

# Unit 7: Author Study

Content Area: **English Language Arts**  
Course(s): **Language Arts 5**  
Time Period: **May**  
Length: **April to May 4 weeks**  
Status: **Published**

## Unit Summary

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Author study aims to take the reading workshop into an even more student-centered environment. As it is placed at the end of the year, students have had so much practice discussing books that we can confidently turn over the reins to them to explore an author they have read.

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 a personal literary identity, and explore how this author changed his/her way of thinking about and living in the world.

## Standards

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| LA.RL.5.1      | Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.   |
| LA.RL.5.2      | Determine the key details in a story, drama or poem to identify the theme and to summarize the text.   |
| LA.RL.5.5      | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.   |
| LA.RL.5.9      | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| LA.RL.5.10     | By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.  |
| LA.SL.5.1      | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.   |
| LA.SL.5.1.A    | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.   |
| LA.SL.5.1.B    | Follow agreed-upon rules for discussions and carry out assigned roles.   |
| LA.SL.5.1.C    | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  |
| LA.SL.5.1.D    | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.   |
| LA.SL.5.4      | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  |
| CAEP.9.2.4.A.1 | Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.   |
| CAEP.9.2.4.A.2 | Identify various life roles and civic and work - related activities in the school, home, and community.  |
| CAEP.9.2.4.A.3 | Investigate both traditional and nontraditional careers and relate information to personal   |

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|                  | likes and dislikes.  |
| CAEP.9.2.4.A.4   | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.  |
| TECH.8.1.5.A.1   | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  |
| 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.CS2 | Select and use applications effectively and productively.  |
| TECH.8.1.5.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes.  |
| TECH.8.1.5.B.CS2 | Create original works as a means of personal or group expression.  |
| TECH.8.1.5.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  |
| TECH.8.1.5.E.CS3 | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.   |
| TECH.8.1.5.F     | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |
| TECH.8.1.5.F.CS1 | Identify and define authentic problems and significant questions for investigation.  |
| TECH.8.1.5.F.CS2 | Plan and manage activities to develop a solution or complete a project.  |
| TECH.8.1.5.F.CS3 | Collect and analyze data to identify solutions and/or make informed decisions.   |
| TECH.8.1.5.F.CS4 | Use multiple processes and diverse perspectives to explore alternative solutions   |

## Student Learning Objectives

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By the end of this unit, Readers will learn to:

- identify one writer who speaks to them and give precise reasons why he or she is special.
- read multiple titles by this author (at least 3-4).
- discuss and make conclusions about this author patterns (or outliers) found in their writing.

## Essential Questions

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- How do I recognize the “fingerprint” of this author’s work?
- What is the story path this author creates?
- What are the themes this author tends to write to?
- What is the story path this author creates?
- What is the kind of character this author creates?

## Enduring Understandings

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Students will understand that:

- an author’s life can influence their writing.

- author's tend to write similar themes across their books.

## **Application**

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The students will be able to independently use their learning to:

- read a multiple of books by the same author.
- identify similarities amongst the books by the same author.

## **Skills**

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Students will be skilled at:

- analyzing the similarities and differences in books written by the same author.