

Unit 6: Author Study: Readers Have Big Jobs To Do & Author's Craft: Raising the Level of Realistic Fiction

Content Area: **English Language Arts**
Course(s): **Writing 1, Reading 1**
Time Period: **March**
Length: **March/April**
Status: **Published**

Unit Summary

Now that the students have been exposed to Fiction and Nonfiction genres and have studied specific skills and strategies that are targeted for each genre, it's a perfect time to study one of their favorite authors: Mo Willems. Author studies allow students to get to know one author well, which enhances their connection to the author and his/her books. Studying an author in depth also gives students the opportunity to build critical thinking skills, while enjoying high quality books being read aloud. Students will compare and contrast characters across texts, analyze illustrations, and make intertextual connections that deepen their understanding of the texts and author's purpose.

Students will tap into higher order skills to analyze Mo Willems' writing. Students will learn what makes a book inherently 'Mo Willems-like' by carefully studying his techniques, discussing them with peers, and tracking all of this information on a class anchor chart. With your guidance, students will gather information that they are learning about Mo Willems as an author, an illustrator, and as a person. Similar to the Fiction Unit, you will also focus on reading skills and strategies that help students deepen their comprehension of texts read aloud. Students will also have the opportunity to see the connections across texts that are in a series and trilogy. The unit will come to a celebratory end as students will have the opportunity to write and draw just like one of their favorite authors: Mo Willems!

In this unit, students will embark on an author study of famed and beloved author, Mo Willems. Through read aloud and the exploration of Mo Willems' many books, children through inquiry will discover the craft of Mo Willems as both an illustrator and a writer. Once uncovered, students will infer how Mo Willems' craft, techniques have an effect on the reader in building suspense, creating humor, and overall good storytelling. In independent writing, students will experiment with these craft moves in their own story ideas as well as have the opportunity to create stories as additions to Mo Willems' different series books. (such as Elephant and Piggy, Pigeon, Knuffle Bunny)

Standards

LA.1.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.
LA.1.CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.1.CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.1.CCSS.ELA-Literacy.RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.1.CCSS.ELA-Literacy.RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.1.CCSS.ELA-Literacy.RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.1.CCSS.ELA-Literacy.RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.1.CCSS.ELA-Literacy.RF.1.3b	Decode regularly spelled one-syllable words.
LA.1.CCSS.ELA-Literacy.RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.

LA.1.CCSS.ELA-Literacy.RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.1.CCSS.ELA-Literacy.RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.
LA.1.CCSS.ELA-Literacy.RF.1.3f	Read words with inflectional endings.
LA.1.CCSS.ELA-Literacy.RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.
LA.1.CCSS.ELA-Literacy.RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
LA.1.CCSS.ELA-Literacy.RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.1.CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.1.CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
LA.1.CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.1.CCSS.ELA-Literacy.RL.1.6	Identify who is telling the story at various points in a text.
LA.1.CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.1.CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.1.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.1.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.1.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.1.CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
LA.1.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.1.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
TECH.8.1.2.A.CS1	Understand and use technology systems.

Student Learning Objectives

Student Learning Objectives for Reading:

Students will learn to...

- Readers can get to know an author by studying many books and thinking about how they are similar and different.

- Readers pay attention to the pictures and words that the author uses to notice the style in which the author writes and draws.
- Readers can make strong predictions about the plot of a story by making connections to the previous books in that series.
- Readers can make strong predictions about the characters in a story by making connections to the previous books in that series.
- Readers can summarize short stories by thinking about the main idea using the title and then thinking about what the character wants and the sequence of events in a story.
- Readers pay close attention to the structure in a story by noticing what the problem is and paying attention to how the character tries to solve the problem.
- Readers analyze by paying attention to the techniques the author uses with the words and illustrations that make the book interesting to read.
- Readers infer a character's motive by paying close attention to what he says and does.
- Readers infer how the characters are feeling by paying attention to what's happening in the story, dialogue, action, and illustrations throughout the story.
- Readers solve unknown words by making connections and using context clues so that we understand the words that we read.
- Readers celebrate an author study by learning how to draw just like Mo Willems and making up our own stories about the characters.

Student Learning Objectives for Writing:

Students will learn to....

- Brainstorm ideas for fiction stories
- Tell realistic stories that include characters, settings, and problems and beginning, middles and endings
- Pre-plan for stories
- Work with a writing partner
- Add details to their writing
- Create dynamic characters
- Reread to ensure clarity
- Stretch the story
- Use end punctuation
- Add adjectives, nouns and powerful verbs to their writing
- Craft well structured sentences
- write by reading and studying the work of authors.
- craft and revise deliberately to make their best writing even better.
- look back into all their writing and revise to make it better.
- write a story that has a beginning, a series of things happening, and an ending.
- to use language from other writers.

Essential Questions

- How can we study and emulate the technique of other author's in order to make our own writing better?

Enduring Understandings

Students will understand that...

- exposure to multiple titles by one familiar author allows one study that author's particular style.
- making connections across text allows one to make strong predictions and inferences about a book in a series.
- analyzing text for problem/solution structures.
- readers summarize across longer texts with multiple episodes.
- readers and writers analyze author's craft and style in pictures and words

- readers and writers work solve by making meaning of unfamiliar vocabulary
- readers and writers engage in accountable talk
- writers write and illustrate in ways that emulate an author

Application

Application for Reading:

Students will be able to independently use their learning to...

- compare and contrast books by asking, "What's the same? What's different?" .
- know that when books take you on reading adventures, you almost become the character, changing your voice to show what the character is feeling.
- mark important parts in their books to retell and retain the story. .
- notice the lessons in their books by paying attention to what the character learns when a problem gets solved. .
- understand the importance of rereading to notice new details in their stories. .
- use what is happening in the story to predict what will come next. .
- know books have strong opinions, and they share their opinions with others. .
- get to know a character better, readers pay attention to the relationships in the story.

Application for Writing:

Students will be able to independently use their learning to...

- consider the ways an author lived in the world in order to
- write his/her texts (writerly life).
- study authors as mentors for craft, elaboration, story structure and conventions (qualities of good writing).
- experiment with sentences, punctuation and the use of nouns, verbs and adjectives to improve writing.
- incorporate what they notice about craft moves from a mentor into their own writing

Skills

Reading:

Students will be skilled at...

- analyze many books by one author
- predictions about the plot of the story
- making connections to previous books
- summarize short stories
- retell short story
- building genre knowledge

- inference a characters motive
- generate ideas for writing
- draft and revise

Writing:

Students will be skilled at...

- read various texts by a mentor author
- study simplistic problems and solutions
- study relationships between characters and how they work together to solve a problem
- discuss how dialogue moves a story along
- study author's craft: font play, expressive illustrations, speech bubbles
- identify how a trilogy has a problem that repeats
- study good story structure: strong leads, endings, good transitions with tension
- identify and use ellipses