

UNIT 7--5th Grade Reading

Author Studies

| | | |
|--|---|--------------------------|
| Title: Author Studies | Subject/Course: Reading | Length: 5-6 Weeks |
| Topic: Awesome Authors | Grade: 5th | Designer: Finch/Johnston |
| UNIT GOALS AND EXPECTATIONS | | |
| IMPORTANT CONCEPTS: To understand that there are real people behind the books we read. Encourage lifelong love of reading through familiarity with the artistry of authors. Students cooperate and work together to discover as much as they possibly can about an author in order to share their knowledge with the class. Work cooperatively with others when researching an author, and sharing ideas that were discovered. Some of the authors we will be studying, but are subject to change after the Christmas Holidays are (Patricia Reilly Giff, Andrew Clement, Jerry Spinelli, Sharon Creech, Gary Paulsen, and Roald Dahl). | ESSENTIAL QUESTIONS: What does this particular author do in books that make him/her different than any other author? What are the author’s styles and favorite themes of writing? What are your author’s special interests? Knowing the pieces of information about this author and his/her works, what generalizations can you make? Would you like this author’s works? | |
| STUDENT LEARNING EXPECTATIONS: ON GOING R.9.5.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading. R.9.5.3 Using questioning and monitoring: Generate questions to establish purposes for reading. R.9.5.5 Monitor comprehension in relation to questions generated. R.9.5.11 Determining Importance: Using such comprehension strategies as establishing purpose, inferring, and summarizing, to determine essential information R.9.5.12 Identify main ideas and supporting evidence in short reading passages. R.9.5.16 Skim materials to locate specific information. R.9.5.17 Scan materials to develop a general overview. R.9.5.18 Retell stories with detail. R.10.5.1. Read daily R.10.5.2 Read texts that reflect contributions of different cultural groups. R.10.5.3 Vary reading strategies according to text and purpose. R.10.5.6 Skim materials to locate specific information. R.10.5.7 Scan materials to develop a general overview. R.11.5.1 Automatically decode words to ensure focus on comprehension R.11.5.2 Continue to develop and maintain an adequate body of sight words. R.11.5.3 Add content words to sight vocabulary. R.11.5.13 Read grade level text orally with accuracy and expression. R.9.5.4 Generate questions relevant to text and topics. R.9.5.10 Distinguish among facts and inferences supported by evidence and opinions in text. R.9.5.21 Evaluate personal, social, and political issues as presented in text. R.10.5.14 Use graphic organizers to analyze information. R.11.5.6 Use resources to determine meaning of technical and specialized vocabulary. | . IR.12.5.1 Generate questions to select a specific topic for research IR.12.5.2 Use reference features (e.g., table of contents, indices, and glossaries, etc.) and text features (e.g., format, graphics, sequence, diagrams, table of contents, etc.) to access information IR.12.5.3 Use print and electronic sources, including the card catalog, to locate information IR.12.5.4 Gather information from a source appropriate to purpose and topic IR.12.5.5 Explain information presented in graphic sources IR.12.5.6 Develop notes to identify support, and paraphrase main ideas from text IR.12.5.7 Create a formal topic outline of main topics IR.12.5.8 Use research to create an oral, written, or visual ORAL/VISUAL COMMUNICATION (ALL YEAR) OV.1.5.1 Develop vocabulary from content area texts OV.1.5.2 Use standard English in classroom discussion OV.15.3 Use appropriate oral communication for various purposes and audiences OV.1.5.4 Demonstrate appropriate eye contact OV.1.5.5 Use correct pronunciation to communicate ideas and information OV.1.5.6 Contribute appropriately to class discussion OV.1.5.7 Deliver oral presentations using standard English and appropriate vocabulary OV.1.5.8 Use illustrations, pictures, and /or charts in oral presentations across the curriculum OV.1.5.9 Participate in a variety of speaking activities, including dramatic readings of poetry or prose OV.1.5.10 Evaluate self and peers’ speaking performance based on preset criteria OV.2.5.1 Demonstrate effective listening skills by exhibiting appropriate body language OV.2.5.2 Establish purpose for listening OV.2.5.3 Listen attentively for main ideas OV.2.5.4 Demonstrate attentive listening skills to respond to speaker’s message OV.2.5.5 Evaluate presentations using established criteria/rubrics OV.3.5.1 View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, etc.) to enhance and show understanding of a specific topic OV.3.5.2 Differentiate between fact and opinion in media OV.3.5.3 Use visual aids to convey information | |

| | |
|--|---|
| | |
| <p>SPECIFIC DECLARATIVE KNOWLEDGE</p> <p>Identify differentiating characteristics of outstanding authors. Understand that good readers make good inferences about the authors.</p> <p>Identify strategies and techniques authors use when writing. Recall essential information within different text, yet by the same author.</p> <p>Identify the genres in which the works of a particular author would fit.</p> <p>Identify social, personal, and political issues in text.</p> <p>Identify the theme the author is trying to get across to his/her readers.</p> | <p>SPECIFIC PROCEDURAL KNOWLEDGE</p> <p>Select materials appropriate to their ability level and purpose.</p> <p>Generate questions</p> <p>Use technology to research and collect data about a chosen author from the Internet.</p> <p>Make predictions about other books the author may write.</p> <p>Develop awareness and appreciation of authors and genres</p> |
| <p align="center">UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</p> | |
| <p>1. Students will research and explore the life and works of one author and present several pieces of work to be scored on. After reading the work of a famous author each student will need to be able to determine the style, genre, theme etc... of the author. Each student will prepare a presentation at the end of the author study that includes oral, visual, and written information about the book that he/she has read and about the author of those books. The teacher will then conference with each student about their reading and findings, and encourage students to make some generalizations about the author's craft and works.</p> <p>2. Students will be placed into groups and asked to perform some type of "Dramatic Interpretation" after reading several books by their author of choice. They may choose to use Readers Theatre, improvisation, character interviews, informal debate, or role play to present major events, issues, or characters from their novels.</p> <p>3. <u>Complete an Authors Newspaper</u> After reading several books by the same author, each group/person will create a newspaper to inform others about the author, the books, the characters, and the events. Students will include items for each section of a traditional newspaper (e.g., interviews with the authors or characters, letters to the editor from characters or about major issues, news articles about major events or issues, book reviews, advertisements for the movie version of the books, character horoscopes, sports reports, and classified information based on the characters situations and needs).</p> | |
| <p>Traditional Assessments: Reading Response Journal Graphic Organizers Anchor Charts Mini-lessons</p> | <p>Other Evidence of Learning: Work cooperatively in groups Possible letters to the author KWL chart Awards that author has received</p> |

| | |
|--|--|
| Character, conflict, plot, setting, point of view, conclusion, theme, and narrative hook Personal responses daily about the author and his/her style of writing Make connections Identify the genre | |
|--|--|

| ACTIVITIES AND LEARNING EXPERIENCES | Resources |
|--|--|
| <p>Teacher will facilitate these activities—monitor, teach, and redirect as needed:</p> <ol style="list-style-type: none">1. Read various texts by chosen author or focus on one specific text in general. After reading the text a variety of activities and tasks to be completed will follow.2. Decide what themes and/or other commonalities might run throughout the body of one person’s writings.3. Keep a list of interesting things noticed while reading about your author in your Reading Response Journals.4. Discuss similarities and differences in different books if the students have read more than one of a particular author’s books.5. Research information about the author. Things such as: likes, dislikes, date of birth, historical background, culture, special interests, employment other than being an author if any, obstacles they overcame as a writer, etc...)6. List all books author has written7. Scavenger Hunt for author information8. Search various websites to research a variety of information about the author9. Presentation of overall findings in the form of:<ul style="list-style-type: none">❖ Short story presentations❖ Timeline of the author’s life-- Create a timeline of the author’s life that includes major events in history occurring during his/her lifetime. Timeline must be visually interesting (colorful, incorporates graphics/pictures, neat) as well as accurate and complete.❖ Poster/display board-- Create a poster about the author that will entice others to read works by the author. The display board should be no smaller than 18x20 and be visually interesting. The chosen author should be prominent and several titles should be displayed. Readers should be able to get a clear picture of what kind of stories the author tells by viewing the display. (This will be done individually, in pair, or groups).❖ 5-10 minute presentations❖ Readers theatre❖ Role play❖ Character interviews❖ Informal debates | <p>Internet Reading Response Journal</p> <p>Graphic Organizers</p> <p>Newspapers</p> <p>Variety of books by: Patricia Reilly Giff, Jerry Spinelli, Andrew Clement, Gary Paulsen, Sharon Creech, and Roald Dahl</p> <p>Websites: www.teachers.net www.emints.org/ethemes www.kidsreads.com</p> |
| Career Connections | |
| <p>Possibly have an author come visit the 5th grade and let students have an opportunity to ask questions on-on-one. Other possible suggestions would be to have the students write a letter to their author to ask any questions that still may arise after completing the author study.</p> | |

Name: _____

Date: _____

Project Title: _____

Teacher(s): Finch/Johnston

Author's Study



| Process | Below Avg. | Satisfactory | Excellent |
|---|------------|--------------|-------------|
| 1. Has clear vision of final product | 1, 2, 3 | 4, 5, 6 | 7, 8, 9 |
| 2. Properly organized to complete project | 1, 2, 3 | 4, 5, 6 | 7, 8, 9 |
| 3. Managed time wisely | 1, 2, 3 | 4, 5, 6 | 7, 8, 9 |
| 4. Acquired needed knowledge base | 1, 2, 3 | 4, 5, 6 | 7, 8, 9 |
| 5. Communicated efforts with teacher | 1, 2, 3 | 4, 5, 6 | 7, 8, 9 |
| Product (Project) | Below Avg. | Satisfactory | Excellent |
| 1. Format | 1, 2, 3 | 4, 5, 6 | 7, 8, 9 |
| 2. Mechanics of speaking/writing | 1, 2, 3 | 4, 5, 6 | 7, 8, 9 |
| 3. Organization and structure | 1, 2, 3 | 4, 5, 6 | 7, 8, 9 |
| 4. Creativity | 1, 2, 3 | 4, 5, 6 | 7, 8, 9 |
| 5. Demonstrates knowledge | 1, 2, 3 | 4, 5, 6 | 7, 8, 9, 10 |
| 6. Other: | 1, 2, 3 | 4, 5, 6 | 7, 8, 9 |

Total Score: _____

Teacher(s) Comments:

Time Line Rubric



1= Weak 2= Moderately Weak 3= Average 4= Moderately Strong 5= Strong

1. The time line has a title, dates, and labels.

1 2 3 4 5

2. The time line accurately shows the passage of time.

1 2 3 4 5

3. Any artwork on the time line is appropriate and carefully executed.

1 2 3 4 5

4. The time line is clean and neat, and the information on it is well organized.

1 2 3 4 5

5. Time-line entries are accurate and appropriate to the time line's topic.

1 2 3 4 5

6. Entry captions contain appropriate and accurate information.

1 2 3 4 5

7. The spelling, punctuation, and grammar on all labels and captions are accurate.

1 2 3 4 5

8. The time line shows an understanding of the topics, events, or concepts being depicted.

1 2 3 4 5

9. The time line meets the requirements of the assignment.

1 2 3 4 5

10. Overall, the final result represents the student's and/or group's full potential.

1 2 3 4 5

Additional Comments _____

Total Points/Grade: _____