Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Kindergarten	Reading		Identifying author and illustrator

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days- 40-60 minutes/day	1st Quarter	Reading Standards for informational text: Craft and Structure: RI.K.4. With prompting and support, ask and answer questions about unknown words in a text RI.K.5. Identify the front cover, back cover, and title page of a book

Unit Description: The unit focuses on students identifying the author and illustrator in guided reading groups. The teacher begins by modeling and guiding the process of finding the author and illustrator. Later in the unit the students do "mini book reviews" that includes information on author and illustrator. The assessment will be done one on one, with students and students will point out the author and illustrator.

Standards: See instructions on page 15.	Reading Standards for Informational Text Craft and Structure K-6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	One- on-one with teacher, students will name the author of three familiar books. Students will name the illustrator of three familiar books. Students will orally define author and illustrator. The assessment will use the following books: Maria Goes to School, Carlos Counts Kittens, and Paint it Purple.
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.*	Student will receive one point each time they correctly name the author and one point each time they correctly name the illustrator. They will name the author and illustrator for 3 books (6 points total). The will receive two points for the correct definition of an author and two points for the correct definition of an illustrator (4 points total). For mastery, students must receive 7 out of 10 points which is 70%.
Materials/Resources Needed *Include all items for the entire unit.*	Books (Reading A-Z), Plants by Katalina Page, The Ocean by Katalina Page, Maria Goes to School, Carlos Counts Kittens, and Paint it Purple. pencils

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Small group guided reading time with teacher Objective: Students will identify the author and define the role of author in a book. Anticipatory Set: Hold up a book that students have read before. Students give a thumbs up if you can tell me what the book is about. Instructional input/Modeling: Show book Plants by Katalina Page Point to Author's name. Discuss and explain "author" as the person who has the ideas and writes them down. Allow students to re read book. Discuss what ideas the author is trying present. This author is trying to inform or tell us about plants. Guided Practice: Show several books that have pictures and bios of authors. Together show common locations on books where the author's name is listed and the occasional use of "by".	Small group guided reading time with teacher Objective: Students will identify the illustrator and define the role of illustrator in a book. Anticipatory Set: Review "author" from previous lesson. Read a page of text from book and ask students what is missing from your read aloud? The pictures! Instructional input/Modeling Refer to Katalina Page as the author of the book, The Ocean - but ask if they know who drew the pictures? Nora Voutes drew the picture. The person who draws the pictures to match the words in a book is called the illustrator. The illustrators name is often just below the author's on the front cover of a book. Guided Practice: Show several books that have pictures and bios of illustrators. Discuss/show common	Small group guided reading time with teacher Objective: Students will identify the author and illustrator of a book. Students will define the role of author and illustrator. Anticipatory Set: Show a book that is written by my favorite author. Do you have a favorite author? Instructional input/Modeling: Explain that now that we know what an author and illustrator are and what the purpose of each is (review). We now want to practice being authors and illustrators with a purpose. Point out that in science we have learned a lot about animals and what they need to live. We will write to inform just like authors do. Model writing: Animals need food to live. Model illustrating to match my text.	Small group guided reading time with teacher Objective: Students will identify the author and illustrator of a book. Students will define the role of author and illustrator. Anticipatory Set: Show a book that is illustrated by my favorite illustrator. Do you have a favorite illustrator? Instructional input/Modeling: Explain that today I am I book reviewer. My job is to read a book and to tell others what the book is about and what the author's purpose is for writing. Display a pictograph outline for presenting; *Show Author's name (read with help) *show Illustrator's name (read with help) *Tell what book is about *What was the author's purpose for writing this? The author wrote this book to tell about… * What was the Illustrator's purpose? The illustrator wrote	Small group guided reading time with teacher Objective: Students will identify the author and illustrator of a book. Students will define the role of author and illustrator. Anticipatory Set: When I say a true statement about authors and illustrator and their roles give a thumbs up. Give statements about authors and illustrators. Instructional input/Modeling: Review book reviewer activity from day 4. Teacher will conference with students one on one to assess mastery. Questions asked will be: What is an author? What is an illustrator? Show 3 books and ask students to point out author and illustrator on each one.

	Independent Practice: Students will point to the author's name on the cover on various books. Closure: Teacher will give several definitions of author. Students will do thumbs up for true and thumbs down for false. (an author is…. 1.A person who draws the pictures in a book. 2. The person who has the ideas for and writes their ideas down in a book. 3. A person who shoots arrows.)	locations on books where the illustrator's name is listed and the occasional use of "illustrated by". Independent Practice: Students will point to the illustrator's name on the cover. Closure: Teacher will give several definitions of illustrator. Students will do thumbs up for true and thumbs down for false.	Guided Practice: Show writing pattern. Animals need __ to live. List words that could go in the blank. Students will write on their white board. Ask students to draw an illustration to match on white boards. Independent Practice: Brainstorm sentences to inform based on animals. Each student will write a sentence in journal. Draw illustration to match Closure: Students share writing and illustrations.	drew these pictures to tell about the topic. Model this process Guided Practice: Pairs of students go through this process under teacher guidance. Independent Practice: Each student prepares a book review to share with class. Closure. Students share book reviews.	

	Lesson 1	**Lesson 2**	**Lesson 3**	Lesson 4	**Lesson 5**
Student Activities and Timeline	Students give a thumbs up if you can tell me what the book is about. Students discuss and explain Plants by Katalina Page as the "author" as the person who has the ideas and writes them down. Students re read book. Students show common locations on books where the author's name is listed and the occasional use of "by". Students will point to the author's name on the cover on various books. Students will do thumbs up for true and thumbs down for false. (an author is…. 1.A person who draws the pictures in a book. 2. The person who has the ideas for and writes their ideas down in a book. 3. A person who shoots arrows.)	Ask students what is missing from a text without showing them the pictures. Students discuss common locations on books where the illustrator's name is listed and the occasional use of "illustrated by". Students will point to the illustrator's name on the cover. Students will do thumbs up for true and thumbs down for false for definitions of illustrators.	Students discuss: do you have a favorite author? Students fill in the blank: Animals need __ to live. List words that could go in the blank. Students will write on their white board. Students draw an illustration to match on white boards. Students brainstorm sentences to inform based on animals. Each student will write a sentence in journal. Students draw illustration to match. Students share writing and illustrations.	Students discuss: Do you have a favorite illustrator? Students review parts of a book review: *Show Author's name (read with help) *show Illustrator's name (read with help) *Tell what book is about *What was the author's purpose for writing this? The author wrote this book to tell about… * What was the Illustrator's purpose? With a partner, students go through this process under teacher guidance. Students prepare a book review to share with class. Students share book reviews.	Students give a thumbs up about authors and illustrator and their roles. Give statements about authors and illustrators. Students review book reviewer activity from day 4. Students meet one on one with the teacher to assess for mastery.

Author and Illustrator Rubric

Author Definition:_____ (answer – author is the person who has the ideas and writes them down.)
Illustrator Definition: _____ (answer- illustrator is the person who draws the pictures to match the words in a book)
Maria Goes to School: Author_____ Illustrator_____
Carlos Counts Kittens: Author_____ Illustrator_____
Paint it Purple: Author_____ Illustrator_____

Score_____/10

Rubric:

Each author is worth one point and each illustrator is worth one point for a total of 6 points for the three books. The correct definition for author is worth two points and the correct definition for illustrator is worth two points, incorrect or incomplete answers are worth zero, for a total of four points. Seven out of 10 is the minimum needed for mastery.

Number correct:	Percent:	
0-4	0% -49%	Falls Far Below
5-6	50%-69%	Approaches
7-10	70%-100%	Meets Mastery Level