing ideas. Rocket meets a shy owl and decides he will write about the owl. He returns to the owl many

times to read him the story and to learn more about the owl. The owl gradually makes his way down and out of the tree to hear the story. Rocket's teacher continues to encourage Rocket and asks him questions to help improve his writing. Rocket finally finishes his story as the Owl comes all the way out of the tree.

*Rocket Writes a Story* is a powerful mentor text to begin any writing instruction. When students are frustrated by the writing process they can look to Rocket for understanding. The teacher in the story also helps to expand students' writing. It also gives excellent models of sentence structure, grammar, punctuation and character development. It addresses the following AASL standards: 1.1.1, 2.1.1, 2.1.3, 2.1.6, 3.3.1, 4.1.3.

\*Khan, R., & Blackall, S. (2010). *Big Red Lollipop*. New York, NY: Viking.

For the first time Rubina has been invited to a birthday party. When she rushes home to tell her Ami (common Urdu word for mother) of the invitation her Ami insists that Rubina bring her little sister, Sana, with her to the party. Rubina is worried she will be embarrassed because none of the other girls will bring their little sisters to the party. At the party Sana acts like a little sister and does indeed embarrass Rubina. To make matters worse, Sana eats the big red lollipop Rubina was saving from the party. It is a long time before Rubina is invited to a party again. One day Sana comes home with an invitation for a birthday party. Their youngest sister insists that she should get to go with Sana. Of course Sana does not want to take her younger sister to a party. Rubina remembers how

embarrassed she was to take Sana with her and convinces her mother that Sana should not have to take their youngest sister to the party.

The text is written in a first person narrative. It shows a strong example of narrative writing including sequencing, character descriptions and describing feelings. While the cultural impact of the book may not be relatable to all students, the sibling rivalry will be relatable to most students. It is a valid model text for students writing about events in their lives in a narrative form. It also shows strong examples of grammar and sentence structure. It addresses the following AASL standards: 1.1.1, 2.1.1, 2.1.3, 2.1.6, 3.3.1, 4.1.3.

\*Ludwig, T., & Barton, P. (2013). *Invisible boy*. New York, NY: Alfred A. Knopf.

Brian feels like he is invisible. He is a quiet student who often gets overlooked by his teacher and classmates. He doesn't get picked to play at recess, he doesn't get invited to birthday parties and he doesn't get picked to play at freetime. Instead he spends his time drawing and creating stories. One day a new student is introduced to the class. Justin introduces the other students to new food and a new culture. Justin also begins to notice Brian. He invites Brian to work with him in a group and it gives Brian a chance to show off his artistic abilities. Brian begins to feel like maybe he isn't invisible after all.

*The Invisible Boy* is a strong example of narrative writing. It uses strong descriptive language, sentence structure and grammar. Exemplifying grammar usage, it demonstrates the use of less common punctuation such as colons and

ellipses as well as more common punctuation such as commas and quotation marks. It addresses the following AASL standards: 1.1.9, 2.1.3, 2.1.6, 4.1.3.

Park, L. S., & Phelan, M. (2013). *Xander's panda party*. New York, NY: Clarion Books.

Xander is a panda and is planning a panda party. The problem is that he is the only panda at the zoo. Therefore, he begins to invite other animals. He starts with the bears since he is a bear. However, when he delivers an invitation to the koala he finds out that koalas are not really bears. Xander expands his invitations to all mammals so he doesn't leave anyone out. Soon Xander's invitations have spread to almost all of the animals in the zoo. As the day of the party arrives a wooden crate shows up outside Xander's enclosure. A new panda has been brought to the zoo. Xander continues with his panda party and invites the new panda to the party as well.

This text can be used in many ways to teach narrative writing. It also has elements of informational writing. For narrative writing it can be used to show sequencing, sentence structure, grammar, and descriptive words. It also shows how to use rhyming words. While it is a fiction story it introduces basic facts about animal groups that could be used for informational writing. It would not stand alone as a model text for informational writing, but it can be used as a supplement to other works. It addresses the following AASL standards: 1.1.1, 1.1.9, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3.

\*Pinkney, A. D., & Pinkney, B. (2013). *Martin & Mahalia: His words her song*. New York, NY: Little, Brown and Company.

Through parallel storytelling, readers learn about the words and life of Dr. Martin Luther King Jr. and singer Mahalia Jackson. It follows them both from childhood as they grow up in a racially separate and not equal America. Their stories merge during the Montgomery Bus Boycott and the March on Washington. The story shows that through the power of words put into action real change can happen.

This text has a strong narrative voice. It is a nonfiction text and could also be used as an informational mentor text to teach historical writing. It also includes a timeline at the end of the book. However, the sequencing, character descriptions, and storytelling lead toward its consideration as a narrative text. It addresses the following AASL standards: 1.1.1, 1.1.9, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3

\*Reynolds, A., & Cooper, F. (2010). *Back of the bus*. New York: Philomel Books.

A boy and his mother are riding a bus in Montgomery, Alabama on December 1, 1955. They have to ride at the back of the bus because they are black. The boy plays with his marble as the bus goes through town and it even rolls up front to his neighbor, Rosa Parks, who smiles as she rolls it back to him. At the next stop Rosa is told to move to the back of the bus to make room for a white man and she refuses. The boy watches as she is harassed and eventually arrested. It is a story that many people know but it is given a different twist by being told through the eyes of a child.

*Back of the Bus* will assist teachers in showing students how to form sentences and describe events around them. The simple telling of the story can show

students sentence structure along with how to use quotation marks. It addresses the following AASL standards: 1.1.1, 1.1.9, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3.

Rocco, J. (2014). *Blizzard*. New York, NY: Disney Hyperion.

*Blizzard* tells the story of a young boy during a snowstorm. The storm begins early in the school day and by the time he reaches his home the snow is thick and deep. The snow continues throughout the night and by morning the drifts are so high the family cannot get out their front door and have to go out a window. After four days, being snowed in isn't as much fun. Food is running low and there is not a snowplow in sight. The boy realizes he is the only member of his family light enough to travel over the snow. He gets a list of things he needs from his family as well as his neighbors and sets off into the snow. He is able to gather supplies and deliver them to people in need.

This text is an easy and simple narrative that works well as a mentor text. The sequencing and first person story telling will serve as valuable examples to students when writing a personal narrative. The sentence structure and grammar will also provide a positive model for students' writing. It addresses the following AASL standards: 2.1.6, 4.1.3.

Rosenthal, A. K., & Lichtenheld, T. (2013). *Exclamation mark*. New York, NY: Scholastic Press.

Exclamation mark has always stood out. He never seemed to fit in with the periods around him. One day he meets a question mark who begins to ask him a long list of questions. The exclamation mark yells at him to stop and that is when

the exclamation mark realizes who he is. He explores all of the uses for an exclamation mark and ways he can make sentences exciting.

This text shows sequencing and descriptive writing for a narrative model text. Its real value lies in the explanation of different punctuation marks. Through the story telling this text shows students exactly how a period, exclamation point and question mark are used in a text. It addresses the following AASL standards:

1.1.1, 2.1.3, 4.1.3.

\*Russell-Brown, K., & Morrison, F. (2014). *Little Melba and her big trombone*. New York: Lee & Low Books.

Melba Liston was a jazz trombone player. She had always loved music and showed promise as a musician from an early age. She began to play the trombone when she was seven years old and mostly taught herself how to play. She played on the radio for the first time when she was only eight years old. After overcoming many obstacles she joined a band and began to write music and tour the country. Due to racial tensions in the south, Melba almost quit music altogether. Her fans wouldn't let her quit and she went on to be one of the most celebrated jazz musicians of her time.

*Little Melba and Her Big Trombone* is a biography and can be used as both a narrative and informational mentor text. For narrative writing, students can use the descriptive language and sequencing to enhance their own writing. For informational writing, students can see how to show important information about someone's life and use details to provide information. The story also shows

strong examples of grammar and sentence structure. It addresses the following AASL standards: 1.1.1, 1.1.9, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3.

Smith, L. (2011). *Grandpa green*. New York, NY: Roaring Brook Press.

In this short story a great-grandson is telling the life story of his great-grandfather. His great-grandfather has shown the story of his life through the sculptures he makes in the garden. The little boy is following his great-grandfather through the garden as the boy follows the timeline of his great-grandfather's life.

This is a simple and short story that can be used as a powerful mentor text.

Because of the simplicity of the sentences young writers will be able to relate it more readily to their own writing. It will show beginning writers how to compose beginning sentences with beginning sentence structure. It also provides examples of temporal words. It addresses the following AASL standards: 2.1.3, 3.1.3, 4.1.3

### **Annotated Bibliography of Mentor Texts to be Used to Teach Informational Writing**

When analyzing texts to be used as mentor texts for informational writing the researcher looked for several characteristics. The texts needed to have a clear topic with supporting facts and some degree of closure. The researcher also looked for texts that showed usage of labels, captions, an index, a glossary, and timelines. The researcher also looked for strong examples of grammar and sentence structure that could be used to model these

aspects for K-2 students. In addition, sentence components such as ending punctuation, commas and quotation marks were also taken into account.

Bryant, J., & Sweet, M. (2014). *The right word: Roget and his thesaurus*. Grand Rapids, MI: Eerdmans Books for Young Readers.

This is the story of Peter Roget, the man who created the thesaurus. All through his life, Peter enjoyed making lists. His family moved around a lot so he had a hard time making friends. Instead, Peter enjoyed reading and making lists. He began making lists of words. His word list covered everything from Latin words, to words in the garden, to words about feelings. He realized the power words have and always wanted to be able to find the right word. He saw other books being published that had word lists in them but he knew he could improve on what already existed. He printed his thesaurus in 1852 to great acclaim and continued to make lists for his entire life.

This work can be used for many different types of informational writing. It can be used to demonstrate to students how to write a biography and present facts about a person. It also has a timeline at the end of the book that would be a stellar example of how to organize information. The story also shows how using the right words can impact a story. This is important for any type of writing. It addresses the following AASL standards: 1.1.1, 1.1.9, 2.1.3, 2.1.6, 3.1.3, 4.1.3.

\*Bryant, J., & Sweet, M. (2013). *A splash of red: The life and art of Horace Pippin*. New York, NY: Alfred A, Knopf.

Horace Phippen is an artist who grew up in Goshen, New York. From an early age Horace loved to draw. He could never stop drawing and even got in trouble at school for drawing all the time. He got his first set of paints after he won a drawing contest in a magazine. After his father left the family when Horace was in the eighth grade, Horace had to leave school to go to work. Even while working he still tried to draw whenever possible even though he could not afford paint. In France during World War II, Horace drew pictures for the other soldiers. While serving in the war, Horace was shot and it left his right arm, his drawing arm, badly damaged. He could no longer draw. After returning from the war he married but found it hard to find a job with his injured arm. He did whatever he could to make ends meet. Later, Horace began to try and draw again by using his left hand to guide his right hand. After a lot of hard work and practice Horace began painting again. He finally was able to hold his own art show, forty years after he won his first set of paints.

This is a biography that would be a strong mentor text for informational writing. It can show students how to put together facts and information into an informational piece. At the end of the book it also tells where people can go to see Horace's paintings. The images show ways to use labels to enhance informational writing. The book also shows strong sentence structure, grammar and temporal words. It addresses the following AASL standards: 1.1.1, 1.1.9, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3.

Davies, N., & Sutton, E. (2014). *Tiny creatures: The world of microbes*. Somerville, MA: Candlewick Press.

By using comparative language this text explains what microbes are. It explains the different types of microbes and how everything is made up of microbes. It also shows the different sizes and shapes of microbes and how they can grow and change. The book emphasizes the point that although microbes are small they have the ability to transform our world.

This is a stellar example of a mentor text for informational writing. It shows students how to use the main idea of microbes and explain the main idea with many different details. It also uses labels and captions to enhance the writing. The text can also be a model for sentence structure, grammar and vocabulary. It addresses the following AASL standards: 1.1.1, 2.1.1, 2.1.6, 3.1.3, 4.1.3

Nivola, C. A. (2012). *Life in the ocean: The story of oceanographer Sylvia Earle*. New York, NY: Frances Foster Books.

Sylvia Earle spent her childhood exploring the countryside where she lived. She would wait and watch what was going on around her and would write down her discoveries in notebooks. Later on her family moved from the countryside to Florida where she could begin her exploration of the sea. As she grew and continued her education she was often the only female marine biologist on expeditions. She has become a world renowned marine biologist and is an activist for protecting the oceans.

This biography can be used as a mentor text for informational writing. It shows how to compile facts about a person and follow the timeline of someone's life. It also uses captions to show deeper understanding. It has strong sentence structure,

temporal words and grammar usage. It is a longer text and may be better suited for second grade students though its use of captions could be shown to all students. It addresses the following AASL standards: 1.1.1, 1.1.9, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3.

Sisson, S. R. (2014). *Star stuff: Carl Sagan and the mysteries of the cosmos*. New York, NY: Roaring Books Press.

Carl Sagan grew up curious about everything. In 1939 he attended the World's Fair which sparked his passion for astronomy. He began by reading as many books as he could find about the stars. He even read fiction stories about characters who could travel to the stars. He studied science and eventually earned his doctorate. He worked to create machines that could take pictures of other planets and send the information back to Earth. He thought to send messages out into space with the launching of the Voyager spacecrafts that are still traveling in space today.

This biography of Carl Sagan shows many characteristics of informational writing. First, as a biography it shows how to use details and information to support a main idea. The illustrations also show how to use labels and captions to enhance the writing. The vocabulary, sentence structure and grammar can also as examples of how to enhance students' writing. In addition, it could be used to discuss different character traits revealed through writing. It addresses the following AASL standards: 1.1.1, 1.1.9, 2.1.1, 2.1.3, 2.1.6, 3.1.3, 4.1.3

Stewart, M., & Brannen, S. S. (2014). *Feathers: Not just for flying*. Watertown, MN: Charlesbridge.

Through pictures, captions and words readers can learn about different types of feathers and that feathers are for so much more than flying. This text explains the different uses for feathers and how they help birds. Birds can use feathers for protection, camouflage, to make sounds, to glide, to fly, to float and so much more. It also explains different ways feathers are classified and what different types of feathers look like.

This text represents an excellent example of an informational text. The text uses captions and labels to show the different types of feathers and the different ways in which feathers are used. The text also shows ways to use details to support a main idea. It addresses the following AASL standards: 1.1.1, 2.1.1, 2.1.3, 2.1.6, 3.1.3.

\*Trumbore, C., & Roth, S. (2013). *Parrots over Puerto Rico*. New York, NY: Lee &

Low

Books.

*Parrots over Puerto Rico* tells the history of the island through the history of the parrots that inhabit it. The parrots were there before the first people arrived in 5000 BCE. In 800 CE the parrots were hunted by the people but also kept as pets. As the parrot population changes over time so does the human population with more people from other parts of the world coming to live in Puerto Rico. It shows how the introduction of new animal species impacted the lives of the parrots just as the introduction of new people impacted the lives of the native people. By 1937 the parrots were found in only one area of the island. In 1975 the population

dwindled to only 13 parrots left in the wild. Conservation efforts have created aviaries to try and help reestablish the parrot population in Puerto Rico.

This is an interesting text to use as an informational mentor text. By intertwining the history of the island with the history of the parrots inhabiting it, the text provides strong examples of informational writing. It can be used to show how details support a main idea and how labels can help provide more information. At the end of the book there are photographs with labels and captions that also enhance understanding. It addresses the following AASL standards: 1.1.1, 2.1.1, 2.1.3, 2.1.6, 3.1.3

## CHAPTER 5

### CONCLUSION

The purpose of this study was to research and analyze high quality fiction and nonfiction texts to be used as mentor texts to teach writing in kindergarten, first and second grades. The researcher analyzed 81 different texts and selected 30 to be used as mentor texts to assist in teaching opinion/persuasive, narrative and informational writing. Annotations for the 29 texts were written and include statements of how each book can be used to teach writing.

Research has shown that when reading and writing are taught together it benefits the student with positive academic impacts (Jones & Reutzel, 2015). The research also showed that the use of mentor texts to teach writing also shows positive academic impact (McDowell, 2015). The McDowell (2015) study also emphasized the need for teacher autonomy when selecting mentor texts and allowing teachers to select texts based on the needs of their students. The annotated bibliography created through this content analysis provides a wide variety of texts that can be used by teachers to meet the needs of their students while still allowing for teacher autonomy.

#### **Implications for Teacher Librarians**

Teacher librarians are tasked with selecting and recommending high quality texts to teachers and students. The annotated bibliography provided through this project provides teacher librarians with a list of high quality mentor texts that can be used by classroom teachers to teach writing. Research has shown that teacher librarians themselves can be impactful writing instructors even if they are not currently assigned specifically to teach writing (Gallagher, 2014). This project can inform the lesson

planning of teacher librarians. With a focus on writing teacher librarians can look to both the CCSS and AASL standards listed within the annotated bibliography. This can guide teacher librarians in both recommending texts and using the recommended texts to teach writing in a library setting or through co-teaching with a classroom teacher.

### **Implications for Classroom Teachers**

Classroom teachers have been tasked with implementing the CCSS in their classrooms. Research shows that when reading and writing are taught together students have higher achievement in both reading and writing (Jones & Reutzel, 2015). Teachers can use the annotated bibliography to plan writing lessons for grades K-2. The annotated bibliography provides teachers with information on the writing standards that each mentor text can be used to address and can serve as guidance toward the achievement of other CCSS standards as well.

### **Recommendations**

This study took place through the School Library Studies program at the University of Northern Iowa. While the lists used were national list, in the future the researcher could look outside the state of Iowa for awards, other than the Goldfinch, that can be used to find high quality mentor texts. There are many awards given to books with a diversity or multicultural focus the inclusion of which would further enhance this study such as the Pura Belpré Award, given annually to a Latino/Latina writer for children whose work celebrates the Latino cultural experience, and the Coretta Scott King Award, given annually to outstanding African American authors of books for children that demonstrate an appreciation of African American culture and universal human values. Focus could

also be given to books awarded the Theodor Seuss Geisel Award for distinguished books for beginning readers.

Future research could expand on the list of mentor texts provided in this annotated bibliography. There are also resources from the website [www.teachingbooks.net](http://www.teachingbooks.net) that would allow teachers and teacher librarians to expand on lessons taught using the texts in the annotated bibliography. The use of mentor texts to teach writing is rapidly growing with new resources appearing all the time. Future research could focus on combining the available resources in an easy to use format for teachers and teacher librarians.

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## APPENDIX A

COMMON CORE STATE STANDARDS FOR WRITING USED TO GUIDE  
MENTOR TEXT SELECTION AND WRITE ANNOTATED BIBLIOGRAPHY

## Kindergarten:

CCSS.ELA-LITERACY.W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

CCSS.ELA-LITERACY.W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

## First Grade:

CCSS.ELA-LITERACY.W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Second Grade:

CCSS.ELA-LITERACY.W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

## APPENDIX B

## AASL STANDARDS USED TO GUIDE MENTOR TEXT SELECTION AND WRITE ANNOTATED BIBLIOGRAPHIES

1.1.1: Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.

1.1.9: Collaborate with others to broaden and deepen understanding.

2.1.1: Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.3: Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

2.1.6: Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

3.1.3: Use writing and speaking skills to communicate new understandings effectively.

4.1.3: Respond to literature and creative expressions of ideas in various formats and genres.

## APPENDIX C

## TITLES OF 81 TEXTS ANALYZED AS POTENTIAL MENTOR TEXTS

8: *An Animal Alphabet* Elisha Cooper. Orchard/Scholastic

- International Literacy Association and Children's Book Council's Teacher Choice Lists (2016)
- *School Library Journal's* Best Books (2015)

*A Ball for Daisy*. By Chris Raschka, Illus. by the author, Schwartz & Wade Books,

- Association for Library Service to Children's Notable List (2012)
- *School Library Journal's* Best Books (2011)

*A Nation's Hope: The Story of Boxing Legend Joe Louis*. By Matt de la Peña. Illus. by Kadir Nelson. Dial

- *Booklist* Editors' Choice Lists (2011)
- *School Library Journal's* Best Books (2011)

*A Splash of Red: The Life and Art of Horace Pippin*. By Jen Bryant. Illus. by Melissa Sweet. Knopf

- *Booklist* Editors' Choice Lists (2013)
- *School Library Journal's* Best Books (2013)

*All Different Now: Juneteenth, the First Day of Freedom* Angela Johnson. Ill. E.B. Lewis. Simon & Schuster.

- International Literacy Association and Children's Book Council's Teacher Choice Lists (2015)
- *School Library Journal's* Best Books (2014)

*All the Water in the World*. By George Ella Lyon, Illus. by Katherine Tillotson, Atheneum Books for Young Readers.

- Association for Library Service to Children's Notable List (2012)
- International Literacy Association and Children's Book Council's Teacher Choice Lists (2012)

*And Then It's Spring*. By Julie Fogliano. Illus. by Erin E. Stead. Roaring Brook/Neal Porter.

- Association for Library Service to Children's Notable List (2013)
- *Booklist* Editors' Choice Lists (2012)
- International Literacy Association and Children's Book Council's Teacher Choice Lists (2013)

*The Baby Tree*. By Sophie Blackall. Illus. by the author. Penguin/Nancy Paulsen.

- Association for Library Service to Children's Notable List (2015)
- *School Library Journal's* Best Books (2014)

*Back of the Bus*. By Aaron Reynolds. Illus. by Floyd Cooper. Philomel.

- Association for Library Service to Children's Notable List (2011)

- International Literacy Association and Children's Book Council's Teacher Choice Lists (2011)

*Balloons over Broadway: The True Story of the Puppeteer of Macy's Parade.* By Melissa Sweet. Illus. by the author. Houghton

- *Booklist* Editors' Choice Lists (2011)
- International Literacy Association and Children's Book Council's Teacher Choice Lists (2012)

*Blackout.* By John Rocco, Illus. by the author. Disney/Hyperion Books.

- Association for Library Service to Children's Notable List (2012)
- *School Library Journal's* Best Books (2011)
- Goldfinch Award (2013-2014)

*Blizzard.* By John Rocco. Illus. by the author. Disney-Hyperion.

- Association for Library Service to Children's Notable List (2015)
- *Booklist* Editors' Choice Lists (2014)

*Beastly Verse.* By JooHee Yoon. Illus. by the author. Enchanted Lion

- *Booklist* Editors' Choice Lists (2015)
- *School Library Journal's* Best Books (2015)

*Big Red Lollipop.* By Rukhsana Khan. Illus. by Sophie Blackall. Viking.

- Association for Library Service to Children's Notable List (2011)
- *Booklist* Editors' Choice Lists (2010)
- Goldfinch Award (2013-2014)

*Chalk.* By Bill Thomson. Illus. by the author. Marshall Cavendish.

- Association for Library Service to Children's Notable List (2011)
- International Literacy Association and Children's Book Council's Teacher Choice Lists (2011)

*City Dog, Country Frog.* By Mo Willems. Illus. by Jon J. Muth. Hyperion.

- Association for Library Service to Children's Notable List (2011)
- *Booklist* Editors' Choice Lists (2010)

*Creepy Carrots!* By Aaron Reynolds. Illus. by Peter Brown. Simon & Schuster Books for Young Readers.

- Association for Library Service to Children's Notable List (2013)
- International Literacy Association and Children's Book Council's Teacher Choice Lists (2013)
- Goldfinch Award (2014-2015)

*The Day the Crayons Quit.* Daywalt, Drew. Illus. by Oliver Jeffers. Philomel

- Association for Library Service to Children's Notable List (2014)
- International Literacy Association and Children's Book Council's Teacher Choice Lists (2014)

- *School Library Journal's* Best Books (2013)
- Goldfinch (2015-2016)

*The Dark.* Snicket, Lemony. Illus. by Jon Klassen. Little, Brown

- Association for Library Service to Children's Notable List (2014)
- *School Library Journal's* Best Books (2013)

*Draw!* By Raúl Colón. Illus. by the author. Simon & Schuster/Paula Wiseman.

- Association for Library Service to Children's Notable List(2015)
- *School Library Journal's* Best Books (2014)

*Drum Dream Girl: How One Girl's Courage Changed Music.* By Margarita Engle. Illus. by Rafael López. HMH.

- Association for Library Service to Children's Notable List (2016)
- *School Library Journal's* Best Books (2015)

*Emma Dilemma, Big Sister Poems* Kristine O'Connell George. Ill. Nancy Carpenter. Clarion.

- International Literacy Association and Children's Book Council's Teacher Choice Lists (2012)
- *School Library Journal's* Best Books (2011)

*Exclamation Mark.* Rosenthal, Amy Krouse. Illus. by Tom Lichtenheld. Scholastic

- Association for Library Service to Children's Notable List (2014)
- International Literacy Association and Children's Book Council's Teacher Choice Lists (2014)
- *School Library Journal's* Best Books (2013)
- Goldfinch (2014-2015)

*Extra Yarn.* By Mac Barnett . Illus. by Jon Klassen. HarperCollins/Balzer and Bray.

- Association for Library Service to Children's Notable List (2013)
- *Booklist* Editors' Choice Lists (2012)
- *School Library Journal's* Best Books (2012)
- Goldfinch Award (2014-2015)

*The Farmer and the Clown.* By Marla Frazee. Illus. by the author. Simon & Schuster\Beach Lane.

- Association for Library Service to Children's Notable List (2015)
- *School Library Journal's* Best Books (2014)

*Feathers: Not Just for Flying.* By Melissa Stewart. Illus. by Sarah S. Brannen. Charlesbridge.

- Association for Library Service to Children's Notable List (2015)
- International Literacy Association and Children's Book Council's Teacher Choice Lists (2015)

*Firefly July: A Year of Very Short Poems*. Selected by Paul B. Janeczko. Illus. by Melissa Sweet. Candlewick.

- Association for Library Service to Children's Notable List (2015)
- *Booklist* Editors' Choice Lists (2014)
- *School Library Journal's* Best Books (2014)

*Float*. By Daniel Miyares. Illus. by the author. Simon & Schuster.

- Association for Library Service to Children's Notable List (2016)
- *School Library Journal's* Best Books (2015)

*Flora and the Flamingo*. Idle, Molly Schaar. Illus. by the author. Chronicle

- Association for Library Service to Children's Notable List (2014)
- *School Library Journal's* Best Books (2013)

*Flutter & Hum / Aleteo y zumbido: Animal Poems / Poemas de animales*. Ed. by Julie Paschkis. Illus. by the author. Holt.

- Association for Library Service to Children's Notable List (2016)
- International Literacy Association and Children's Book Council's Teacher Choice Lists (2016)

*Gaston*. By Kelly DiPucchio. Illus. by Christian Robinson. Simon & Schuster/Atheneum.

- Association for Library Service to Children's Notable List (2015)
- International Literacy Association and Children's Book Council's Teacher Choice Lists (2015)

*Grandpa Green*. By Lane Smith, Illus. by the author. Roaring Brook Press.

- Association for Library Service to Children's Notable List (2012)
- *School Library Journal's* Best Books (2011)
- Goldfinch Award (2013-2014)

*Green*. By Laura Vaccaro Seeger. Illus. by the author. Roaring Brook/Neal Porter.

- Association for Library Service to Children's Notable List (2013)
- *Booklist* Editors' Choice Lists (2012)
- International Literacy Association and Children's Book Council's Teacher Choice Lists (2013)

*Goldilocks and the Three Dinosaurs*. By Mo Willems. Illus. by the author. HarperCollins/Balzer and Bray.

- Association for Library Service to Children's Notable List (2013)
- *School Library Journal's* Best Books (2012)
- Goldfinch Award (2014-2015)

*If You Want to See a Whale*. By Julie Fogliano. Illus. by Erin E. Stead. Roaring Brook/Neal Porter

- *Booklist* Editors' Choice Lists (2013)
- *School Library Journal's* Best Books (2013)

*The Invisible Boy* Trudy Ludwig. Ill. Patrice Barton. Knopf.

- International Literacy Association and Children's Book Council's Teacher Choice Lists (2014)
- *School Library Journal's* Best Books (2013)

*The Iridescence of Birds: A Book about Henri Matisse.* By Patricia MacLachlan. Illus. by Hadley Hooper. Roaring Brook/Neal Porter.

- Association for Library Service to Children's Notable List (2015)
- *Booklist* Editors' Choice Lists (2014)
- *School Library Journal's* Best Books (2014)

*Jimmy the Greatest.* By Jairo Buitrago. Illus. by Rafael Yockteng. Tr. by Elisa Amado. Groundwood

- *Booklist* Editors' Choice Lists (2012)
- *School Library Journal's* Best Books (2012)

*Just Ducks.* By Nicola Davies. Illus. by Salvatore Rubbino. Candlewick.

- Association for Library Service to Children's Notable List (2013)
- *Booklist* Editors' Choice Lists (2012)

*Last Stop on Market Street.* By Matt de la Peña. Illus. by Christian Robinson. Putnam.

- Association for Library Service to Children's Notable List (2016)
- International Literacy Association and Children's Book Council's Teacher Choice Lists (2016)

*Lenny & Lucy.* By Philip C. Stead. Illus. by Erin E. Stead. Roaring Brook/Neal Porter.

- Association for Library Service to Children's Notable List (2016)
- *School Library Journal's* Best Books (2015)

*Life in the Ocean: The Story of Oceanographer Sylvia Earle.* By Claire A. Nivola. Illus. by the author. Farrar/Frances Foster

- *Booklist* Editors' Choice Lists (2012)
- *School Library Journal's* Best Books (2012)

*Ling & Ting: Not Exactly the Same!* By Grace Lin. Illus. by the author. Little, Brown.

- Association for Library Service to Children's Notable List (2011)
- *Booklist* Editors' Choice Lists (2010)

*Little Melba and Her Big Trombone.* By Katheryn Russell-Brown. Illus. by Frank Morrison. Lee & Low.

- Association for Library Service to Children's Notable List (2015)
- *School Library Journal's* Best Books (2014)

*Little White Rabbit.* By Kevin Henkes. Illus. by the author. Greenwillow Books.

- Association for Library Service to Children's Notable List (2012)
- *School Library Journal's* Best Books (2011)

*Locomotive*. Floca, Brian. Illus. by the author. Atheneum

- Association for Library Service to Children's Notable List (2014)
- *School Library Journal's* Best Books (2013)
- *Booklist* Editors' Choice Lists (2013)

*Machines Go to Work in the City*. By William Low. Illus. by the author. Holt.

- Association for Library Service to Children's Notable List (2013)
- *Booklist* Editors' Choice Lists (2012)

*Martin & Mahalia: His Words, Her Song*. Pinkney, Andrea Davis. Illus. by Brian Pinkney. Little, Brown

- Association for Library Service to Children's Notable List (2014)
- *School Library Journal's* Best Books (2013)

*Me...Jane*. By Patrick McDonnell, Illus. by the author. Little, Brown.

- Association for Library Service to Children's Notable List (2012)
- *Booklist* Editors' Choice Lists (2011)
- Goldfinch Award (2014-2015)

*Mouse & Lion*. By Rand Burkert, Illus. by Nancy Ekholm Burkert. di Capua/Scholastic.

- Association for Library Service to Children's Notable List (2012)
- *Booklist* Editors' Choice Lists (2011)
- *School Library Journal's* Best Books (2011)

*Mr. Tiger Goes Wild*. Brown, Peter. Illus. by the author. Little, Brown

- Association for Library Service to Children's Notable List (2014)
- *School Library Journal's* Best Books (2013)
- *Booklist* Editors' Choice Lists (2013)
- Goldfinch Award (2015-2016)

*Mr. Wuffles!* Wiesner, David. Illus. by the author. Clarion

- Association for Library Service to Children's Notable List (2014)
- *School Library Journal's* Best Books (2013)

*Oh, No!* By Candace Fleming. Illus. by Eric Rohmann. Random/Schwartz & Wade.

- Association for Library Service to Children's Notable List (2013)
- *School Library Journal's* Best Books (2012)

*On a Beam of Light: A Story of Albert Einstein*. Berne, Jennifer Illus. by Vladimir Radunsky. Chronicle

- Association for Library Service to Children's Notable List (2014)
- *School Library Journal's* Best Books (2013)
- *Booklist* Editors' Choice Lists (2013)

*Parrots Over Puerto Rico*. Roth, Susan L. and Trumbore, Cindy. Illus. by Susan L. Roth. Lee & Low

- Association for Library Service to Children's Notable List (2014)

- *School Library Journal's* Best Books (2013)

*Penny and Her Doll*. By Kevin Henkes. Illus. by the author. Greenwillow.

- Association for Library Service to Children's Notable List (2013)
- *School Library Journal's* Best Books (2012)

*Penny and Her Marble*. Henkes, Kevin. Illus. by the author. Greenwillow

- Association for Library Service to Children's Notable List (2014)
- *School Library Journal's* Best Books (2013)

*The Princess and the Pony*. By Kate Beaton. Illus. by the author. Scholastic/Arthur A. Levine.

- Association for Library Service to Children's Notable List (2016)
- *Booklist* Editors' Choice Lists (2015)

*Raindrops Roll*. By April Pulley Sayre. Illus. by the author. Simon & Schuster/Beach Lane.

- Association for Library Service to Children's Notable List (2016)
- International Literacy Association and Children's Book Council's Teacher Choice Lists (2016)

*The Right Word: Roget and His Thesaurus*. By Jen Bryant. Illus. by Melissa Sweet. Eerdmans

- *Booklist* Editors' Choice Lists (2014)
- *School Library Journal's* Best Books (2014)

*Rocket Writes a Story* Tad Hills. Random House.

- International Literacy Association and Children's Book Council's Teacher Choice Lists (2013)
- *School Library Journal's* Best Books (2012)

*The Scraps Book: Notes From a Colorful Life* Lois Ehlert. Beach Lane.

- International Literacy Association and Children's Book Council's Teacher Choice Lists (2015)
- *School Library Journal's* Best Books (2014)

*Sidewalk Flowers*. By JonArno Lawson. Illus. by Sydney Smith. Greenwood.

- Association for Library Service to Children's Notable List (2016)
- *School Library Journal's* Best Books (2015)

*Sleep Like a Tiger*. By Mary Logue. Illus. by Pamela Zagarenski. Houghton.

- Association for Library Service to Children's Notable List (2013)
- *Booklist* Editors' Choice Lists (2012)
- *School Library Journal's* Best Books (2012)

*Sophie's Squash*. By Pat Zietlow Miller. Illus. by Anne Wilsdorf. Random/Schwartz & Wade

- *Booklist* Editors' Choice Lists (2013)

- *School Library Journal's* Best Books (2013)

*Stars.* By Mary Lyn Ray, Illus. by Marla Frazee. Beach Lane Books.

- Association for Library Service to Children's Notable List (2012)
- *Booklist* Editors' Choice Lists (2011)

*Star Stuff: Carl Sagan and the Mysteries of the Cosmos.* By Stephanie Roth Sisson. Illus. by the author. Roaring Brook.

- Association for Library Service to Children's Notable List (2015)
- *School Library Journal's* Best Books (2014)

*Supertruck.* By Stephen Savage. Illus. by the author. Roaring Brook/Neal Porter.

- Association for Library Service to Children's Notable List (2016)
- *Booklist* Editors' Choice Lists (2015)

*Swirl by Swirl: Spirals in Nature.* By Joyce Sidman. Illus. by Beth Krommes. Houghton

- *Booklist* Editors' Choice Lists (2011)
- *School Library Journal's* Best Books (2011)

*The Tortoise & the Hare.* Pinkney, Jerry. Illus. by the author. Little, Brown

- Association for Library Service to Children's Notable List (2014)
- *School Library Journal's* Best Books (2013)
- *Booklist* Editors' Choice Lists (2013)

*This Is Not My Hat.* By Jon Klassen. Illus. by the author. Candlewick.

- Association for Library Service to Children's Notable List (2013)
- *Booklist* Editors' Choice Lists (2012)
- *School Library Journal's* Best Books (2012)

*Tiny Creatures: The World of Microbes.* By Nicola Davies, Illus. by Emily Sutton. Candlewick.

- Association for Library Service to Children's Notable List (2015)
- *Booklist* Editors' Choice Lists (2014)

*Viva Frida.* By Yuyi Morales. Illus. by the author. Roaring Brook/Neal Porter.

- Association for Library Service to Children's Notable List (2015)
- *School Library Journal's* Best Books (2014)

*Wait.* By Antoinette Portis. Illus. by the author. Roaring Brook/Neal Porter.

- Association for Library Service to Children's Notable List (2016)
- *School Library Journal's* Best Books (2015)

*Waiting.* By Kevin Henkes. Illus. by the author. HarperCollins/Greenwillow.

- Association for Library Service to Children's Notable List (2016)
- *School Library Journal's* Best Books (2015)

*Water Is Water: A Book about the Water Cycle.* By Miranda Paul. Illus. by Jason Chin. Roaring Brook/Neal Porter.

- Association for Library Service to Children's Notable List (2016)
- *School Library Journal's* Best Books (2015)

*Winter Bees & Other Poems of the Cold.* By Joyce Sidman. Illus. by Rick Allen. Houghton Mifflin Harcourt.

- Association for Library Service to Children's Notable List (2015)
- *School Library Journal's* Best Books (2014)

*Wolfie the Bunny.* By Ame Dyckman. Illus. by Zachariah OHora. Little, Brown.

- Association for Library Service to Children's Notable List (2016)
- *School Library Journal's* Best Books (2015)

*Written and Drawn by Henrietta.* By Liniers. Illus. by the author. Tr. by the author. TOON.

- Association for Library Service to Children's Notable List (2016)
- *School Library Journal's* Best Books (2015)

*Xander's Panda Party.* Park, Linda Sue. Illus. by Matt Phelan. Clarion

- Association for Library Service to Children's Notable List (2014)
- *School Library Journal's* Best Books (2013)
- International Literacy Association and Children's Book Council's Teacher Choice Lists (2014)

*Z Is for Moose.* By Kelly Bingham. Illus. by Paul O. Zelinsky. Greenwillow.

- Association for Library Service to Children's Notable List (2013)
- *Booklist* Editors' Choice Lists (2012)
- *School Library Journal's* Best Books (2012)

## APPENDIX D

TABLE USED TO FURTHER ANALYZE TEXTS THAT MET TWO OR MORE  
MENTOR TEXT CRITERIA

Shows strong examples of opinion/persuasive writing	
Shows strong examples of informative writing	
Shows strong examples of narrative writing	
Includes diverse, multicultural populations	
Shows strong usage of grammar and/or punctuation in context	
Provides character traits, character description, compare and contrast and/or sequencing	
Shows author's purpose, the main idea, details or facts	
Links to AASL standards	