An Award-Winning Provider’s Reflections on Developmentally Appropriate Practice

Interview by Diana Lloyd, Technical Assistance Service Manager
Article by Sarah Corica, Communications and Public Relations Coordinator

When Laney Brown began studying at Meredith College, she knew she loved working with children, and after learning about observational theory in her psychology class, she knew that child development was her path. She was intrigued by the idea that by being more purposeful in her actions with children she could have a greater impact. Today, she works developmentally appropriate practices into her classroom by focusing on the interests and needs of each child.

“It’s important to be an observer. Take in the environment and the children’s interests and plug in what you want them to learn,” Laney said. And never underestimate the value of flexibility. “Sometimes you have to put your own plan on hold and learn from your experiences to gain as much as you can from each day so you are better able to meet the children’s needs,” she said. “There are always teachable moments that can be captured even when it’s not part of my written lesson plan,” she said.

Recently the children in her classroom were enjoying the book There’s an Alligator under My Bed by Mercer Mayer, so she took the opportunity to create a new activity based on the book. Laney asked the children what they would need to recreate the story, and they worked as a class to compile a list of materials. The children then acted out the book using the props they created. By having the children recreate the book, Laney kept the children actively engaged with the story and allowed them to represent what they learned from the story. “For the children they are just having fun. They are totally unaware that they are learning and that there is a purpose behind the activity and the materials they have been given.” Being open to free exploration and praising children when they do things on their own is important. Creating a loving, safe place for children allows them to become more independent and realize they can do things on their own. “It’s always rewarding when you see a child using the breathing techniques you taught him or using the ‘safe place’ when they know they need to calm down,” she said.

To create a safe, loving environment that supports Dr. Becky Bailey’s Conscious Discipline, Laney works a number of activities into her daily routine that encourage the children to unite and connect together. Each day she gathers her class to say goodbye and to celebrate individual and group accomplishments recorded throughout the day. She has a “kindness tree” to recognize the children’s kindness during the day. She lets children take turns leading classroom cheers and acting as the “sprinkle person” who showers the other children with love and kindness. She says that she wants children to learn to respect their classroom and each other.

While group time is important, Laney also spends individual time with each child and connects with each family. Recently when addressing behavior issues with a parent, she realized that the mother needed a listening ear. “I put my agenda aside and asked her how things were going,” Laney said. By being present in the moment and listening to the mother’s concerns, Laney was able to gain the mother’s trust and help her make adjustments to sleeping habits and language use at home to help her son be more successful in the classroom.

Laney has been teaching since 2002, and this past March, she was the recipient of the Mary Y. Bridges Child Care Provider Award. This award is presented by Child Care Services Association to an early care and education provider working in the Triangle in recognition of professional commitment and outstanding care to children. The winner is selected based (continued on page 7)
Linking the Environmental Rating Scales with Developmentally Appropriate Practice

By Kim Smith, Technical Assistance Associate, and Beverly Williams, Technical Assistance Specialist

Research shows that a child’s experiences in the first years of life help predict future success both in school and in relationships with others. Because of these years’ significant impact on children’s futures, using guidelines that create optimal learning environments in early childhood classrooms is critical.

The Infant-Toddler, Early Childhood, and Family Child Care Environmental Rating Scales—Revised Editions (ITERS-R, ECERS-R and FCCERS-R) measure quality in early childhood programs throughout North Carolina. They are tools designed to evaluate and compare actual classroom practices with research-based best or developmentally appropriate practices. You can learn more about the Environmental Rating Scales (ERS) at http://www.fpg.unc.edu/~ecers/. Additionally, this article highlights program areas evaluated in all three measurement tools that are important to ensuring good classroom practices.

Art Experiences
As early educators, we know children benefit from art experiences early in life. Art activities encourage the development of fine motor skills as well as experimentation with shapes, sizes and patterns, and allow for creative expression. As a result, the ERS require that children ages 1-5 have as many opportunities as possible to experience art.

For toddlers (12-30 months), the ERS suggest that simple art materials like crayons, markers and paint be offered to the children as they are ready. Though staff should help younger children use these materials appropriately, all children should be encouraged to use the materials in their own creative ways.

Preschoolers (30 months-5 years) should be offered the choice of a variety of art materials. In addition to those listed above, collage materials, materials to support 3-D art activities and various tools should be included in the art center. Children should be free to choose the art materials they want to work with and to use them in their own creative way.

For both age groups, the children’s artwork should be displayed throughout the environment for the children and others to see. This gives the children a sense of pride in their work and a reminder that the environment is their own.

Learning Spaces
Room arrangement and classroom furnishings are important for organizing and inviting children’s play, ensuring effective supervision and encouraging independence. Each classroom should be arranged to provide visual supervision of all children, and spaces in the environment should be designated for promoting different types of play. Non-mobile infants should be provided a soft space on the floor with different materials placed within reach. Preschoolers require a variety of areas in their learning space that promote different types of play. Space that allows children to work independently with furnishings is helpful, such as those with child-sized tables and chairs, low shelves where various materials are stored, and steps to the hand washing sink, if needed.

Language Promotion
From birth, young children are pre-wired to engage in language, so it is important for early childhood classrooms to offer many quality opportunities for children to engage in a variety of language experiences.

Teachers should talk to infants often, using descriptive words for objects and for their actions throughout the day. For toddlers with emerging language, teachers can expand on simple words they already use. For older children, conversations should be encouraged during both play and routine care.

Emerging Literacy
As early care educators, we have an important responsibility to ensure that our children have a life-long love of and interest in reading. To this end, we must offer a wide selection of appropriate and quality literature to children in our classrooms.

The ERS recommend that each age group experience a wide variety of topics. For infants and toddlers, these topics should relate to their day-to-day experiences and should include people of varying ethnicities, ages and abilities; animals; familiar objects; and familiar routines. Appropriate books for infants and toddlers should be made of vinyl or cloth or should have hard pages. For preschoolers, a wide variety of books would include fantasy; books with factual information; stories about people, animals and nature/science; and books that discuss experiences of people from different cultures or of varying abilities. All children should be read to often throughout the day.

Group Time
A quality classroom primarily focuses on promoting each child’s individual abilities and interests in learning. However, young children enjoy working together in groups and these experiences are most effective when led by teachers who know and understand the interests and abilities of the children in their care.

According to the ERS, group time initiated by adults should be brief and adjusted to children’s needs and ages. There should be many opportunities for children to choose their own play companions and to freely utilize the different areas of interest.

To find out more about justifications for practice using the ERS, read the All about ECERS-R and All about ITERS-R resource guides found at: http://www.kaplanco.com/store/trans/productDetailForm.asp?PID=46796, and http://www.kaplanco.com/store/trans/productDetailForm.asp?PID=11647. Each volume can currently be purchased from Kaplan Early Learning Company through these links for $49.95.
Pam Nichols is Director of Christian Prep Academy, Inc., a five-star child care center in Durham County licensed to enroll up to 90 children. Formerly in two locations in Durham, one on Trent Drive and the other on Chapel Hill Road, Christian Prep Academy relocated in the summer of 2009 to a single facility on Hwy 54 in southern Durham County. The move and consolidation took considerable work and put the program on a temporary license for six months preceding their ITERS and ECERS assessments. Because Pam was able to lead her staff in shifting from a temporary to a five-star license, we wanted to hear in her own words what she felt contributed to her program’s success.

On a tour of the facility before our interview, the halls of Christian Prep Academy were filled with the encouraging voices of teachers and the songs or squeals of active children. Each classroom appeared to be engaged in learning activities. One group of preschoolers practiced letter recognition during circle time, while another classroom participated in free play. In this classroom, children worked together at various activities, and one teacher sat with several students at a table working on writing simple words and short sentences. A toddler classroom was dancing and singing on our arrival and was eager to show us their artwork and point out pictures of their loved ones on a classroom window. In response to our observation of these natural, positive interactions between staff and children and the genuine warmth, Pam says that her teachers “really focus on positive interactions” and choose the words they use with children carefully. “We use open-ended questions and really allow for exploration.” Even prior to assessment, Pam felt her program possessed many strengths like these. Pam said, “We really stress high quality” for all children. Christian Prep Academy features two More at Four classrooms and serves families using both private pay and subsidy. They’re proud that they serve children of many different backgrounds.

Consolidating two programs and moving represented a significant transition for this program. Pam says, “The biggest challenge was the transition to a different side of town. Some of our parents couldn’t follow us here. But the area has really embraced us, and we’re now full and have a waiting list.” After settling in the new location, Pam prepared early for the assessment by contacting Child Care Services Association for technical assistance services shortly after the move. She said, “CCSA did our mock assessment and the whole drill. They really helped us tweak our program” in preparation for the ITERS and ECERS assessments. When asked how her technical assistance team helped her get ready for the assessment, Pam responded that, even though CCSA’s technical assistance services come at no cost to the program, “you could never pay enough for that kind of training” and that the assistance was the key to reaching their goals.

Pam also worked hard at preparing her staff to be at their best at all times so that at the time of assessment, readiness would be a natural part of their program operation. She called all of her teachers in for two to three hours on a Saturday and “sat down as a group to go over the Environmental Rating Scales (ERS) front to back looking at all the indicators” before CCSA’s mock assessment. They put their study into practice and went over the ERS again after getting feedback from the mock assessment. Pam felt this thorough preparation really helped her staff to “practice every day” the items included in the ERS, not just in preparation for the assessment, but as part of daily center life. Since coming in on a Saturday was a personal sacrifice, Pam also pointed out that she believes in providing her staff with incentives to keep interest and performance high. In such instances, or simply as a show of appreciation for daily work done well, Pam may offer her staff extra time off or tickets to Durham’s Partnership for Children’s 15th anniversary dinner, for example.

When it came to implementing the feedback she received from the program’s mock assessment, Pam felt the easiest items to put into practice were those one-timefixes, such as “room arrangement and adding items to the centers.” The more challenging but completely achievable portions to address were those that required changes to schedules or to staff habits, such as “making sure we had free play for a substantial portion of the day and keeping up that high level of sanitation.”

After months of attention to the particulars of quality involved in the ERS, Pam’s assessment was completed in January 2010. When asked how she felt when she received her scores from the ECERS and ITERS, Pam beamed and exclaimed, “Ecstatic!” Christian Prep Academy scored 6.03 on the ECERS and 5.58 on the ITERS, out of a possible 7 points on each scale. The first thing she did after getting the scores was to tell her staff. Pam said, “They were blown away. They thought I was kidding at first. It’s surreal even now.”

The impact on children when a program reaches these standards cannot be underestimated. The ERS were developed by researchers at the Frank Port Graham Child Development Institute of the University of North Carolina at Chapel Hill. On the official web site for the ERS, http://www.fpg.unc.edu/~ECERS/, an introductory page explains that the ERS exist to help providers offer the kind of “care and education that will permit children to experience a high quality of life while helping them develop their abilities” and describes the three major areas of children’s (continued on page 7)
NAEYC on Developmentally Appropriate Practice

By Sarah Edgecombe, Social Work Intern

Developmentally appropriate practice, or DAP, is a term used frequently in early education. But do you ever ask yourself, “What is DAP, and how can we as early educators know if we’re following it in our homes and centers?” The National Association for the Education of Young Children (NAEYC), an organization dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8, adopted a Position Statement on DAP in 2009, which can be downloaded at http://www.naeyc.org/DAP. This page of NAEYC’s web site includes a short article, The Core of DAP, as well as Frequently Asked Questions to further summarize the organization’s views on DAP. From these resources follow the core considerations of DAP:

1) Educators use what they know to develop and guide the learning environment.
   First, teachers and caregivers need to know what development typically occurs at the age of the children in their care. Second, teachers and caregivers should get to know each child as an individual, including the child’s likes and dislikes, skills and learning needs. Finally, each child’s family and cultural context is important and affects the child’s learning. Learning where each child is coming from is the caregiver’s responsibility.

2) Teachers and caregivers consistently give children a new goal or skill that builds on what they already know.
   These should be both challenging and achievable.

3) Children learn through play and experiences, and teachers intentionally plan and structure play to support learning.
   Children learn at different rates and in different ways, so teachers must be purposeful in planning the classroom materials, all parts of the day, and their communication with the children and their families.

The following questions may help providers to review and reflect upon their own teaching practices to ensure that they are following NAEYC’s guidelines.

• Do I offer a variety of interesting materials and experiences in an age-appropriate environment?
• Am I flexible and able to adapt to the children’s interests and cues?
• Does each day include opportunities for both quiet and active play?
• Are there many natural opportunities for child-initiated exploration and play?
• Do I intentionally plan and deliver meaningful learning experiences every day?
• Do I use what I know about child development to guide my planning?
• Do I take time to learn about each child’s unique family and home environment and apply this information appropriately in my classroom?
• Do I communicate often with families about goals and progress for each child?
• Am I assessing children appropriately and consistently? Do I know their individual skills, interests and needs?
• When planning, do I consider a range of activities that stimulate and challenge every child appropriately?
• Am I creating an emotionally healthy, supportive and caring classroom community?
• Am I helping children grow in all ways—physically, intellectually, socially and emotionally?

To learn more about DAP, look at the resources on NAEYC’s web site, www.naeyc.org, and its book Developmentally Appropriate Practice (in Early Childhood Programs, Serving Children from Birth through Age 8) edited by Carol Copple and Sue Bredekamp, and found at the following link: http://www.naeyc.org/store/node/162.
The Passing of a Local Pioneer in Developmentally Appropriate Practice

Margaret Edwards, a pioneer in our local early childhood community, founded Lakewood Avenue Children’s School in Durham, a child care center serving children ages 1-5, in 1986. Before founding Lakewood, Margaret earned her Master’s degree in Education from University of North Carolina; interned at Harvard’s Judge Baker Clinic conducting infant hunger and sleep studies; studied child care in two other countries; and was an early childhood teacher and director. Margaret’s varying experiences in child development helped her open Lakewood’s doors based on the importance of play, educated teachers, low child-staff ratios and parent involvement. In 1999, Lakewood became North Carolina’s first five-star licensed child care center and the first full-day NAEYC accredited program in the state. Lakewood has been known for employing teachers with four-year degrees in child development and related fields. Margaret saw a direct correlation between teacher education and high-quality child care. She valued teachers by paying them high salaries and offering them benefits. Teachers were encouraged to follow children’s interests, promote long- and short-term projects and document children’s work and development through pictures, dictation and documentation panels. The outstanding program and teaching staff was featured in Sue Shellenbarger’s “Work & Family” column in the Wall Street Journal and on National Public Radio in 1998.

Many early childhood program leaders turned to Margaret over the years as a mentor, a role Margaret willingly filled. Cheryl Brown, Director of Brown’s Day Care, approached Margaret in 2005 in search of a mentor. Cheryl said, “Meeting Margaret and exploring the environment that she had created was a major turning point for me. [The center] was bursting with the level of excellence that I was striving for, one I had read about and seen in videos but never got the chance to experience.” Cheryl recalled visiting the center as often as she could and feels Margaret taught her “the importance of meeting each child where they were and helping them grow from there,” a major tenet of developmentally appropriate practice. Cheryl believes Margaret’s greatest gift was the way she helped each person discover what they were on the road to discovering already with just the right amount of nonjudgmental guidance needed to make the discovery.

Margaret Edwards passed away March 7, 2010, at the age of 66. She made a lasting impact in the early childhood field, and today, Lakewood remains an outstanding five-star licensed child care center. Marcia Brooks, a beloved friend of Margaret’s and former Lakewood teacher and parent, became the director when Margaret retired in 2007. The school is still located in the same white house with the inviting front porch. On warm days you can find the children enjoying water play in the grass yard or walking to the nearby grocery store. Every year the center enjoys a family feast as well as a costume parade down Lakewood Avenue in which every child and teacher has her or his own personal sign. Margaret’s sign happened to be a shooting star, which is also Lakewood’s logo. She always said that everyone needs to reach for the stars, and she not only did so herself but helped so many others along her way.

By Elyse Cepull, Technical Assistance Associate; Tracey Frank, Good Beginnings Infant Toddler Center Director; Kim Smith, Technical Assistance Associate; and all former teachers of Lakewood Avenue Children’s School.
Professional Development to Promote Developmentally Appropriate Practice

Are you interested in improving your use of developmentally appropriate practice? Check out the classes and workshops listed below.

Community College Coursework:

EDU 119: Introduction to Early Childhood Education This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children.

EDU 144: Child Development I This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

EDU 145: Child Development II This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

EDU 152: Music, Movement, and Language This course introduces historical perspectives of music and movement and integrates the whole language concept with emphasis on diversity. Emphasis is on designing an environment that focuses on language development through developmentally and culturally appropriate music and movement. Upon completion, students should be able to design an environment that develops language through a music and movement curriculum that emphasizes diversity.

Course descriptions above were taken from Durham Technical Community College’s web site http://durhamtech.edu. Please see your local college’s course listings, registration information, prerequisites and policies for specific details on how to sign up.

Special thanks go to Nita McAdoo, Grow a Teacher Coordinator, for assistance with course offerings related to our quarterly FOCUS topics. The Grow a Teacher program encourages recent high school graduates to enroll in semester credit hours toward a degree in early childhood education. Scholarships for tuition and fees to Durham Tech, as well as reimbursement for textbooks are provided for these students. Nita also provides on-site and community-based services to current child care providers to offer information about financial aid; assist providers in developing a professional development plan; and assist them in applying to an institution of higher education. Those interested in Grow a Teacher services can contact Nita at 919-403-6950.

Training Calendar:
Always available at http://www.childcareservices.org is a link to the Regional Training Calendar and workshop registration information. The Regional Training Calendar offers low-cost training opportunities for early education and school-age professionals in Alamance, Caswell, Durham, Franklin, Granville, Orange, Person, Vance and Wake counties. Credits for these workshops are approved by the Division of Child Development and can be applied toward state training requirements. This calendar is updated quarterly and many workshops repeat from quarter to quarter. Recent workshops in the Durham, Orange and Wake County areas that target child development and developmentally appropriate practice included the following:

For Infants and Toddlers

Language Development and Communication for Infants and Toddlers (beginner’s level)
The participants will learn about the developmental milestones of language for birth to three, the science that links relationships to language learning in the first three years, and strategies to support development in this domain for all children including dual language learners.

Introduction to Infant and Toddler Foundations
This is an introductory training on North Carolina’s early learning guidelines for infants and toddlers. You will learn more about what to expect from infants and toddlers and how to support their development and learning.

Fun Things to Do with Children Under Two
Need new ideas for working with infants and toddlers? This interactive workshop will provide fun activities that even you will enjoy.
Creating Outdoor Learning Environments for Infants and Toddlers
This training will help participants understand the benefits of taking children outside daily. It will give suggestions on how to create spaces outside for infants and toddlers that support all areas of learning and introduce them to the natural environment. Participants will also be given ideas for activities to include in their outdoor spaces.

For Preschoolers
Foundations: Early Learning Standards of NC Preschoolers
This workshop will describe the Early Learning Standards approach of Foundations and the expectations for the learning and development of preschoolers based on guiding principles.

Boy! Oh! Boy! Working with Boys in Child Care Settings
This training will help caregivers understand some of the needs of boys and the differences in their needs. Participants will learn ways to incorporate activities to help boys be successful in early child care.

Social/Emotional Milestones: Responsive Caregiving and Development of Identity
This workshop will discuss how caregivers form sensitive and responsive relationships with each child. Guidelines for promoting and supporting positive social and emotional development are presented. The three steps in the responsive process are discussed as well as the ten care-giving gifts required to support the child’s social and emotional development.

For School-Age Children
Developmentally Appropriate Practices for School-Age Programs
Through examples and hands-on activities, participants will learn how to provide school-age children with engaging activities that are developmentally appropriate, including project and inquiry-based learning.

Other Topics
Appropriate Guidance, Discipline and Socialization
This training will focus on the developmental perspective needed for implementing appropriate guidance strategies and creating plans to help prevent inappropriate behaviors. It will also briefly touch upon some individualized interventions that can be used when needed.

Promoting Social-Emotional Competence: Social-Emotional Teaching Strategies
Participants will discuss why it is important to be more intentional about teaching social-emotional skills and will be able to define and identify emotional literacy in order to help children build their feelings vocabulary. Teachers will learn that children who have a strong foundation in emotional literacy tolerate frustration better, get into fewer fights, and engage in less self-destructive behavior than children who do not have a strong foundation.

Laney currently works in a More at Four classroom at the Jordan Child and Family Enrichment Center in Raleigh. She uses The Creative Curriculum® http://www.teachingstrategies.com/, Foundations: Early Learning Standards of NC Preschoolers http://www.osr.nc.gov/ProfDevandResources/FoundationsEarly_learning.asp, and Becky Bailey’s Conscious Discipline® http://www.consciousdiscipline.com/ in her classroom. As a member of the Wake County More at Four Advisory Board, Laney contributes from the teacher’s perspective and helps determine ways to train and support teachers. In addition to serving as a workshop presenter and roundtable discussion facilitator at various forums, she also has served as a Meredith College mentor for students studying child development. In her current center, Laney piloted the CreativeCurriculum.net http://www.creativecurriculum.net/ service, an integrated online assessment, program planning and reporting system, and also organized more regular, effective and productive communication among the pre-K classrooms.

For providers uncertain about guiding their programs through assessments, Pam advises to “keep program standards high” as part of regular practice. She also emphasized that “staff education is key.” She said that hiring staff “with passion and heart for teaching young children” is essential. For programs that may struggle with some of these standards, she acknowledges that “it can be hard, but you may have to start over from scratch and weed out until you get a good fit.”

“Once you have the right teachers,” she says, “then compensate them and treat them well.” Pam noted that “all the employees here have been here two years or more.” Even though treatment of staff is not scored on the ERS, assessors do collect data to determine how well centers take care of their employees, including examining a center’s use of meetings, social gatherings, incentives and more, backing up Pam’s idea that a well-treated staff who love their work are able to offer their best selves to children each day.

Because Pam’s program was successful, they earned an achievement award, which Pam plans to use to further improve her program. She said, “We could buy new books for every classroom” or other “curriculum and classroom enhancements. Something for every classroom or our playground.” CCSA would like to congratulate Pam and the entire staff at Christian Prep Academy for their hard work! While it was their thorough preparation and implementation of feedback from their mock assessment that won them such high marks, Child Care Services Association’s Technical Assistance department is proud to have been a part of their success and invites any program looking toward an assessment to call us for assistance at 919-403-6950.
Developing a School-Age Book Nook

By Betsy Barnes, Early Literacy Specialist

Focusing attention on literacy development beyond the preschool years may be important in helping children keep their interest in reading high. Paying close attention to what kind of reading each child is ready for will help teachers stay away from using routine and predictable books with children. Including more sophisticated picture books and those that include richer language as well as more sophisticated stories and nonfiction books as children enter the later years of early childhood will help them expand their vocabulary and enhance oral comprehension.

Below is a list of books that may appeal to children, roughly arranged in order of potential interest from ages 4-10.

- Carle, Eric: The Very Hungry Caterpillar
- Freeman, Don: Corduroy
- Potter, Beatrix: The Tale of Peter Rabbit
- Keats, Ezra Jack: The Snowy Day
- Shannon, David: Duck on a Bike
- Wood, Audrey: King Bidgood's in the Bathtub
- Hutchins, Pat: The Doorbell Rang
- Hoban, Tana: 26 Letters and 99 Cents
- Martin Jr, Bill: Chicka Chicka Boom Boom
- Slobodkina, Esphyr: Caps For Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business
- Kraus, Robert: Leo the Late Bloomer
- Steig, William: Pete's a Pizza
- Numeroff, Laura: If You Give a Mouse a Cookie
- Morrison, Toni & Morrison, Slade: Peeny Butter Fudge
- Lobel, Arnold: Frog and Toad Are Friends
- McCluskey, Robert: Make Way for Ducklings
- Steptoe, John: Mufaro's Beautiful Daughters: An African Tale
- Viorst, Judith: Alexander and the Terrible, Horrible, No Good, Very Bad Day
- Rathmann, Peggy: Officer Buckle and Gloria
- Cleary, Beverly: Ramona the Pest
- Dahl, Roald: Fantastic Mr. Fox
- MacLachlan, Patricia: Sarah Plain and Tall
- White, E.B.: Charlotte's Web
- Wilder, Laura Ingalls: Little House in the Big Woods