**Unit n/a**

Author's Craft
*additional unit to be taught as needed

**Grade:** 1st

**Content Area:** Reading

**Lessons:** 1

**Duration:** 2-3 weeks per author study

**Date Created/Revised:** February 22, 2021

**Enduring Understanding**

Authors choose to use certain words, phrases, and conventions when writing to make readers feel a certain way and to help them understand the book.

**Essential Questions**

What is author’s craft?
What are examples of author’s craft?
How does an author’s make a story “come alive”?

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**Stage 1**

**What do we want students to know?**

**Unit Standards:**

RL.7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.
RL.9.1: Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.
RL.9.2: Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.

<table>
<thead>
<tr>
<th><strong>Factual Knowledge</strong></th>
<th><strong>Procedural Knowledge</strong></th>
<th><strong>Conceptual Knowledge</strong></th>
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<tbody>
<tr>
<td>Students will be able to identify the literary devices, words, phrases, and conventions that are part of an author’s craft.</td>
<td>Students will be able to use the author’s craft to determine meaning.</td>
<td>Students will understand how the author’s craft contributed to meaning, and how using different craft moves could have changed the meaning.</td>
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**Stage 2**

**How will we know that students understand what has been taught and what should they be able to do?**

**Assessments:**

Informal observation
Questioning
Conferencing/Anecdotal Notes

**Projects/Research:**

**Extensions/Differentiation:**

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**Stage 3**

**What daily instructional strategies, activities, and resources will be used to facilitate student learning?**

**Strategies:** Mini Lessons, Teacher modeling, Turn and Talk, Guided Practice, Independent Practice

**Resources/Materials:**

Fiction books with various literary devices (rhyme, repetitive language, simile, onomatopoeia, alliteration)
*Dr. Seuss (many of his books have some or all of the literary devices to be covered)*
*Mo Willems books include many of the literary devices*
*Various poems could also be used*
# Stage 4
## Lesson Plans
This lesson is written as a general plan to be repeated with a variety of books over a two-week period and could be done with different authors at various times of the year.

<table>
<thead>
<tr>
<th>Lesson 1 (2 weeks)</th>
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<tbody>
<tr>
<td><strong>DLO</strong></td>
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<tr>
<td>I can identify an author’s craft.</td>
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</table>

### Unit Standards
- RL.7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.
- RL.9.1: Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.
- RL.9.2: Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.

### Vocabulary
- Rhythm/rhyme, repetitive language, simile, onomatopoeia, alliteration

### Mini Lesson
- *1-2 literary devices should be focused on/introduced at one time depending on the book read each day. Introduce the terms and examples of each when first shown.
- *Repeat each day focusing on different parts of author’s craft until students are familiar with the different literary devices and other craft moves such as using ellipses, font size, speech bubbles, etc.), then continue to read other books each day, giving students opportunities to identify different elements. As students become familiar with an author’s craft, encourage them to try it themselves in their writing.
- *Introduce DLO
- *Introduce the terms rhyme, repetition, simile, onomatopoeia, and alliteration. Examples of each can be shown or spoken aloud.
- *Make an anchor chart with examples of each literary device
- *Introduce and read aloud book (try to select books that include 1-2 literary devices or one literary device could be focused on at one time)
- *Stop periodically and ask students to identify what literary device they heard in the text. Students can think, turn and talk, and then share out.
- *Have students share why they think the author may have included the literary device.
- *Stop periodically to analyze illustrations and discuss how they suggest feelings and allow us to understand the text.
Teacher may ask questions such as
- What literary device used?
- How did the author use the literary device?
- Why was the literary device used?
- How do the words, conventions, and illustrations show feelings?
- How does the literary device used make the book more interesting?
- How does the literary device used help me better understand the text?

Examples of literary devices used in each book could be charted in different columns on an anchor chart to refer back to throughout the week. (Generic Chart, Mo Willems Chart)

Review DLO

Continue to read a different book each day and have students identify the different literary devices used, why they were used, and how these literary devices contributed to meaning and understanding the text.

**Book Suggestions:**
* Dr. Seuss Books
* Various Mo Willems books
* Donald Crews (many of his books have repetitive words and onomatopoeia)

Rhyme: The Cat in the Hat, The Cat in the Hat Comes Back, One Fish, Two Fish, Red Fish, Blue Fish, Horton Hatches the Egg, Happy Birthday to You, Hop on Pop
Repetition: Green Eggs and Ham
Simile: Horton Hears a Who,
Onomatopoeia: Mr. Brown Can Moo! Can You?

Rhyme: Sheep in a Jeep by Nancy Shaw, Llama Llama Red Pajama by Anna Dewdney
Alliteration: Clara Caterpillar by Pamela Duncan Edwards, The Worrywarts by Pamela Duncan Edwards, Some Smug Slug by Pamela Duncan Edwards
Simile: My School’s A Zoo by Stu Smith, Song and Dance Man by Karen Ackerman
Onomatopoeia: In the Tall Tall Grass by Denise Fleming, Muncha, Muncha, Muncha by Candace Fleming
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<th>Stage 5</th>
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<tbody>
<tr>
<td>How many students met the learning target?</td>
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<tr>
<td>*Revisit the standards and reflect on instruction</td>
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<td>*Analyze student work</td>
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<td>*Discuss progress toward proficiency</td>
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<tr>
<td>*Discuss strengths, weakness, and misconceptions identified</td>
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<td>*Determine reteach and extend</td>
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### Author's Craft Charts

**Chart 1**

<table>
<thead>
<tr>
<th>Craft</th>
<th>Examples from text</th>
<th>Reason the author used it</th>
<th>Other books we see it in</th>
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<tbody>
<tr>
<td><strong>Bold words</strong></td>
<td><img src="image" alt="Example" /></td>
<td>To emphasize the words so that we read them louder or softer.</td>
<td><em>Achoo!</em>, <em>Ribbit!</em></td>
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<tr>
<td><strong>Small words</strong></td>
<td><em>“murray for very ugly bug”</em></td>
<td>To show us who is talking.</td>
<td><em>The Easter Bunny’s Assistant</em>, <em>Let’s Sing a Lullaby with the Brave Cowboy</em></td>
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<tr>
<td><strong>Speech Bubbles</strong></td>
<td><img src="image" alt="Example" /></td>
<td>Dialogue</td>
<td><em>The Plot Chickens</em></td>
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<tr>
<td><strong>Labels</strong></td>
<td><img src="image" alt="Example" /></td>
<td>To tell about a character or setting</td>
<td><em>The Three Billy Goats Fluff</em>, <em>The Pout Pout Fish</em></td>
</tr>
<tr>
<td><strong>Sound Words</strong></td>
<td><img src="image" alt="Example" /></td>
<td>To make the story come to life and to show us how something sounds</td>
<td><em>The Flea’s Sneeze</em>, <em>Let’s Sing a Lullaby with the Brave Cowboy</em></td>
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<tr>
<td>I see _____ in the story</td>
<td>because...</td>
<td></td>
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<tr>
<td>Motion Lines</td>
<td>they show movement.</td>
<td></td>
<td></td>
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<tr>
<td>Speech Bubbles</td>
<td>they show what the character is saying.</td>
<td></td>
<td></td>
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<tr>
<td>Thinking Bubbles</td>
<td>they show what the character is thinking.</td>
<td></td>
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<tr>
<td>Words with all CAPITALS and Exclamation point.</td>
<td>they show strong emotions (anger/ excitement).</td>
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<tr>
<td>THAT’S IT!</td>
<td>they show sounds of objects or actions.</td>
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<tr>
<td>Aggle Flaggle Rumble</td>
<td>they explain and show how a character is feeling.</td>
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<td>Feeling Words And Facial Expressions</td>
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 AUTHOR’S CRAFT