Grade Level	Content Area	Unit Title
1st Grade	Reading Standards for Informational Text: Craft and Structure	What is the Author's Purpose? ~ Cross curricular with the unit Objects in the Sky

Length of Unit	Time of Year Taught	Expected Prior Knowledge
7 Days	2nd 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 research using 21st Century skills.

Unit Description

This mini-unit is part of an interdisciplinary unit of study on Objects in the Sky, reaching Language Arts, Science, and Technology standards. This unit of study focuses on understanding the solar system and the universe, providing the foundation for students to develop an understanding of the Earth. its history, composition, and formative process. The solar system and the universe are interesting and relevant to this population of students, as studying Earth from a historical and current time frame enables them to make informed decisions about issues affecting the planet they live on. Through book studies, research, documentation of observational notes, and student collaboration, students will distinguish between information provided by pictures or other illustrations and information provided by the words 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 distinguish between information provided by pictures or other illustrations and information provided by the words in a text; 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.*	Earth and Sky I Love Our Earth Don't Throw that Away Little Big Box of Planets First Graders from Mars Series

	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/ Photographer's Purpose Blog Author's and Illustrator's/Photographer's Purpose Rubric

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Opening Question: What does being an illustrator or photographer mean to you? Bring students together at the gathering place. Tell the students that you have some books to share with them. Display Earth and Sky and I Love Our Earth. Explain to the students that illustrators and photographers use illustrations or pictures to share information with the reader. Create an anchor chart/T chart that has Author on one side and Illustrator/ Photographer on the other. Under the heading Illustrator/ Photographer write: draws or takes the pictures for the stories. Read the pictures from Earth and Sky and I Love Our Earth out loud to the class, modeling how to distinguish what kind of information the illustrator or	Opening Question: What does being an author mean to you? Bring students together at gathering place. 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. Under the heading Author, write: writes the words for the story. Reread aloud Earth and Sky and I Love Our Earth. Ask the students: Why do you think the authors wrote these stories? Explain to the students that they will interview another student to find out what that student thinks the authors' purpose was for writing Earth and Sky and I Love Our Earth. Inform the students that they will need to be able to explain their buddy's comments to other	Opening Question: After reading Don't Throw that Away: ask the students: Why do you think Lara Bergen wrote this story? Direct students to find a pyramid buddy and discuss what Lara Bergen'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 Betsy Snyder 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 buddy thinks is the illustrator's purpose for this story. Record student suggestions on the anchor chart from Lesson 1 under the	Opening Question: After reading and reviewing a few of the books from the Little Big Box of Planets, ask the students: Why do you think Christine Taylor-Butler and Melanie Chrismer wrote these stories? Direct students to find a pyramid buddy and discuss what Christine Taylor-Butler's and Melanie Chrismer's purpose was to write these stories (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 the	Opening Question: After reading from the series First Graders from Mars, ask the students: Why do you think Shana Corey wrote this story? Direct students to find a pyramid buddy and discuss what Shana Corey s' 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 Mark Teague was trying to say with his 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 buddy thinks is the illustrator's purpose for this story. Record student suggestions

	photographer is trying to teach us with their pictures. Divide the students into groups and supply groups with book baskets. Tell them to analyze the books in their book box and discuss what kind of information the illustrator or photographer is trying to teach us through the pictures. Inform the students that when they are done, they will explain to another student the information they think is being taught to them through the illustrations or photographs in the pictures from the books in their book baskets.	students in the class. After student interviews are complete, students will 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 the authors' purpose was for writing <u>Earth and Sky</u> and <u>I Love Our Earth</u>. Divide the students into groups and supply groups with book baskets. Tell them to analyze the books in their book box and discuss what kind of information the author is trying to teach us through the words. Inform the students that	heading Illustrator/ Photographer. Inform students that during guided reading that they will be analyzing texts for the author's purpose (**P**ersuade), as well as distinguishing between the information provided by the pictures or other illustrations and information provided by the words in the text.	photographers were trying to say with their photographs? Direct students to find a pyramid buddy and discuss what the photographer's purpose was for this story. Have the students share with the class what their buddy thinks is the photographer's purpose for this story. Record student suggestions on the anchor chart from Lesson 1 under the heading Illustrator/ Photographer. Inform students that during guided reading that they will be analyzing texts for the author's purpose (**I**nform), as well as distinguishing between the information provided by the pictures or other illustrations and information provided by the words in the text.	on the anchor chart from Lesson 1 under the heading Illustrator/ Photographer. Inform students that during guided reading that they will be analyzing texts for the author's purpose (**E**ntertain), as well as distinguishing between the information provided by the pictures or other illustrations and information provided by the words in the text. Explain to the students at the end of the unit, they will post a comment on the Author's and Illustrator's/ Photographer'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 explain the author's and illustrators/photographer's purpose for their story and supply supporting evidence for their recommendation. Supply the students with the Author's and Illustrator's/ Photographer's Purpose Rubric to reflect on their blog entry. Explain and review the Author's and Illustrator's/ Photographer's Purpose Rubric with the class using blog comment examples for reference.

		when they are done, they will explain to another student the information they think is being taught to them through the words in the books from their book baskets.			

	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 illustrator's and photographer's purpose. After they are done, each student will choose a book from the book basket and explain to another student the information they think is being taught to them through the illustrations or photographs in their book. Students will Mix (rotate around the room), Match (find a buddy and teach them about the information the illustrator or photographer is trying to teach them from the pictures in their book), and Freeze (stand back to back when finished). Students will repeat	Students will work together in groups to analyze books for the author's purpose. After they are done, each student will choose a book from the book basket and explain to another student the information they think is being taught to them through the words from their book. Students will Mix (rotate around the room), Match (find a buddy and teach them about the information the author is trying to teach them from the words in 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 the information they think is being taught to them through the words from their chosen book.	Students will reconvene in their guided reading groups and resume analyzing texts for the author's purpose (**I**nform), as well as distinguishing between the information provided by the pictures or other illustrations and information provided by the words in the text.	Students will reconvene in their guided reading groups and resume analyzing texts for the author's purpose (**I**nform), as well as distinguishing between the information provided by the pictures or other illustrations and information provided by the words in the text.	Students will reconvene in their guided reading groups and resume analyzing texts for the author's purpose (**E**ntertain), as well as distinguishing between the information provided by the pictures or other illustrations and information provided by the words in the text. At the end of the unit, students will post a comment on the Author's and Illustrator's/ Photographer'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 explain the author's and illustrators/ photographer's purpose for their story and supply supporting evidence for their recommendation. Supply the students with the Author's and Illustrator's/ Photographer's Purpose Rubric to reflect on their blog entry.

	Mix, Match, and Freeze two more times, giving the students a few more opportunities to orally explain the information they think is being taught to them through the illustrations or photographs in their chosen book.				

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. Explain in detail how to distinguish between the information provided by the words and the pictures.
    b. Explain in detail the different types of author's purpose and teach them to others.
    c. Discuss the purpose of the illustrator and what is so important about the pictures they drew.
    d. Support all of your ideas with excellent supporting ideas.
    e. Use of correct grammar and link your phrases together.

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 distinguish between information provided by pictures or other illustrations and information provided by the words in a text; 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/Photographer's Purpose Rubric					
Criteria	**Expert (4)**	**Practitioner (3)**	**Apprentice (2)**	**Novice (1)**	**Score**
Distinguishing Between the Information Provided by the Author and Illustrator	Can explain in detail how to distinguish between the information provided by the words and the pictures.	Independently can explain how distinguish between the information provided by the words and the pictures.	With support can explain how to distinguish between the information provided by the words and the pictures.	With support can explain the information provided by either the words or the pictures.	
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**				