

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 1/Where in the World is that Author?

Course Code: ELA

COURSE INTRODUCTION: Students in first grade build on skills taught in kindergarten. These skills include reading, writing, listening, and speaking. Although this list is not all-inclusive. Students should have exposure to the following foundational skills: print concepts, phonological awareness, phonics, basic decoding, fluency, and word recognition. Building on these skills, students will advance their literacy understandings. As they continue to grow, students will participate in a wide variety of read-alouds and literacy experiences. These units are designed to incorporate various activities in a wide-range of curricular areas. Students will explore animal diversity by traveling through a variety of biomes. They will expand their knowledge of text features and character traits. Students will also learn to express opinions through writing,

UNIT DESCRIPTION: Building on developing a community of readers, students explore the link between the books they read and listen to and the life of the author of the books. Students compare and contrast themes, analyze text for story elements, and make connections between the author's work and the author's life. They also identify favorite books and support their choices with reasons and details. Using large maps of the United States and the world, students locate where they live and where the authors live. They participate as the teacher calculates the distance between their town and the author's town, and discover a few interesting facts about where the author lives.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the Universal Design for Learning principles are available at www.cast.org.

[Provide Feedback](#)

SUGGESTED UNIT TIMELINE: approximately 5 weeks

CLASS PERIOD (min.): 90 minutes daily

ESSENTIAL QUESTIONS:

1. How does knowing about an author's life help me understand the author's books?

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2. What is theme?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CROSSWALK TO STANDARDS					
	CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK	
1. The student will answer questions about characters, setting, problem and solution, using details from the text.	R.2.C.1.a R.2.C.1.e	1.5 1.6 3.1 3.5 2.4	RL.1.1 RL.1.6 SL.1.1.a SL.1.1.b SL.1.1.c SL.1.2 SL.1.3		3	
2. The student will retell a story using key details to draw conclusions about the theme of a story.	R.1.H.1.e	1.5 1.6 3.5	RL.1.2		3	
3. The student will identify new and interesting words and phrases from the texts.	R.1.E.1.c	1.5 1.6	RL.1.4 L.1.4.a L.1.4.b		2	

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				L.1.4.c L.1.5.b L.1.5.c L.1.5.d		
4. The student will answer questions about the author's life.		R.3.C.1.c	1.5 1.6 3.5	RI.1.1 W.1.7 W.1.8		2
5. The student will infer reasons and cite evidence from the author's life why the author writes about the topics he/she does.		R.1.H.1.a	1.5 1.6 3.5	W.1.7		3
6. The student will locate where the author lives on a large map, using Missouri as a starting point and create a chart of distances to compare how far the authors live from Missouri.			1.5 1.4 1.6	W.1.8		2
7. The student will generate a list of facts about where the author of the book study lives.		W.3.A.1.a L.1.A.1.b	1.8 2.1 1.5 1.7 2.7 1.6	W.1.8 SL.1.2		3

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			1.10			
8. The student will identify similarities and differences between how two authors write (e.g., story elements, theme, illustrations, etc.)		R.1.H.1.e	1.5 1.6 3.5	W.1.7 RL.1.7 RL.1.5		3
9. The student will identify a favorite book from the Author Study and create a “quilt piece” that illustrates the favorite part of that book.		W.2.B.1	2.1	RL.1.7 W.1.8		2
10. The student will read prose, poetry, and informational text appropriate for Grade 1.		R.1.C.1 R.1.D.1.b R.1.E.1.c R.1.F.1.a R.1.G.1.b R.1.H.1.e R.1.I.1.a	1.5 1.6 3.5 1.9 3.1 3.5 2.4	RL.1.10 RI.1.10 RF.1.1 RF.1.2.a RF.1.2.b RF.1.2.c RF.1.2.d		3

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		<p>R.2.A.1.b</p> <p>R.2.B.1</p> <p>R.2.C.1.c</p> <p>R.3.A.1</p> <p>R.3.B.1</p> <p>R.3.C.1.b</p> <p>R.3.D.1</p>		<p>RF.1.3.a</p> <p>RF.1.3.b</p> <p>RF.1.3.c</p> <p>RF.1.3.d</p> <p>RF.1.3.e</p> <p>RF.1.3.f</p> <p>RF.1.3.g</p> <p>RF.1.4.a</p> <p>RF.1.4.b</p> <p>RF.1.4.c</p>		
11. Demonstrate the command of the conventions of standard English, punctuation, and spelling when writing to respond to reading.		W.2.E.1.c	2.2	<p>L.1.2.a</p> <p>L.1.2.b</p> <p>L.1.2.c</p> <p>L.1.2.d</p> <p>L.1.2.e</p>		1
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Author Study Single Book Analysis Formative Assessment: This assessment looks at how well students can identify story elements, infer theme, and identify the problem and solution. (Objectives 1, 2, 3) (DOK 3)</p> <p>(See Formative Assessment 1_Author Study Single Book Assessment)</p> <p>Scoring Guide for Inferring Formative Assessment: Throughout the unit, students will be asked to infer. This rubric can be used for formative assessment, as well as a roadmap for progress. (Objectives 2, 8) (DOK 3)</p> <p>(See Formative Assessment 2_Inferring Rubric)</p>						

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Author Study Summative Assessment: This assesses what students learned during the unit about the themes the authors wrote about, the types of characters the author wrote about, and what was learned about the author's life. (Objectives 1, 2, 3, 4, 5,) (DOK 3)

(See **Summative Assessment_Original**)

***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

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Obj. 1	<p>1. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <p style="text-align: center;">AUTHOR STUDY ANCHOR CHART (LITERARY TEXT)</p> <p>1. Activate schema: Build on prior knowledge: Ask students to think about a Read Aloud you recently did with them. Have the students identify the story elements from the text you used and who is telling the story.</p> <p>2. Introduce the Author Study Anchor Chart and explain that during the next several weeks they will be participating in a study of four authors and their books. During the study, they will work together to fill out the chart. (The Author Study Anchor Chart should be large enough to allow discussion about several of the author’s books and will be part of each day’s Read Aloud.) An example of a possible Author Study Anchor Chart is in the Print Resources section of this unit)</p> <p>3. Begin the study with a brief biography and picture of the author. The author’s picture and biography can be placed at the top of the Author Study Anchor Chart to help students understand the author was or is a real person. A more in-depth look at the author can take place after the students have enjoyed and discussed a couple of the books.</p> <p>(See Instructional Strategy 1_Author Study Anchor Chart)</p> <p>4. As you read each book in this unit, continue to fill in the chart. Provide the necessary Mini-lessons needed for students to understand the various story elements. (See Learning Objectives 2 & 3) Give students more and more responsibility for filling in the chart by having students work with a partner to identify and explain orally each of the story elements on the chart before you add the information. Because the discussion of the books drives the study, model what good discussion looks like and sounds like. Assess for understanding by having students fill in individual author study charts independently. Formative assessments might be given at the beginning, middle and end of the unit to assess growth. Daily work might include having students respond to a prompt in their reading response journals.</p> <p>5. As the author study progresses, make the author’s books available for students to look at and read during Reading Workshop or independent reading time. As you finish each author, have students vote on their favorite book, supporting their choice with reasons.</p>
	<p>6. When several of the author’s books have been analyzed, move the Author Study Anchor Chart and the books to a display area in the room and begin a new chart with a new author.</p>

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Obj. 1	<p>1. INSTRUCTIONAL ACTIVITIES: (What Students Do)</p> <p>1. Listen carefully to the Read Aloud text. Discuss questions and prompts about the selected Read Aloud book with shoulder partners, thinking partners, classmates, etc. Use the Reading Response Journal to respond to teacher prompts.</p> <p>2. With guidance and support at the beginning of the unit, students discuss story elements from the text, filling in the Author Study Anchor Chart as a class activity. Students take on more responsibility for filling in the chart as the unit continues.</p> <p>3. Listen to a class Read Aloud and fill in the individual student Author Study Anchor Chart Assessment independently.</p> <p>(See Instructional Strategy 1_Author Study Anchor Chart)</p>
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<p>Obj. 2</p>	<p>2. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <p style="text-align: center;">USING A GO CHART TO RETELL A STORY AND DRAW CONCLUSIONS ABOUT THEME</p> <p>1. Activate schema: Review an author study book recently read to the students. Have students recall as much information about the book as they can.</p> <p>2. During a Mini-lesson, introduce the GO Chart for retelling a story. Model the retelling using each of the GO Chart features. The triangle represents the beginning of the story and includes the characters, the setting, and the problem. The rectangle strips represent the middle of the story and include 3-4 major events. The circle represents the end of the story and includes the solution and how the story ends.</p> <p>(See Instructional Strategy 2_GO Chart)</p> <p>3. For Guided Practice, hand each student a GO Chart, and have them practice retelling the story with a shoulder partner, thinking partner, etc. As they retell the story, have students touch and turn the chart to guide their retelling.</p> <p>4. After retelling the story, discuss with the students what the theme of the story might be. To guide the discussion about theme, print out the What's the Big Idea activity sheet. Model how to talk about the book using the activity sheet, giving students time to discuss the theme with a partner before calling on someone to share with the class. Be sure to add the theme or big idea to the Author Study Anchor Chart if the theme has not already been listed. A rubric for inferring has been included to guide instruction with theme and inferring connections between what the author writes about and the author's life.</p> <p>(See Instructional Activity 2_What's the Big Idea)</p> <p>5. Continue having students practice using the GO Chart to guide their retelling as the books in the author study are read. Continue to use the What's the Big Idea activity sheet to guide discussion around theme.</p> <p>6. To assess understanding, have students use the Go Chart to retell the story during a Reading Workshop conference time or during Guided Reading or small group reading time.</p>
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Obj. 2	2. INSTRUCTIONAL ACTIVITIES: (What Students Do) 1. Listen carefully to the Read Aloud text. Discuss questions and prompts about the selected Read Aloud book with shoulder partners, thinking partners, classmates, etc. Answer questions about the big idea. 2. With guidance and support at the beginning of the unit, students work with a partner to retell a story from the author study. As the unit progresses, students retell a story independently using a GO Chart. 3. Listen to a class Read Aloud and retell the story during a Reading Workshop conference time or during a Guided Reading group.
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Obj. 3	<p>3. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <p style="text-align: center;">Focus on Vocabulary</p> <p>1. Beginning with the first book of the author study, help students notice the interesting words and phrases the author uses to appeal to the senses or show feeling. One way to help focus students on the vocabulary is to use the reading strategy “Text Talk,” pausing as you read to discuss the vocabulary. Directions for “Text Talk” are in Print Resources.</p> <p>(See Instructional Strategy 3_Text Talk Directions)</p> <p>2. As students identify interesting words and phrases that show feelings or appeal to the senses, write the words on the Author Study Anchor Chart.</p> <p>3. With each book, focus on the language the author uses, varying the vocabulary activities to maintain high interest. Another vocabulary activity might be to use a class Alpha Box to collect the words as you read. A copy of a student Alpha Box is in Print Resources. A class Alpha Box is simply a chart-sized ABC box chart that is used with the Read Aloud to record the interesting words and phrases as you read. When the Read Aloud is finished, go back and record the words on the Author Study Anchor Chart.</p> <p>(See Instructional Activity 3_Alpha Box)</p> <p>4. To assess understanding, have students identify one word or phrase from a Read Aloud they found interesting, write a sentence using the word or phrase, and draw a picture to illustrate the sentence. A student copy of the “Word, Sentence, Illustration” activity sheet is in Print Resources.</p> <p>(See Instructional Activity 3_Word Sentence Illustration)</p>
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Obj. 3	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do)</p> <ol style="list-style-type: none">1. Listen carefully to the Read Aloud text. Discuss questions and prompts about the selected Read Aloud book with shoulder partners, thinking partners, classmates, etc.2. With guidance and support at the beginning of the unit, students identify interesting words and phrases from the author study books, and help their classmates fill in the vocabulary section of the Author Study Anchor Chart.3. Select a book from the author study and fill out the “Word, Sentence, Illustration” activity sheet independently. <p>(See Instructional Activity 3_Word Sentence Illustration)</p>
Obj. 4	<p>4. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <p style="text-align: center;">INTERVIEW THE AUTHOR</p> <ol style="list-style-type: none">1. After a couple of the Author Study books have been read to the students, have the students begin to explore the author’s life. With guidance and support, help students identify questions about the author they would like answered. Mini-lessons on how to ask a good question and how to find information on an author’s site will help students be successful as they look for information about the author. These Mini-lessons could be part of Writing Workshop when students start to explore the first author of the study. An Interview the Author activity sheet is included in Print Resources as a template for a class-sized chart. <p>(See Instructional Activity 4_Interview the Author)</p> <ol style="list-style-type: none">2. Working with the computer teacher, or with the computers in the classroom, help students explore the author’s website. There are many author websites that have books to listen to, games to play, and information about the author’s life. As students explore and find out about the author, have them list interesting information on a recording sheet. Using the Interview the Author questions they created earlier, have students try to find out the answers.3. During Writing Workshop, have students share what they learned from their individual research on the authors’ life and have students help create a list of interesting facts as part of a Shared Writing experience. The Interesting Facts chart becomes part of the Author Study artifacts.4. To assess understanding have students independently list two interesting facts they discovered about the author.

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Obj. 4	<p>4. INSTRUCTIONAL ACTIVITIES: (What Students Do)</p> <ol style="list-style-type: none">1. Work with classmates to develop good questions for researching the author’s life.2. Use the author’s website to find interesting facts and answers to questions. The Interview the Author activity sheet can be used to guide the research. <p>(See Instructional Activity 4_ Interview the Author)</p> <ol style="list-style-type: none">3. Work with classmates to create an Interesting Facts about the Author Class Anchor Chart.4. Independently list two interesting facts they discovered about the author in their reading response journals.
Obj. 5	<p>5. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <p style="text-align: center;">FINDING EVIDENCE OF THE AUTHOR IN HIS WRITING</p> <ol style="list-style-type: none">1. After reading several of the books in the Author Study, explore the connections between the author and what he writes about in his books. Have students think about questions such as, “What does our author write about?” “Why do you think he writes about these things?” Have students turn and talk about what they know about the author’s life.2. During Writing Workshop present a Mini-lesson on Writers Write about Things They Know. Create a T-Chart with the students with one side labeled Things the Author Writes About and the other side labeled Things from the Author’s Life. Model your thinking with Think Alouds as you list a few things the author writes about and connect those things to information from his life. For example, Kevin Henkes has mice as characters in many of his stories. In information about his life, Kevin mentions trying to sketch several animals as characters for his stories and deciding he liked his mouse sketches best.3. Use the Author Study Anchor Chart as you guide students to look at the author’s books. Is there a pattern to what they see? Can they find connections to the author as a person?4. To assess understanding, have students identify one thing the author writes about and connect it to something they know about the author’s life.

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Obj. 5	<p>5. INSTRUCTIONAL ACTIVITIES: (What Students Do)</p> <ol style="list-style-type: none">1. Participate in the research and discussions about the topics and characters the author writes about, the author’s life, and the connections in the stories to the author’s life.2. Work with classmates to help fill out the Things the Author Wrote About/Things from the Author’s Life class chart.3. Identify one thing the author writes about and connect it to something from the author’s life. Students may use the Things the Author Wrote About/Things from the Author’s Life student chart. <p>(See Instructional Activity 5_Things the Author Wrote About Things from the Author’s Life)</p>
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Obj. 6	6. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
Obj. 7	<p style="text-align: center;">WHERE IN THE WORLD IS _____?</p> <ol style="list-style-type: none">1. During Writing Workshop, display a large map of the United States and a large map of the world. Show students where they live and where the author lives. String yarn between the two points. As more authors are studied, put their locations on the map. Calculate distances between where students live and where the authors live using a distance tracker such as MapQuest and share the information with the students.2. Pose the question: “I wonder what life is like in _____?”3. Have students listen for interesting facts about city and town where the author in the author study lives as you read and discuss information about the author’s hometown. This short research project can be as simple as a Google search on the author’s hometown where you and the students discuss and record the interesting things you discover.4. After the information is read, have students help recall interesting facts. List the interesting facts on a chart about the author’s hometown.5. As students share their interesting facts, ask students if they think they can find connections from where the author lives to things in his books.6. To assess understanding have students work with a partner and share three things they learned from the research about the author’s hometown. Listen in as students work and redirect as needed. To wrap-up the lesson, have two or three students share their partner’s thinking.7. Have students return to their seats and generate a list of interesting facts about the author’s hometown independently.8. Repeat this activity with each author studied.

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Obj. 6	6. INSTRUCTIONAL ACTIVITIES: (What Students Do)
Obj. 7	<ol style="list-style-type: none">1. Participate with the class in a short research project to locate on the map and find interesting facts about the author’s hometown.2. Listen carefully for information to add to the Interesting Facts Chart.3. Look for connections between the author’s hometown and events, topics, and characters in the author’s books.4. Identify and share interesting facts about the author’s hometown.5. Generate a list of three interesting facts about the author’s hometown. Students can record their facts in their reading response journals.
Obj. 8	<p>8. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <p style="text-align: center;">COMPARING THE AUTHORS</p> <ol style="list-style-type: none">1. After studying the books and authors of the four authors in the book study, have students vote on two of the authors to compare and contrast.2. Using the three class-created charts for each author generated during the unit, have students compare the two selected authors. Charts include: Author Study Anchor Charts, the class-created Things the Author Writes About/Things from the Author’s Life Charts, and the class-created Interesting Facts about the Author Charts. Have students look at the charts and briefly discuss what they see. Model how to fill out a comparison chart. (A T-chart labeled Alike and Different is easy for first graders to understand.)3. Divide the class into three groups and give each group one of the charts for each of the two authors. For example, one group will use the Author Study Anchor Charts for both authors to explore the similarities and differences between two authors. Also give each group a blank chart-sized T-chart labeled Alike and Different and markers. Have students work together to add information to the chart. Move between the groups to help as needed. (Having a system for how to record, who will record, and how you will know who recorded will help the students be successful.)4. Assessment of understanding and individual accountability would include the group- generated comparison charts.5. Include the student-generated charts as part of the Author Study artifacts.

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Obj. 8	8. INSTRUCTIONAL ACTIVITIES: (What Students Do) 1. During Writing Workshop, students work with their classmates in small groups to complete an Alike and Different T-chart that compares the two chosen authors using information from previously made class charts. Each group of students will end up with their own Alike and Different chart to display as part of the artifacts from the study.
Obj. 9	9. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) CELEBRATING THE AUTHORS' WORK 1. As the unit winds down during Reading Workshop, have each student decide on a favorite book from the entire study. 2. Explain that they are going to make a "quilt" of their favorite books. Show students an example of a real quilt. 3. Give each student a blank "quilt piece" (white construction paper squares) and have them write the name of the book and author on the paper. Then have students draw their favorite part or parts of the story, using all of the paper to illustrate. 4. Put the pieces of the "quilt" together and display along with the other Author Study artifacts. 5. When the artifacts are all displayed, have students work with a partner and take a Gallery Walk around the room or in the hall to look at and discuss the learning that took place during the unit.
Obj. 9	9. INSTRUCTIONAL ACTIVITIES: (What Students Do) 1. Students identify their favorite book of the Author Study and create a "quilt piece" to represent their favorite book. 2. Students take a Gallery Walk to discuss the charts and learning displayed.

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Obj. 10	<p>10. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p> <p style="text-align: center;">READING INSTRUCTION IN A FIRST GRADE CLASSROOM</p> <p>1. During this unit, continue to meet with small groups of students to work on reading skills and strategies at their instructional levels, conference with individual students about what they are reading independently, and present whole-group Mini-lessons around the needs of the class and this unit of study. Small group work might include students reading texts and talking about the big idea or theme of the book. During independent reading time, conference with individual students, have students identify the story elements and theme of the books they are reading. For those students who can read the Author Study books, have them read the books and respond to their reading by adding information to individual Author Study Anchor Charts or in their Reading Response Journals.</p> <p>2. Continue to assess students for progress. (i.e., running records, comprehension checks, etc.) Give the summative assessment at the end of the unit to assess comprehension of character traits.</p> <p>See Summative Assessment_Original)</p>
Obj. 10	<p>10. INSTRUCTIONAL ACTIVITIES: (What Students Do)</p> <p>1. With adult guidance, students ask and answer questions during the whole group Read Alouds.</p> <p>2. Read instructional level books, focusing on needed skills and strategies. This is a time many of the reading foundational skills can be addressed.</p> <p>3. Read independently within the grade level text complexity band.</p> <p>4. Take a summative assessment at the end of the Author Study Unit.</p>

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Obj. 11	11. INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) Using the conventions of Standard English 1. Throughout the unit, model how to stretch out a word to hear the sounds as you write the words on the charts. 2. Add vocabulary words to charts and Word Walls. 3. During Writing Workshop, conference with students about the conventions of the piece they are writing.
Obj. 11	INSTRUCTIONAL ACTIVITIES: (What Students Do) 1. Students stretch out words when writing or adding to charts. 2. Students work with the teacher to correct spelling and other convention errors during conference times with the teachers.
UNIT RESOURCES: (include internet addresses for linking) Possible Stories: Brett, Jan. <i>The Hat</i> . G.P. Putnam's Sons, 1997. Brett, Jan. <i>Gingerbread Baby</i> . G.P. Putnam's Sons, 1999. Brett, Jan. <i>Annie and the Wild Animals</i> . G.P. Putnam's Sons, 2012. Henkes, Kevin. <i>Owen</i> . Greenwillow, 1993. Henkes, Kevin. <i>Lily's Purple Plastic Purse</i> . Greenwillow, 1996. Henkes, Kevin. <i>Chrysanthemum</i> . Greenwillow, 1991. Henkes, Kevin. <i>Kitten's First Full Moon</i> . Greenwillow, 2004. Lester, Helen. <i>Hooray for Wodney Wat</i> . Houghton Mifflin, 2003.	

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Lester, Helen. *A Porcupine Named Fluffy*. Tandem Library, 1989.

Lester, Helen. *Three Cheers for Tacky*. Sandpiper, 1992.

Munsch, Robert. *Makeup Mess*. Scholastic Canada, 2001.

Munsch, Robert. *Zoom*. Scholastic Canada, 2003.

Munsch, Robert. *Aaron's Hair*. Scholastic, 2002.

Munsch, Robert. *Roar!* Scholastic Canada, 2009.

Possible Read Aloud Stories:

Brett, Jan. *The Mitten*. G.P. Putnam's Sons, 1989.

Brett, Jan. *Hedgie's Surprise*. G.P. Putnam's Sons, 2000.

Brett, Jan. *Town Mouse, Country Mouse*. G.P. Putnam's Sons, 1994.

Brett, Jan. *Daisy Comes Home*. G.P. Putnam's Sons, 2002.

Brett, Jan. *The Wild Christmas Reindeer*. G.P. Putnam's Sons, 1990.

dePaola, Tomie. *Nana Upstairs, Nana Downstairs*. G.P. Putnam's Sons, 1999

dePaola, Tomie. *Strega Nona*. Prentice-Hall, 1979.

dePaola, Tomie. *Big Antony*. G.P. Putnam's Sons, 1998.

Henkes, Kevin. *Chrysanthemum*. Greenwillow Books, 1991.

Henkes, Kevin. *Julius, the Baby of the World*. Greenwillow Books, 1990.

Henkes, Kevin. *Lily's Purple Plastic Purse*. Greenwillow Books, 1996.

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Henkes, Kevin. *Wemberly Worried*. Greenwillow/HarperCollins, 2000.

Henkes, Kevin. *Sheila Rae, the Brave*. Greenwillow, 1997.

Lester, Helen. *A Porcupine Named Fluffy*. Tandem Library, 1989.

Lester, Helen. *Tacky the Penguin*. Sandpiper, 1988.

Lester, Helen. *Hooray for Wodney Wat*. Houghton Mifflin, 2003.

Lester, Helen. *Author, a True Story*. Houghton Mifflin Walter Lorraine Books, 1997.

Lester, Helen. *Tacky in Trouble*. Turtleback Books, 2005.

Lester, Helen. *Hurty Feelings*. Houghton Mifflin Walter Lorraine Books, 2004.

Munsch, Robert. *The Paper Bag Princess*. Annick Press, 1992.

Munsch, Robert. *Stephanie's Ponytail*. Annick Press, 1996.

Munsch, Robert. *Something Good*. Annikins, 1995.

Munsch, Robert. *Wait and See*. Annick Press, 1993.

Munsch, Robert. *Thomas's Snowsuit*. Annikins, 2007.

Munsch, Robert. *Get out of Bed*. Scholastic Canada, 1998.

Informational Texts:

Gibbons, Gail. *Trains*. Holiday House, 1988.

Gibbons, Gail. *Boat Book*. Holiday House, 1983.

Gibbons, Gail. *Farming*. Holiday House, 1990.

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 1/Where in the World is that Author?

Course Code: ELA

Read Aloud Informational Texts:

dePaola, Tomie. *The Cloud Book*. Holiday House, 1975.

dePaola, Tomie. *The Popcorn Book*. Holiday House, 1978.

dePaola, Tomie. *The Quicksand Book*. Holiday House, 1977.

Gibbons, Gail. *Tornadoes!* Holiday House, 2009.

Gibbons, Gail. *It's Snowing!* Holiday House, 2011.

Gibbons, Gail. *Elephants of Africa*. Holiday House, 2010.

Gibbons, Gail. *Frogs*. Holiday House, 1994.

Gibbons, Gail. *Gorillas*. Holiday House, 2011.

Gibbons, Gail. *The Vegetables We Eat*. Holiday House, 2008.

Technology:

Sample Author's Websites:

Jan Brett <http://www.janbrett.com/>

Tomie de Paola <http://www.tomie.com/>

Gail Gibbons <http://www.gailgibbons.com/>

Kevin Henkes <http://www.kevinhenkes.com/>

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 1/Where in the World is that Author?

Course Code: ELA

Helen Lester <http://www.helenlester.com/>

Robert Munsch <http://robertmunsch.com/>

Short Author Biographies <http://www.kidsreads.com/authors/authors.asp>

Google Maps <http://maps.google.com/>

Print Resources:

Assessments:

- Author Study Single Book Formative Assessment (See **Formative Assessment 1_Author Study Single Book Assessment**)
- Scoring Guide for Inferring Formative Assessment (See **Formative Assessment 2_Inferring Rubric**)
- Author Study Assessment (See **Summative Assessment_Original**)

Alpha Box (See **Instructional Activity 3_Alpha Box**)

Author Study Anchor Chart (See **Instructional Strategy 1_Author Study Anchor Chart**)

Author Study Student Copy (See **Instructional Strategy 1_Author Study Anchor Chart**)

Word, Sentence, Illustration (See **Instructional Activity 3_Word Sentence Illustration**)

Things the Author Wrote About/Things from the Author's Life

(See **Instructional Activity 5_Things the Author Wrote About Things from the Author's Life**)

Interview the Author (See **Instructional Activity 4_Interview the Author**)

Text Talk Directions (See **Instructional Strategy 3_Text Talk Directions**)

What's the Big Idea? (See **Instructional Activity 2_What's the Big Idea**)

GO Chart! (See **Instructional Activity 2_What's the Big Idea**)

DESE Model Curriculum

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Modifications for Differentiation:

1. For students who struggle to retell a story, give them additional practice during [Guided Reading](#). Use the GO Chart to help students have a structure for the retelling.
2. For students who struggle with the big idea, give them additional practice during [Guided Reading](#). Have students practice with the [Guided Reading](#) text they are reading.
3. For students who struggle getting information down on paper, provide them with a list to record the information they are finding. The list could be broken down to specific areas about the author or his town. Students could be asked to locate one piece of information for each category.
4. Students who struggle could be paired with students who can help. Partnerships can complete the work together.
5. Students who struggle to answer questions orally can work with a partner to clarify their thoughts before being called on. The teacher can also ask the students to share what their partner thought, taking the pressure off the person who struggles to answer in front of the class.
6. Students who struggle to write can record their answers with a recorder, or during a reading or writing conference time with the teacher.