Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade KG	**English Language Arts-Reading**		What are the Roles of the Author and Illustrator?

Length of Unit	Time of Year Taught	Expected Prior Knowledge
4 Days	2nd Quarter	Students will be able to recognize letters and understand that letters make up words. Students will demonstrate an understanding of the front and back of books.

Unit Description – Students will learn to name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Standards: Common Core **Strand:** Reading Standards for Informational Text **Cluster**: Craft and Structure **Standard**: #6	**Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts:** Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. **Standard**: #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.*	Summative Assessment: The teacher will complete a one-on-one verbal assessment with each child, using a teacher scribe sheet. Students will be asked a series of questions on naming the author and illustrator of a text and defining the role of each in a text. The teacher will score the answers. Assessment attached.
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.*	Total assessment is worth 10 points: • Questions 1 through 4 have a value of 2 points each; • Questions 5 and 6 have a 1 point value each. Mastery is represented by "Good" (or higher) on the scoring rubric and is achieved by scoring 8 out of 10 on the questions (mastery level is 80%) on the Title, Author, Illustrator prompt. Scoring rubric attached.
Materials/Resources Needed *Include all items for the entire unit.*	Houghton Mifflin Harcourt Journeys text (TE and student edition), Big Books; How do Dinosaurs Go to School, Please, Puppy, Please, Pizza at Sally's pencils, erasers and crayons. Concentration game cards, a copy of a book cover, How do Dinosaurs Go to School, which includes the author, title and illustrator, a class chart illustrating in words and pictures "author, Illustrator and title."Page reader projector.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	In a whole group setting the teacher will display the Big Book, How Do Dinosaurs Go to School. The teacher will read aloud the title, author and illustrator of the book. The teacher will review with the class the front and back of the book.. The teacher will ask the definition of "title" of a book, story etc. After listening to responses, the teacher will explain that the title of a story, book, movie, etc. is its name. The teacher will ask if the title helps the reader in any way. Then the teacher will explain that the title usually gives the reader a clue as to what the story is about. The teacher will ask if anyone knows the job of an author. After listening to responses, the teacher will explain that the author is the person or persons who writes the story. The teacher will ask if anyone knows the job of an illustrator. After listening to responses, the teacher will explain that the illustrator is the person who draws the pictures that go with the story. The teacher will show the whole class a chart with three pictures and three corresponding words ("Title" with a picture of Books with titles	In a whole group setting the teacher will display the Word/Picture Chart depicting the "author/writer", "illustrator" and "title." The teacher will review each word, its meaning and its corresponding picture. Next the teacher will display the Big Book Please, Puppy Please. The teacher will review the vocabulary words, "title," "author," and "illustrator," with the students. The teacher will ask the students to point out the title, author and illustrator of Please, Puppy, Please. The teacher will ask the students how we know the title verses the author and illustrator. The teacher will explain that the title is often written in large print and at the top or the middle of the cover. The teacher will also point out that the author and illustrators' names are often near the bottom of the cover and with smaller print than the title. The teacher will review that the title and the pictures give the reader an idea about the story. Students make predictions about the story. The teacher charts the responses using different colored pens as a way for the students to	In a whole class setting the teacher will display the Word/Picture Chart depicting the "author, "illustrator" and "title." The teacher will review each word, its meaning and its corresponding picture. The teacher will ask students to point out the picture that corresponds with the works. Next the teacher will display How Dinosaurs Go to School and Please, Puppy, Please. The teacher will review the titles, authors and illustrators of each book. The teacher will ask the students to explain the job of the illustrator and the author. The teacher will review the titles of the books and ask the students to explain the role of the title. Does the title explain something to the reader? Next the teacher will display Pizza at Sally's The teacher will ask the students if they can point out the title, author and illustrator of the story. The teacher will ask the students to make predictions about the story and chart all responses in different colored markers as a way for the children to differentiate each prediction. Next the teacher will read the story and the students will compare the	In a whole class setting, the teacher will review the Word/Picture Chart depicting the "author," "illustrator" and "title." Students will be asked to point out each word and corresponding picture. The teacher will review the role of the illustrator and author and the purpose of the title. The teacher will display the several class books and verify that the students can point out the author, illustrator and the title.	

	prominently displayed, "Author" with a corresponding picture of a person writing and "illustrator" with a corresponding picture of a person coloring). The teacher will point out the spelling of each word focusing on the beginning letters and show how the pictures on the chart correspond with the words. Before reading the story, the teacher will ask the students to make predictions about what will happen in the story based on the pictures and title. Each prediction will be written on a chart using different colors as a way for students to visually differentiate between them. The teacher will accept all predictions and ask questions like "Why do you think that?" or "Tell me more about why you said that." The teacher will read the story and check predictions for accuracy and discuss how the predictions might have been different from what actually happened. The teacher will review the vocabulary words "title," "author" and "illustrator," by asking the students to describe and define each one.	visualize the differences in responses. The teacher will read the story. The teacher will review the predictions and compare them to the actual events in the story. The teacher will review the vocabulary words, "title," "author" and "illustrator" and ask if the title and pictures help tell the story.	predictions to the actual story. The teacher will review the vocabulary words; title, author and illustrator with the students. The teacher will review the illustrations from Pizza at Sally's with the students and ask the students to decide if the illustrations helped clarify the story and if so how were they helpful. The teacher will ask if the title provided any clues about the story.		

Student Activities	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
	The teacher will hand out Appendix A. The teacher will point out that there are three pictures on the page; a person writing, person drawing/painting and a stack of books (titles clearly written) and three words (Teacher reads and points to the words Title, Illustrator and Author). The teacher will have the students point to the first word while the teacher reads the word again. (The teacher walks around the room to verify that each student is pointing to the correct word) The students are asked to draw a line from the word "title" to the picture that shows the title of books. Next the teacher will read the word "illustrator" and the students point to the word, (The teacher walks around the room to verify that each student is pointing to the correct word) then the students are asked to draw a line from the word "illustrator" to the picture that represents someone drawing. Finally the teacher will read the word "author" and the students point to the word "author." (The teacher walks around the room to verify that each student is	The teacher will hand out a copy of the cover (the words on the cover are written in bubble form) of Please, Puppy, Please. The students will also be given crayons. The teacher will have the students point to the title (the teacher will walk around to verify that all students are pointing to the correct words) The teacher will ask the student to color the letters of the title purple. Then the teacher will ask the students to point to the name of the author (The teacher will walk around the room to ensure that each student is pointing to the name of the author) The teacher will ask the students to explain the job of the author. After the teacher will ask the students to color the letters of the author green. Then the teacher will instruct the students to point to the name of the illustrator (The teacher will walk around the room to ensure that each student is pointing to the name of the illustrator). The teacher will ask the students to explain the role of the illustrator. The teacher will then instruct the students to color the name of the illustrator blue.	The teacher will explain that the students are going to play a game called Concentration. The Teacher will show the student 6 playing cards. One card has a picture of a person writing, one card has the word "author" written on it, one card will have a picture of a person coloring on it, one card will have the word "illustrator" written on it, one card will have a picture of a book with the title prominently displayed and one card will have the word "title" written on it. (Picture cards will be printed on white paper and words cards will be printed on yellow paper) The teacher will demonstrate that each picture card has a corresponding word card. Next the teacher will explain that the students will work in pairs to play the game. Students are to place all of the cards face down and mix them around on the table or rug. Then the first student will turn over a yellow "word" card. Then the student will turn over a white card and determine if he/she has found the corresponding "picture" card. Next the student's partner will do the same.	In a one-on-one setting the teacher will show each student Lola, the Muddy Dog. The teacher will use a check off sheet verify that each student can point out the title, author and illustrator and explain the role of each The assessment will have a total value of 10 points with 80% equaling mastery.	

	pointing to the correct word). Then the students are asked to draw a line to the picture that represents someone writing. The teacher will check for accuracy.		The students will continue to play until all of the cards have been picked up. The teacher will walk around the room to monitor the progress of the students and confirm that they are choosing the correct word and corresponding picture cards.		

Kindergarten Assessment: Author, Illustrator and Title

Student's name_____ Date_____

Part One:

Directions: In a one-on-one setting, call each student to the table individually. Write the student's name and the date on the paper. Ask each student the following questions and record each answer (answers will vary). Allow the child to respond and praise if he/she does not need prompting, however if the child doesn't respond, prompt him/her.

1. What does the **author** do?
(If necessary, prompt with: Does the author draw the pictures or write the story?)
Record the response:_____

2. What does the **illustrator** do?
(If necessary, prompt with: Does the illustrator draw the pictures or write the story?)
Record the response:_____

Part Two:

Directions: Show the student the class chart which includes the pictures and words of the following: author, illustrator and title.

3. Point to the picture of a person drawing, ask the student, "what is that person's job?" (write response) _____
(If necessary, prompt with: Is she drawing pictures or writing? If drawing, is she an author or illustrator?)

4.Then point to the picture of the person writing, ask the student, "What is that person's job? (write response) _____
(If necessary, prompt with: Is she drawing pictures or writing? If writing, is she the author or illustrator?)

Part Three:

Directions: Hand the student the book Please, Puppy Please. Ask the student the following and circle "yes" if the student points to the correct answers or "no" if the student points to the incorrect answers.

5. Point to the name of the author: Yes No

6. Point to the name of the illustrator. Yes No

Test Scoring Rubric:

E - Excellent:	Student participates and is engaged, student provides answers with minimal prompting (orally or demonstrating), and correctly demonstrates every answer
G - Good:	Student participates and student provides correct answers with minimal prompting eight out of ten times (orally or demonstrating)
S - Satisfactory:	Student participates and student provides correct answers with prompting seven out of ten times (orally or demonstrating)
I - Improving:	Student has minimal participation and/or correctly answers six out of ten times with prompting
N - Needs Improvement:	Student does not participate and/or answers less than six answers correctly