

# Unit 10 Author Study & Book Clubs

Content Area: **English Language Arts**  
Course(s): **Language Arts 4**  
Time Period: **June**  
Length: **4 Weeks**  
Status: **Published**

## Unit Summary

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Author Study aims to take the reading workshop into even more student-centered environments. As it is placed at the end of the year, students have had considerable practice discussing books and we can confidently turn over the reins to them to explore the works of an author they have read. The students will become deeply familiar with the works of Andrew Clement and Chris Van Allsburg.

This is work every child, no matter what level, can do. This study brings all students to the table as “experts.” Students will forge personal literary connections, develop personal literary identities, and explore how an author changed his/her way of thinking about and living in the world. The writing portions of this unit occurs as students respond to reading and refer back to their lives as literary essayists.

## Standards

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LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
LA.W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
LA.W.4.1.D	Provide a conclusion related to the opinion presented.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.W.4.9.A	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
LA.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.4.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer’s purpose.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.D.1	Understand the need for and use of copyrights.
TECH.8.1.5.D.2	Analyze the resource citations in online materials for proper use.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

## Student Learning Objectives

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Reading:

Students will learn to:

- analyze multiple texts by the same author, Andrew Clements.
- participate in book clubs in an active member role.
- be an active member of a book club.

Writing:

Students will learn to:

- build confidence in their writing by using the author’s style.
- develop a literary essay referencing a story the author wrote.

## Essential Questions

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Essential Questions for Reading:

- How do I recognize the “fingerprint” of this author’s work?
- How are characters similar from book to book the author has written?
- How are the settings similar from book to book the author has written?

- What are the themes this author tends to write to?
- What is the kind of character this author creates?
- How do readers discuss in depth characters, setting, and plot?

Essential Questions for Writers:

- How can I show a reader my selected author in the best light?
- How do I use informational writing to teach unfamiliar readers about my author?
- How can I use both print and digital sources to inform my readers of this author?

## Enduring Understandings

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Reading:

Students understand that:

- characters in a series often have the same traits from book to book.
- reading various books by the same author shows the author's writing style.
- the settings may be similar from book to book the author has written.

Writing:

Students understand that:

- authors have writing lives.
- authors have unique writing styles and which appear throughout various books.
- writing literary essays enhance understanding of a story.

## Application

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Reading:

Students will be able to independently use their learning to:

- compare and contrast themes, analyze text and illustrations, and make connections between an author's life and his/her work.
- increase enjoyment of reading through shared reading experiences.
- research an author's life and work, using print and online resources.
- determine the mood of the novel following this format: The mood of this scene is \_\_\_\_\_, the author's words \_\_\_\_\_ made me feel \_\_\_\_\_ because \_\_\_\_\_. The author wanted the reader to feel this way because \_\_\_\_\_.
- participate in a successful book club.

Writing:

Students will be able to independently use their learning to:

- create a visual project: poster or multi-media presentation to demonstrate the traits of their selected author.
- list several titles by this author.
- respond to prompts.
- determine the mood of the novel following this format: The mood of this scene is \_\_\_\_\_, the author's words \_\_\_\_\_ made me feel \_\_\_\_\_ because \_\_\_\_\_. The author wanted the reader to feel this way because \_\_\_\_\_.

- explore the author's website and understand their writing lives.

## Skills

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Reading:

Students will be skilled at:

- participating in book clubs.
- having meaningful discussions with peers.
- identifying common elements in books written by the same author.

Writing:

Students will be skilled at:

- writing literary essays.
- determining the mood of the story.
- generate a list of titles by the same author.