Grade Level	Content Area	Unit Title
Kindergarten	Reading Standards for Informational Text: Craft and Structure	What is the Author's Purpose? ~ Cross curricular with the unit Earth Materials/Save Our Earth

Length of Unit	Time of Year Taught	Expected Prior Knowledge
7 Days	4th Quarter	Students will have the ability to read text at their appropriate reading level and listen to each other in order to work cooperatively in a group. They will have the ability to utilize and collaborate using 21st Century skills (may need volunteer assistance for typing).

Unit Description

This mini-unit of identifying the author's and illustrator's purpose is part of an interdisciplinary unit of study on Earth Materials/Save Our Earth, reaching Language Arts, Science, and Technology standards. This area of study begins with identifying rocks, soil and water as basic Earth materials. Followed by comparing physical properties of basic Earth materials and how they are utilized in the environment. Following the study of how earth materials are utilized in the environment, the unit moves into how we should protect our environment so that these materials are still available for our communities. Earth materials and preserving our environment are interesting and relevant to this population of students, as they utilize earth materials in their daily lives. Through book studies, research, documentation of observational notes, and student collaboration, students will name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Standards: See instructions on page 15.	Strand: Reading Standards for Informational Text Cluster: Craft and Structure Standard: #6
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	The summative assessment consists of a completed blog entry. Students will be assessed individually. Each blog comment will be assessed on the student's ability to identify the author and illustrator; as well as the author's and illustrator's purpose using supporting evidence. Neatness, quality, and effort will also be used to assess the blog entry.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Analyzing the Author's Purpose Rubric 16-20 = Expert 11-15 = Practitioner 6-10 = Apprentice 0-5 = Novice
Materials/Resources Needed *Include all items for the entire unit.*	The Earth and I The Three R's ~ Reuse, Reduce, Recycle I Can Save the Earth

	The Adventures of a Plastic Bottle Dr. Suess books Laura Numeroff books Book baskets Books relevant to topic Computer access to TumbleBook Library www.tumblebooks.com Laptops Chart paper, paper, drawing and writing utensils PIE Poster Author's and Illustrator's Purpose Blog Analyzing the Author's and Illustrator's Purpose Rubric

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Opening Question: Can you explain who wrote these stories? Bring students together at the gathering place. Tell the students that you have some books to share with them. Display a variety of Dr. Suess books for the students to analyze. Direct students to find a pyramid buddy and discuss who wrote these stories. Explain to the students that Dr. Suess was a very famous author and illustrator. Create an anchor chart/T chart that has Author on one side and Illustrator on the other. Under the heading Author, write: writes the words for the story. Under the heading Illustrator write: draws the pictures for the stories. Explain that not all authors do both: write and draw the pictures, but that Dr. Suess had the very	Opening Question: What does being an author mean to you? Bring students together at gathering place and. Direct students to find a pyramid buddy and discuss what being an author means to them. Have the students share with the class what being an author means to their buddy. Record student suggestions on the anchor chart from Lesson 1 under the heading Author. Review that an author writes the words for a story. Read aloud The Earth and I. Ask the students: Why do you think Frank Asch wrote this story? Explain to the students that they will interview another student to find out what that student thinks the author's purpose was for writing The Earth and I. Inform the students that they will need to be able to explain their buddy's comments to other students in the class. After student interviews are complete, students will	Opening Question: After reading The Three R's ~ Reuse, Reduce, Recycle: ask the students: Why do you think Nuria Roca wrote this story? Direct students to find a pyramid buddy and discuss what Nuria Roca's purpose was to write this story (to persuade). Have the students share with the class what their buddy thinks are the characteristics from the text that showed the author's purpose was to persuade. Record student suggestions on the Author's Purpose Chart that is divided into three columns for **PIE** (**P**ersuade, **I**nform, and **E**ntertain). After student input, write under the column heading **P**ersuade ~ to convince the reader of a certain point of view. What do you think Rosa Curto was trying to say with her illustrations? Direct students to find a pyramid buddy and discuss what the illustrator's purpose was for this story. Have the students share with the class what their	Opening Question: After reading I Can Save the Earth, ask the students: Why do you think Alison Inches wrote this story? Direct students to find a pyramid buddy and discuss what Alison Inches' purpose was to write this story (to inform). Have the students share with the class what their buddy thinks are the characteristics from the text that showed the author's purpose was to inform. Record student suggestions on the Author's Purpose Chart that is divided into three columns for **PIE** (**P**ersuade, **I**nform, and **E**ntertain). After student input, write under the column heading **I**nform ~ to teach or give information to the reader. What do you think Viviana Garofoli was trying to say with her illustrations? Direct students to find a pyramid buddy and discuss what the	Opening Question: After rereading The Adventures of a Plastic Bottle, ask the students: Why do you think Alison Inches wrote this story?? Direct students to find a pyramid buddy and discuss what Alison Inches' purpose was to write this story (to entertain). Have the students share with the class what their buddy thinks are the characteristics from the text that showed the author's purpose was to entertain. Record student suggestions on the Author's Purpose Chart that is divided into three columns for **PIE** (**P**ersuade, **I**nform, and **E**ntertain). After student input, write under the column heading **E**ntertain ~ to hold the attention of the reader through enjoyment. What do you think Pete Whitehead was trying to say with his illustrations? Direct students to find a pyramid buddy and

	important job of doing both. Show the students a Dr. Suess book and how to locate his name as the author and illustrator on the cover and title page of the book. Divide the students into groups and supply groups with book baskets. Tell them to locate Dr. Suess' name as the author and illustrator of the books in their book box. Tell the students that you have some more books to share with them. Display a variety of Laura Numeroff books for the students to analyze. Direct students to find a pyramid buddy and discuss who wrote these stories. Explain to the students that Laura Numeroff is the author of these books as she wrote the words to the story, but that Felicia Bond illustrated the books because she drew the pictures for the stories.	present their findings from the interviews to the class. Post student suggestions on anchor chart from Lesson 1 under the heading Author. Introduce poster What's the Author's Purpose? It's as easy as **PIE** (**P**ersuade ~ to convince the reader of a certain point of view, **I**nform ~ to teach or give information to the reader, and **E**ntertain ~ to hold the attention of the reader through enjoyment). Direct students to find a pyramid buddy and use the **PIE** poster to discuss what Frank Asch's purpose was for writing <u>The Earth and I</u>. Opening Question: What does being an illustrator mean to you? Review <u>The Earth and I.</u> Ask the students: What do you think Frank Asch was trying to say with his illustrations? Direct students to find a pyramid buddy and discuss what being an illustrator means to them. Have the students share with the class what being an illustrator means to their buddy. Record	buddy thinks is the illustrator's purpose for this story. Record student suggestions on the anchor chart from Lesson 1 under the heading Illustrator. Inform students that during guided reading that they will be identifying the author and illustrator, as well as analyzing texts for the author's purpose (**P**ersuade).	illustrator's purpose was for this story. Have the students share with the class what their buddy thinks is the illustrator's purpose for this story. Record student suggestions on the anchor chart from Lesson 1 under the heading Illustrator. Inform students that during guided reading that they will be identifying the author and illustrator, as well as analyzing texts for the author's purpose (**I**nform).	discuss what the illustrator's purpose was for this story. Have the students share with the class what their buddy thinks is the illustrator's purpose for this story. Record student suggestions on the anchor chart from Lesson 1 under the heading Illustrator. Inform students that during guided reading that they will be identifying the author and illustrator, as well as analyzing texts for the author's purpose (**E**ntertain). Explain to the students at the end of the unit, they will post a comment on the Author's and Illustrator's Purpose Blog. Explain they will read or listen to a story online at the TumbleBook Library. When they are done reading or listening to the story, they will label the author and illustrator of their story, as well as the author's and illustrator's purpose for their story and supply supporting evidence for their recommendation. Supply the students with

	Divide the students into groups and supply groups with book baskets. Tell them to locate the author's and illustrator's name for the books in their book box. Inform the students that when they are done, they will teach the class how to locate the author's and illustrator's name on the books in their book baskets.	student suggestions on the anchor chart from Lesson 1 under the heading Illustrator. Review that an illustrator draws the pictures for a story. Divide the students into groups and supply groups with book baskets. Tell them to identify the author's and illustrator's purpose for the books in their book box. Inform the students that when they are done, they will teach the class how to identify the author's and illustrator's purpose for the books in their book baskets.			the Author's and Illustrator's Purpose Rubric to reflect on their blog entry. Explain and review the Author's and Illustrator's Purpose Rubric with the class using blog comment examples for reference.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students will work together in groups to analyze books for the author's and illustrator's name. After they are done, each student will choose a book from the book basket to teach the class about the author and illustrator. Students will Mix (rotate around the room), Match (find a buddy and teach them about the author and illustrator of their book), and Freeze (stand back to back when finished). Students will repeat Mix, Match, and Freeze two more times, giving the students a few more opportunities to orally explain how to locate the author and illustrator of their chosen book.	Students will work together in groups to analyze books for the author's and illustrator's purpose. After they are done, each student will choose a book from the book basket to teach the class about the author's and illustrator's purpose. Students will Mix (rotate around the room), Match (find a buddy and teach them about the author's and illustrator's purpose of their book), and Freeze (stand back to back when finished).	Students will reconvene in their guided reading groups and resume analyzing texts for the author's purpose (**P**ersuade), including identifying the author's and illustrator's name.	Students will reconvene in their guided reading groups and resume analyzing texts for the author's purpose (**I**nform), including the main purpose of the text, what the author wants to answer, explain, or describe.	Students will reconvene in their guided reading groups and resume analyzing texts for the author's purpose (**E**ntertain), including the main purpose of the text, what the author wants to answer, explain, or describe. At the end of the unit, students will post a comment on the Author's and Illustrator's Purpose Blog. They will read or listen to a story online at the TumbleBook Library. When they are done reading or listening to the story, they will label the author and illustrator of their story, as well as the author's and illustrator's purpose for their story and supply supporting evidence for their recommendation. Students will use the Author's Purpose Rubric to reflect on their blog entry.

Point of View Blog

Instructions:

1. Find an appropriate book at the TumbleBook Library online: www.**tumblebooks**.com/**library**/

2. You will write a blog online describing these points of the story you listened to or read:
    a. The name of the author and illustrator
    b. Identify the author's purpose and explain it to the readers
    c. Explain what purpose you thought the illustrator had when drawing the illustrations for the story
    d. Make sure you support your thoughts with examples and details
    e. Use correct grammar and spelling

3. Using the rubric, give yourself a grade based on the blog you wrote.

Summative Assessment

The summative assessment consists of a completed blog entry. Students will be assessed individually. Each blog comment will be assessed on the student's ability to identify the author and illustrator; as well as the author's and illustrator's purpose using supporting evidence. Neatness, quality, and effort will also be used to assess the blog entry.

Author's and Illustrator's Purpose Rubric					
Criteria	**Expert (4)**	**Practitioner (3)**	**Apprentice (2)**	**Novice (1)**	**Score**
Identifying the Author and Illustrator	Can explain in detail how to locate and identify the author and illustrator of the book.	Independently can explain how to locate and identify the author and illustrator of the book.	With support can explain how to locate and identify the author and illustrator of the book.	With support can explain how to locate and identify <u>either</u> the author <u>or</u> the illustrator of the book.	
Identifying the Different types of Author's Purpose	Can explain in detail the different types of author's purpose and teach them to others.	Independently can match most titles to the most reasonable author's purpose.	With support can match most titles to the most reasonable author's purpose.	With support can match some titles to the most reasonable author's purpose.	
Illustrator's Purpose Determined	Shows a thorough understanding of the illustrator's purpose.	Shows a good understanding of the illustrator's purpose.	Shows a partial understanding of the illustrator's purpose.	Does not seem to understand the illustrator's purpose.	
Supporting Details for Author and Illustrator Purpose in the Story	Explanation is clearly explained and includes excellent supporting details.	Explanation is explained and includes good supporting details.	Explanation is explained and includes few or no supporting details.	Explanation is questionable and has no supporting details.	
Grammar/ Mechanics	Flawless use of grammar, spelling, and punctuation. Excellent use of linking words and phrases.	Appropriate use of grammar, spelling and punctuation. Good use of linking words and phrases.	Errors in grammar, spelling, and/or punctuation. Some use of linking words and phrases.	Errors in grammar, spelling, and punctuation that inhibit understanding. No use of linking words and phrases.	
Name	**Total Score**				