There was an old lady who swallowed a **TROUT**.

Emergent Literacy Translation:
There was an old lady who swallowed a **TR**ou. Her face got pale. She swallowed a **TR**ou.

There was an old lady who swallowed a **FISH**.

Emergent Literacy Translation:
There was an old lady who swallowed a **FISH**. It was her wish. She swallowed a **FISH**.

There was an old lady who swallowed a **SNATCH**.

Emergent Literacy Translation:
There was an old lady who swallowed a **SN**atch. The snake came awake. She swallowed a **SN**atch.

There was an old lady who swallowed a **CAT**.

Emergent Literacy Translation:
There was an old lady who swallowed a **CAT**. A cat tasted like a rat. She swallowed a **CAT**.
Response: *There Was an Old Lady Who Swallowed a Trout*

I chose to use this book because we were engaged in a study on water habitats. Since the children were familiar with the traditional version of this story, *There Was an Old Lady Who Swallowed a Fly*, I thought it would be a great idea to read a new, original version. The kids really enjoyed this version, however, there were a few things I would change. First, I would definitely read both stories to the children. Although they had heard the story before, it was not fresh in their memory. Next time, I would read the traditional story one day, discussing the rhymes, rhythm, and pattern. We would briefly discuss things the students liked about the story. I would then try to get their ideas coming by brainstorming: “What other animals might the old lady swallow? Can you think of a rhyme to go along with that animal?” I would take a few minutes to take suggestions and compile a list of animals and rhyming words.

Then the next day, we would begin by reviewing our list of animals and rhyming words. Before reading the second story, I would ask students to predict what kinds of animals might be included in this version of the story. After reading, I would follow the same progression for discussion and brainstorming, this time going more in depth. Our list would grow until all students felt that they had a unique idea about which they would like to write. I feel this two-day approach would be much more effective because it would give the students more background knowledge, confidence, and experience in this style of writing.
Prereading:

Introduce the "If . . . then . . ." structure for writing a sentence with the following statement: "If everyone will sit on the floor, then I will start the story."

Ask students to come up with some other statements they hear often that use the "If . . . then" structure. Here are some examples:

- "If you eat all your dinner, then you may have some dessert."
- "If you clean up your room, then you may watch T.V."
- "If you finish your homework, then you may go outside to play."
- "If you eat some peppers, then you will be thirsty."
- "If you don’t brush your teeth, then you will get cavities."

Discuss the kinds of statements these are. They are cause and effect. If one thing happens, then another thing will happen.

Tell students that the book we are going to read is full of these kinds of sentences. Show them the cover of the book and help them to read the title. Ask students to tell how they think the author will complete the statement: "If you give a mouse a cookie . . ." After sharing several suggestions, tell students to check their predictions as we read the story. Also, direct students to pay particular attention to the way the story flows from one event to another because of this "If . . . then" structure.

Reading:

Be sure to read the sentences smoothly, so children can feel the fluency and rhythm this type of text creates. If you want to stop, choose a place in between
sentences, in order to keep the continuity of the text. During reading, allow students to make predictions to complete the “then” part of the statement. Point out how the author does not have to say “if” and “then” every single time because after awhile, the reader automatically understands the structure.

**Prewriting:**

Spark a brief discussion of the text. Ask students to share opinions about the story. Possible discussion questions: “Why do they like it? What makes it fun to read? What do you like about the author’s style?” If there is time, you may choose to read another book by Numeroff that uses the same style: *If You Give a Mouse a Muffin* or *If You Give a Pig a Pancake*.

Brainstorm ideas for your own story. Choose a new character, possibly a different animal, to be the main character in the story. Then begin listing possible things for the character to do. After many ideas have been suggested, choose the one that leaves the most possibilities for connecting the sentences fluently.

**Writing:**

As a class, write a progression of events for your character. Try using the “If . . . then” structure for some sentences, but remember to vary the structure for others. Remind students to focus on making the sentences flow smoothly together. After the class story is written, distribute pages for the class book. Have each student, or pair of students, write the words on the page and illustrate it. Compile the pages to make a complete story and class book.
Capitalization

Grammar

Spelling

Paragraphing

Punctuation

Conventions
(mechanics)
Prereading:

Give two examples of the same phrase with different punctuation on the board. For example: “No class!” “No, class!” Have two students read the sentences. Ask students to explain how they’re different. Talk about how the comma changes the meaning of what we write.

Commas are used correctly and carefully in the book we’re going to read. It’s a book that shows all the rules the author was supposed to obey as a child. Rules and giving directions are also called commands. Commas are used often when giving commands. There aren’t many words in the book, so I want you to pay attention to the commas. See if you can figure out a rule that explains when or how commas are used in commands.

Reading:

As you read aloud, tell that students to look carefully at the few words included in the book. You may wish to follow the text with your finger to focus student’s attention on the text. Be sure to indicate a pause in your reading when a comma exists. After reading it once, ask students to share their observations. Guide them to clue in on the word that often is used with the comma: David, his name. Read the story again so students can check to see if the suggestions from the class are correct.
Prewriting:

Practice writing commands as a class. Brainstorm commands that teachers might say in the classroom. For example: “Sit down, Brett.” “Tie your shoe, Carly.” “Listen carefully, Shawn.” Also, try examples where the name might come at the beginning of the command. “Cindy, don’t push.” “Ryan, feed the fish.”

Discuss how students feel when people are constantly saying “No!” or “Don’t!” Is it a positive response? Ask which sounds more pleasant. “No running, Phil!” or “Please walk, Phil!” Keep this in mind when you speak to people or give advice. People are more likely to listen if you write or say things in a positive way.

Writing:

Students are going to write a book of advice for younger students. Each student could receive a list of names to include in their book. A class could be divided up according to tables, alphabetical order, or selected at random. If this is too complicated, allow each student to select one younger student and write all advice for just that one student.

Sample:

Advice for First Grade
Paul, remember your homework!
Eat a good breakfast, Rachel.
Follow your teacher’s directions, Ed.
Allie, read lots of books.
Be nice and make friends, Josh.
**6+1 Writing Trait: Conventions**

*From Head to Toe*

by Eric Carle

**Prereading:**

Put the three main punctuation symbols on display: period, question mark, exclamation point. These can be drawn on the chalkboard, cut-outs that are shown, etc. Ask students to tell what they are. "What are they used for? Give an example of a time we would use them." After students are reminded about each mark and when it is used, tell them to look carefully for these punctuation marks in the story. Tell them to see what they notice about the three marks. "How are they different? How are they the same? Why are they important?"

**Reading:**

While reading the story, be sure to emphasize inflection in your voice. Make obvious distinctions between statements and questions by raising the tone at the end of your voice. Consider adding nonverbal cues, too, such as head nods, shoulder shrug, and eye contact. Nonverbal behavior for exclamatory sentences can be even more obvious by showing excitement in your body language.

**Prewriting:**

After reading the story once, ask students to tell what they noticed about each kind of punctuation. Notice that a period is used at the end of a sentence that is telling information. Discuss how these marks are useful to us as readers. These symbols let us know how to read it and what it would sound like if someone was really saying it. Ask
students if they noticed a pattern in the book. It began with a statement, then a question, and ended with an exclamatory sentence. This pattern gave structure to the sentences and made it extremely important that the author used punctuation carefully.

Now we’ll write our own story like From Head to Toe. Brainstorm unique ideas. This will be a class book. Try using different settings and characters. Rather than animals, it could take place at an amusement park and the characters could be the rides and attractions there. For example: “I am a rollercoaster and I can flip people upside down. Do you want to ride? I will ride!” The next student might choose to write about a water ride. “I am a big innertube and I take people under waterfalls. Do you want to ride? I will ride!” Allow each student to select a different attraction and write their three sentences and illustrate it. Combine to make a class book. (Other possible settings include: circus, zoo, grocery store, restaurant, sporting event, etc.) Another example: “This is a pear and it tastes sweet and juicy. Will you eat it? I will eat it!”
6+1 Trait: Presentation
Various types of literature are appropriate.

There are a myriad of strategies and styles to use in the presentation of students' writing. It is important to use a variety of these methods in writing. These unique and special styles of presentation make students excited about writing. It is very encouraging to share final pieces in a unique way. The following is a list of general ideas and suggestions for presenting student work. In some cases, pictures from the lessons I piloted are included as examples. For even more strategies, consult the professional resources at the end of the paper! Most importantly, remember that sharing what you write should be a fun and enjoyable experience! Help your students love to write and share!

Class Books

When students are learning to write, it is often helpful to write books together as a class. These works are called "class collaborations." These often take the shape of text innovations, when the class writes using the same structure or plot line as the work of literature. This shared writing experience is a good way for teachers to model the writing process. Other class books can be created by combining work by individual students. In this case, students each write their own page. Class books make an excellent addition to every classroom library. They can also be sent home on a rotating basis or displayed in the school library.
**Individual Books**

In some cases, it is more appropriate for students to each make their own book. This is most effective in establishing each child as an author. This is also beneficial because it is something the student can take home with them. Hopefully, it can be used for practice in reading, as students will continue to share their book with others.

**Computer - Word Processing for Students**

Technology has allowed the improvement of displaying writing. Even from a young age, students should utilize computers for their writing. Using word processing programs or other student writing programs can be a great way to familiarize students with computers. It also makes writing appear very professional and can make students feel important as writers. There are unlimited possibilities for writing on the computer. Often, children enjoy simply experimenting with writing and images on computers, as well.

**Power Point Slide Show**

For an interactive method of presentation, students can create a power point slide show. This consists of screens on which students display writing and visuals. Slide shows are often utilized for factual information, but can be equally effective for fiction writing, too. These slide shows are excellent visual aids to accompany a presentation or speech. With little assistance, students can create a professional presentation of their writing.
Website

Sometimes, students wish to share their writing with many people. In this case, it might be appropriate to develop a website. This kind of writing often takes the forms of written discussions or posting a message board. However, students might want to create an informational web page about their research topic. Although this presentation can be complicated, its rewards could make it all worthwhile.

Reading

Another important component of presentation, is the opportunity to share writing. Students need the opportunity to read their writing aloud to various types of audiences. Students should begin by reading it to one friend or the teacher. Gradually, then the student can read to his or her class, other classes, or even larger audiences. This is a nice technique for sharing writing at parent-teacher conferences or school events. This component of presentation is often overlooked, when it is one of the most essential ways that writing is presented.
These books were collaboratively created by students. They are among the most frequently read in the classroom library.

One student proudly displays her completed book, which she wrote and illustrated herself.

This shows the cover and first page of an individual book:

**Teddy Bear, Teddy Bear**

What do you see?

I see a looking at me.

when i go to the ocean i like to see hammerhead sharks

 thoát

The text and illustrations of this piece were created by a student using the computer.
Accountability

Alignment with State Standards

As with any educational program, it is important to consider how this writing program facilitates the achievement of educational goals. The standards established by each state serve as an important guide for designing curriculum and instruction. Although the standards will vary a little from state to state, the same basic writing skills are always required. After analyzing the Indiana Standards for reading and writing in the primary grades, I saw that the lesson strategies utilized in my project correlate highly with those objectives in the standards. This shows that the use of quality literature, the writing process, and 6+1 traits creates a comprehensive writing program that aligns with the priorities and expectations set by the state of Indiana.

The following reference charts illustrate this alignment with the standards. Because these lessons are designed for use in any or all of the primary grades (K-3), the chart compiles the common standards that apply to several grades. The first column lists a description of the general standards that includes several specific expectations at each grade level. The second column, explains how the lessons I developed help students to achieve these standards. Finally, the last four columns display the number of the specific standard for each grade, which teachers can consult for more specific information. These are the standards that are addressed in each of the lessons included in this project.
### READING STANDARDS

<table>
<thead>
<tr>
<th>General Description of the Reading Standard</th>
<th>How my lessons attempt to promote mastery of the skill</th>
<th>Kindergarten</th>
<th>1st grade</th>
<th>2nd grade</th>
<th>3rd grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read aloud fluently</td>
<td>Teacher models fluent reading.</td>
<td>-----</td>
<td>1.1.15</td>
<td>2.1.6</td>
<td>3.1.3</td>
</tr>
<tr>
<td>Identify parts of a book</td>
<td>Provides exposure and interaction with many books.</td>
<td>K.1.1; K.2.1</td>
<td>1.3.2</td>
<td>2.2.4</td>
<td>3.2.1</td>
</tr>
<tr>
<td>Recognize the purposes for reading and the author’s purpose for writing</td>
<td>Discuss the roles of authors and readers.</td>
<td>K.1.3</td>
<td>1.3.2</td>
<td>2.2.2, 2.2.3</td>
<td>-----</td>
</tr>
<tr>
<td>Respond, discuss, question, and analyze what is read</td>
<td>Teacher leads discussions and involves students in higher-order thinking.</td>
<td>K.3.4</td>
<td>1.2.3</td>
<td>2.2.4</td>
<td>3.3.2 - 3.3.6</td>
</tr>
<tr>
<td>Utilize strategies that improve comprehension</td>
<td>Teacher models the use of these strategies and prompts students to use them as they read.</td>
<td>K.2.2 - K.2.5</td>
<td>1.2.4 - 1.2.7</td>
<td>2.2.2 - 2.2.8</td>
<td>3.2.2 - 3.2.7</td>
</tr>
<tr>
<td>Recognize and differentiate between genres</td>
<td>Students read a wide variety of literature.</td>
<td>K.3.1</td>
<td>-----</td>
<td>-----</td>
<td>3.3.1</td>
</tr>
<tr>
<td>Identify the use of various writing devices and techniques</td>
<td>Teacher uses prereading activities to focus students’ attention on effective strategies used by the author.</td>
<td>K.3.3</td>
<td>1.3.1</td>
<td>2.3.4</td>
<td>3.3.5</td>
</tr>
</tbody>
</table>
## WRITING STANDARDS

<table>
<thead>
<tr>
<th>General Description of the Writing Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Find and discuss ideas for writing</td>
<td>Teacher helps students to draw ideas from the literature that they read.</td>
<td>K.4.1</td>
<td>1.4.1</td>
<td>2.4.1; 2.4.3</td>
<td>3.4.1; 3.4.2</td>
</tr>
<tr>
<td>Organize ideas and content in planning and writing</td>
<td>Teacher models organizational strategies to use in writing.</td>
<td>K.4.5</td>
<td>1.4.2</td>
<td>2.4.2</td>
<td>3.4.3</td>
</tr>
<tr>
<td>Revise original drafts to improve quality of writing</td>
<td>Students conference with teacher and peers.</td>
<td>----</td>
<td>1.4.3</td>
<td>2.4.8</td>
<td>3.4.6; 3.4.8</td>
</tr>
<tr>
<td>Publish quality work using various resources and technology</td>
<td>Teachers give opportunities to present writing in many forms.</td>
<td>K.4.3; K.4.4</td>
<td>----</td>
<td>2.4.3 - 2.4.5</td>
<td>3.4.4; 3.4.5</td>
</tr>
<tr>
<td>Write in various forms and genres for different purposes and audiences</td>
<td>Teachers provide a variety of writing activities, each with a unique purpose and audience.</td>
<td>K.5.1 - K.5.2</td>
<td>1.5.1 - 1.5.5</td>
<td>2.5.1 - 2.5.6</td>
<td>3.5.1 - 3.5.5</td>
</tr>
<tr>
<td>Utilize correct written English conventions so writing is easily understood</td>
<td>Teacher provides good models, instruction, and opportunities for authentic writing.</td>
<td>K.6.1 - K.6.2</td>
<td>1.6.1 - 1.6.8</td>
<td>2.6.1 - 2.6.9</td>
<td>3.6.1 - 3.6.9</td>
</tr>
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</table>
Reflection
Reflecting on Literature in the Writing Program

After all of my research and trials using these lessons in the field, I have reached the following conclusions:

#1: Literature is an essential component of the writing program.

After my observation and participation in the teaching of writing at various schools and grade levels, I really feel that literature strengthened writing instruction in every case. Although I observed teachers using a wide variety of strategies, all of them utilized literature in some way. Of course literature was not used for every single lesson, but it held a significant position as an instructional tool for the overall program. Through the lessons I developed and piloted, I noticed an overall improvement of writing when it was connected to authentic literature. These are the main things I noticed that literature provided when integrated with writing instruction:

- Illustrates models of various literary elements
- Creates authentic literary experiences
- Activates thinking and new ideas
- Nurtures enthusiasm and excitement

#2: Teachers play a critical role in writing instruction.

Although literature can play a major role in the writing program, it cannot do it alone. Students still need an effective, active teacher who does the following things:
#3: Students are authors, too!

Many teachers, parents, and even students, themselves, underestimate the ability of children as writers. I know, because I was one of them. My expectations for writing performance seemed reasonable to me, even though I unintentionally set them much lower than they should be. After my experiences in the classroom piloting my lessons, I was amazed by the outstanding quality of writing my students were creating. With the appropriate model, motivation, and support, students are able to write very much like the models they admire.

In conclusion, combining literature and writing has shown many benefits. Literature is an enjoyable way to model effective strategies for writing. Along with teacher modeling, students are exposed to many samples of effective writing. Excitement for literature can produce a great desire to write. Our writers of tomorrow are inspired by the literature they read today. With support and guidance in writing, students can be successful and feel competent about their ability as a writer. Finally, our readers have become writers, who now appreciate the true craft of writing. This cycle can occur in the
integrated approach to reading and writing instruction. It is a successful tool for teachers and an extremely beneficial process for students. When quality literature is used by effective teachers, the results on students are tremendous!
Resources
References

These references were used to research the theoretical foundation.


Northwest Regional Educational Laboratory. *The original student-friendly guide to writing with traits.* Portland: NWREL.


Professional Resources

Consult these sources for many more lesson ideas that link literature to writing.


Children’s Literature

These children’s books are the basis of the application activities for each trait.


**Literature Links to Traits**

A bold asterisk indicates the trait that the included lesson plan teaches for each book.

Regular asterisks identify other traits the book might be helpful in teaching.

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Ideas</th>
<th>Organization</th>
<th>Voice</th>
<th>Word Choice</th>
<th>Sentence Fluency</th>
<th>Conventions</th>
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<tbody>
<tr>
<td><em>A Busy Year</em></td>
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<td><em>Alexander and the Terrible, Horrible, No Good, Very Bad Day</em></td>
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<td><em>Arthur Meets the President</em></td>
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<td><em>From Head to Toe</em></td>
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<td><em>Happy Birthday, Martin Luther King</em></td>
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<td><em>If You Give a Mouse a Cookie</em></td>
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<td><em>Imogene's Antlers</em></td>
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<td><em>The Mitten</em></td>
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<td><em>No, David!</em></td>
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<tr>
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<td><em>Owl Moon</em></td>
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<td><em>There Was An Old Lady Who Swallowed a Trout</em></td>
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<tr>
<td><em>Today I Feel Silly! And Other Moods that Make My Day</em></td>
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<td><em>Why the Banana Split?</em></td>
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</table>
Students enjoy listening to a new story.

Students write in their journals during a guided reading and writing lesson.

Students follow along as the teacher reads aloud from a big book.

Teacher provides assistance and support to a young writer.