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| **Grade 4**  **Unit Overview**  ***Author Study: Reading Like a Fan*** | |
| **Focus Teaching Points** | * Reading like a fan: marking favorite parts to reread and share, noticing where you had strong feelings * Learning more about an author by paying attention to the kinds of settings the author describes, the themes s/he explores, and the characters s/he creates * Comparing characters in *several* books by an author * Comparing favorite parts of *several* books by an author * Studying plot structures of many books written by the same author to notice patterns * Talking about favorite parts to develop deeper thoughts * Learning about authors by studying text structures * Writing in a favorite author’s style; writing scenes that could be inserted into a favorite author’s text * Studying the craft of an author as a way of lifting one’s own writing * Studying the themes and issues that emerge across an author’s body of work * Using knowledge about an author’s body of work – topic choice, themes, craft moves, plots, settings, characters – to compare texts by that author * Making connections between the themes, issues, plots, characters, settings of an author’s work to learn more about oneself * Creating summer reading plans |
| **Key CCSS Standards** | ***Reading Standards for Information (RI)***   * *1, 2, 3, 4, 5, 6, 7, 8, 9, 10*   ***Speaking and Listening Standards (SL)***   * *1, 2, 3, 4, 5, 6*   ***Language Standards (L)***   * *1, 3, 4, 5, 6* |
| **Bends in the Road** | * Reading more than one book by an author to get to know the author * Reading many books by a favorite author to learn the author’s craft * Becoming an author expert * Exploring the deeper connections inspired by an author |
| **Recommended Professional Resource(s) to Guide Instruction** | * “Author Study: Reading Like a Fan” from *If . . .Then . . .Curriculum: Assessment-Based Instruction* by Lucy Calkins and her TCRWP colleagues from *Units of Study for Teaching Reading* (2015) |
| **Recommended Anchor/Mentor Texts** | * An author and a book of which **you** are a fan, perhaps currently or from your childhood, to demonstrate being “a fan” * Select an author that writes texts that will be interesting to your students; consider authors that have at least a few short texts that you can read relatively quickly, because this unit supports students with cross-text work, such as   + Patricia Polacco, Jon Scieszka, or Eve Bunting, who have written a variety of high-level shorter texts, or   + Cynthia Rylant, James Howe, Kevin Henkes, and Sarah Weeks, who have written a combination of shorter and longer texts, or   + An author who has written a collection of stories, such as Avi (*What do Fish Have to Do with Anything?*) * Consult with your CTLs or Literacy Coach in selecting read-aloud texts to be sure the authors you select are not designated for another grade level |
| **Tips for the Unit** | * The goal of this unit is to share your passion for reading and ignite or further your students’ passion for reading. The hope is that they go into the summer excited about reading! * This unit is an opportunity to help develop students’ confidence as readers, nudging students forward a bit in moving up text levels while also gaining momentum for summer reading enthusiasm; it is important that students end the year strong, confident, and enthusiastic about summer reading plans to maintain the growth of the year. * It is worth your time to read pages 117 to 122 of the unit; this section provides an introduction to the unit, a summary of each bend, and ways to prepare your texts, book clubs, and read-alouds. * Book series are a great scaffold for supporting growth; consult your CTL to see what possibilities are available in your building. Many authors have written a range of texts, levels and formats, which are perfect for an author study. For example, Kevin Henkes, Jon Scieszka, Ralph Fletcher, Patricia MacLachlan, and Kate DiCamillo have all written picture books, short stories, and novels. All schools have multiple copies of a few titles by MacLachlan, and Kate DiCamillo has authored series at lower levels with which students may be familiar (the *Mercy Watson* series and the *Bink and Gollie* series) as well as several novels that are used as read-aloud mentor texts for our reading units of study in grades 3 and 4. It will be helpful for students to move more quickly through an author study if all members of the group are already somewhat familiar with the author, which is helpful if you have a time constraint or struggling readers. * On pages 134 and 135, you will find a menu of possibilities for teaching points in each bend. The intention is not to teach them all, but rather to select those that meet the needs and interests of your students. Depending on the amount of time that you have, you may decide to move more quickly through each bend, focusing on some key teaching points in each, rather than linger only in one bend. It is likely you will not have time for all four bends, so you may want to look at the whole unit, determining which parts will benefit your students most while still getting at the deeper ideas of author’s craft and making comparisons across an author’s body of work – topic choice, themes, craft moves, plots, settings, and characters. * This unit provides a wonderful opportunity to model deeper talk about texts; take advantage of a CTL or Literacy Coach to help you model more sophisticated club talk to support the growing of ideas, rather than simply a sharing out of favorite parts. * In **Bend I*,*** students will work in clubs to become familiar with an author by reading or rereading one or two books by this author.For more information, see pages122 – 125. * In **Bend II,** students will consider all that they have learned about author’s craft in both the reading and writing workshops to study this author more deeply as they continue to read the work of the author. For more information, see pages 126 – 129. * In **Bend III,** book clubs will begin to make comparisons across an author’s body of work about themes and characters, now that they have read even more of the author’s texts. For more information, see pages 129 – 132. * In **Bend IV,** students will learn a bit more about themselves as they think about how they connect with this author. They will launch into the summer with a passion for reading and some plans for their summer reading lives. For more information**,** see pages 132 – 133. |
| **Classroom Library** | * This unit relies on wide reading of a particular author’s work; you may want to have some collections in your library entitled, *If you like (author’s name), then you may like these books, too!* * Your classroom library should contain plenty of texts from which students can select titles for independent reading, including fiction, nonfiction, and poetry, as well as author, series, and topic collections * Students should continue to have access to a variety of genres, authors, topics, and levels for independent reading * [Storia](https://www.storiaschool.com/#/students/login) is a great resource for digital reading |
| **Materials and Resources** | * Reader’s notebooks * Anchor charts from *Interpreting Character*, *Social Issues,* and any narrative writing technique chartsthat apply to the work of this unit * Teacher-created anchor charts specific to the work of this unit * Active engagement anchor charts * Thinking and talking strategy bookmarks or thinksheets |
| **Assessment** | * Spring Silent Reading Assessment * QRI, if applicable * Reading conference notes * Reader’s Notebooks |
| **Celebration** | * This unit is the perfect segue into summer reading plans. You may want to have students prepare a reading of a favorite excerpt from their author study, with a bit of an “author” talk (like a book talk), for their fellow readers. As students share these author talks over several days, students can continue to read, create summer reading plans, and/or select new authors to explore over the summer. The goal is for students to share their enthusiasm about an author with one another and build on this passion to continue reading through the summer. See page 133 for more on this. |