# Unit 5: Author Study

Content Area: **Library**
Course(s): **Library 1, Library 2**
Time Period: **Marking Period 3**
Length: **MP3**
Status: **Published**

## Essential Questions

- What makes an author's writing unique?

## Big Ideas

- Identify, recognize and examine an author's body of work
- Identify and discuss the elements of a story and recurring themes in text
- Define, identify, and recall key elements of an author's work
- Investigate and analyze text to self literary connection
- Investigate and analyze text to text literary connection
- To understand what a writer is and what a writer does
- Provide opportunity to be immersion in an author's work

## Technology Integration

8.1.2NI2 : Describe how the Internet enables individuals to connect with others worldwide.

Activity:

Students zoom with an author and learn about the writing process

## Diversity Integration

**Black History Month**

Read about Mae Carol Jemison, the first African American Astronaut.

## Technology Connection

8.1.2NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

## Enduring Understandings

**NJSLA**

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R5. 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.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**AASL**

I-Inquire-build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

VI-Engage-Demonstrate safe, legal, and ethical creating and sharing of knowledge projects independently while engaging in a community of practice and interconnected world.

IV-Curate- Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance

V-Explore- Discover and innovate in a growth mindset developed thought experience and reflection

**ITSE**

Empowered Learner- Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Innovative Designer- Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.