

## Author Study: Educator Letter

Dear Educator,

An author study enhances literacy by immersing students in a single author's body of work, increasing reading volume and fluency while highlighting stylistic choices (Reading Anchor Standards 1, 4, 5, 10). Students analyze craft, compare themes, and connect an author's life to their texts, promoting deeper comprehension and critical thinking (Reading Anchor Standards 2, 3, 6, 9).

Writing gains purpose as students respond through journals, essays, and creative tasks, using the author as a model for narrative, informative, and opinion writing (Writing Anchor Standards 3, 4, 5, 9). Shared texts support discussion, collaboration, and evidence-based conversation (Speaking & Listening Anchor Standards 1, 2, 4).

Author studies help students build meaningful relationships with literature, foster a community of readers, and integrate naturally into cross-curricular units. They are a flexible, engaging way to advance key literacy outcomes across the curriculum. Educators will determine mastery based on Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) grade level standards, C3 Framework for Social Studies (C3), and National Core Art Standards (NCAS).

From,

Your Friends at RIF!

## Author Study: Parent Letter

Dear Family,

We're starting something called an author study in class — it means we'll spend time reading many books by the same writer, learning about the author's life, and talking about what we think and feel about the stories.

This helps your child become a stronger reader and writer. As they read more, they get better at understanding stories. As they talk or write about what they read, they learn to think carefully about characters, ideas, and what the author was trying to say.

In class, we also discuss and do fun projects about the books. Because many classmates read the same books, we build a community of readers — talking, sharing, and learning together.

Finally, this helps children find books and writers they love. When children connect with an author, they often want to read more — and that helps them become lifelong readers.

Thank you for supporting your child's reading journey at home!

From,

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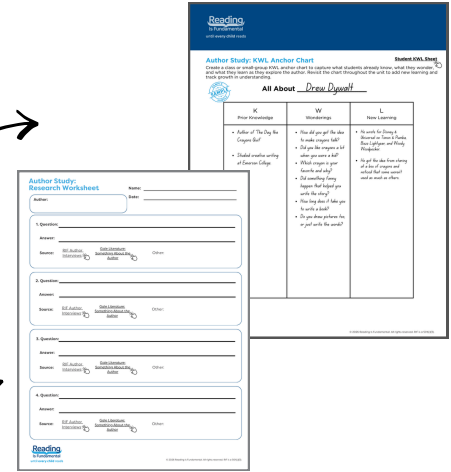
(Teacher's Name) &

Your Friends at RIF!

## Author Study: Suggested Implementation Timeline

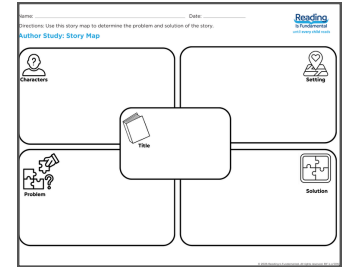
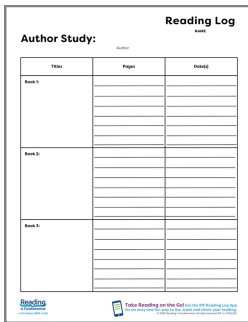
### Introduction & Imersion

- Start with the KWL chart as a whole class or in small groups
- Introduce the author through video interviews, photographs, or book exploration
- Begin the Author Research Guide, gathering information from various sources
- Read the first book together, completing a story map



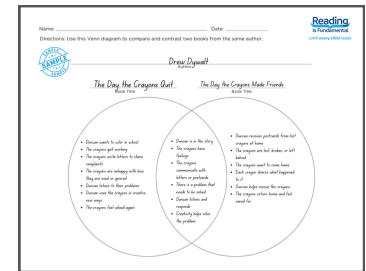
### Deep Reading & Analysis

- Continue reading 2-3 additional texts by the author
- Complete story maps for each text
- Hold literature circles or book clubs focusing on the author's craft
- Students add to their KWL chart as they discover connections between the author's life and work



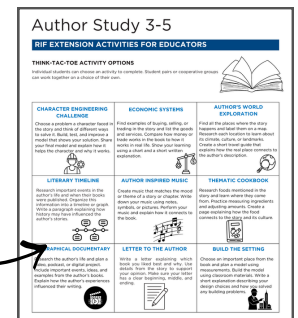
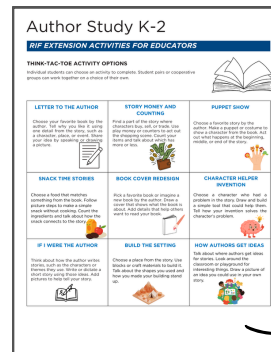
### Comparison & Synthesis

- Use Venn diagrams to compare multiple texts
- Facilitate discussions about patterns in the author's work (themes, style, character types, settings)
- Students complete the "Learned" column of their KWL charts
- Begin planning culminating projects



### Culminating Activities

- Students complete cross-curricular culminating projects
- Host an Author Celebration where students share their learning
- Reflect on growth as readers and the impact of studying one author in depth



**Author:** \_\_\_\_\_

**Read-Aloud Planning Template** 

Book 1:	Book 2:	Book 3:
<b>Character(s):</b>  <b>Setting:</b>  <b>Basic Plot:</b>	<b>Character(s):</b>  <b>Setting:</b>  <b>Basic Plot:</b>	<b>Character(s):</b>  <b>Setting:</b>  <b>Basic Plot:</b>
<b>Theme(s):</b>	<b>Theme(s):</b>	<b>Theme(s):</b>
<b>Author's Purpose:</b>  <b>Author's Craft:</b>	<b>Author's Purpose:</b>  <b>Author's Craft:</b>	<b>Author's Purpose:</b>  <b>Author's Craft:</b>



Author: Drew Daywalt



Read-Aloud Planning Template 

<p>Book 1: <i>The Day the Crayons Quit</i></p>	<p>Book 2: <i>The Day the Crayons Came Home</i></p>	<p>Book 3: <i>The Day the Crayons Made Friends</i></p>
<p><b>Character(s):</b> Duncan, Crayons (Red, Purple, Beige, Grey, White, Black, Green, Yellow, Orange, Blue, Pink, Peach)</p> <p><b>Setting:</b> Duncan’s Classroom</p> <p><b>Basic Plot:</b> Duncan goes to color and finds letters from his crayons explaining why they are unhappy with how they are used. He solves the problem by using the crayons in creative new ways that make them feel valued again.</p>	<p><b>Character(s):</b> Duncan, Crayons (Maroon, Tan, (Esteban) Pea Green, Orange&amp;Yellow, Glow-in-the-dark, Gold, Turquoise, Brown, Neon Red, Toddler)</p> <p><b>Setting:</b> Duncan’s House</p> <p><b>Basic Plot:</b> Duncan receives a stack of postcards from his crayons, each describing how they got lost, broken, or abandoned and begging him to bring them home. Duncan then figures out how to rescue them and give them a special place where all the crayons can live and feel appreciated.</p>	<p><b>Character(s):</b> Duncan, Crayons (Red, Purple, Beige, Grey, White, Black, Green, Yellow, Orange, Blue, Pink, Peach, Teal, Tan, (Esteban)Pea Green, Brown)</p> <p><b>Setting:</b> Duncan’s Room</p> <p><b>Basic Plot:</b> Duncan finds his crayons are gone and receives letters about the new friends they have made around his home. Each crayon shares a short adventure with an object or toy.</p>
<p><b>Theme(s):</b> Empathy, Creativity, Communication</p>	<p><b>Theme(s):</b> Empathy, Creativity, Sense of Belonging</p>	<p><b>Theme(s):</b> Friendship and Teamwork, Exploration and Adventure</p>
<p><b>Author’s Purpose:</b> Entertain</p> <p><b>Author’s Craft:</b> Letter format, Personification, Humor</p>	<p><b>Author’s Purpose:</b> Entertain</p> <p><b>Author’s Craft:</b> Postcard format, Personification, Humor</p>	<p><b>Author’s Purpose:</b> Entertain</p> <p><b>Author’s Craft:</b> Letter format, Personification, Humor</p>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Use this story map to determine the problem and solution of the story.

## Author Study: Story Map



**Characters**



**Setting**



**Title**



**Problem**



**Solution**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Use this story map to sequence the story..

## Author Study: Story Map



**Characters**



**Setting**



**Title**

**1**

**Beginning**

**2**

**Middle**

**3**

**End**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Author Study: KWL Anchor Chart

**Student KWL Sheet**

Create a class or small-group KWL anchor chart to capture what students already know, what they wonder, and what they learn as they explore the author. Revisit the chart throughout the unit to add new learning and track growth in understanding.

### All About \_\_\_\_\_

K Prior Knowledge	W Wonderings	L New Learning

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Author Study: KWL Anchor Chart

### Student KWL Sheet

Create a class or small-group KWL anchor chart to capture what students already know, what they wonder, and what they learn as they explore the author. Revisit the chart throughout the unit to add new learning and track growth in understanding.



## All About Drew Daywalt

K Prior Knowledge	W Wonderings	L New Learning
<ul style="list-style-type: none"><li>• Author of "The Day the Crayons Quit"</li><li>• Studied creative writing at Emerson College.</li></ul>	<ul style="list-style-type: none"><li>• How did you get the idea to make crayons talk?</li><li>• Did you like crayons a lot when you were a kid?</li><li>• Which crayon is your favorite and why?</li><li>• Did something funny happen that helped you write the story?</li><li>• How long does it take you to write a book?</li><li>• Do you draw pictures too, or just write the words?</li></ul>	<ul style="list-style-type: none"><li>• He wrote for Disney &amp; Universal on Timon &amp; Pumba, Buzz Lightyear, and Woody Woodpecker.</li><li>• He got the idea from staring at a box of crayons and noticed that some weren't used as much as others.</li></ul>

# Author Study: Research Worksheet



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Author: \_\_\_\_\_

1. Question: \_\_\_\_\_

Answer: \_\_\_\_\_

Source: RIF Author Interviews  Gale Literature: Something About the Author  Other:

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2. Question: \_\_\_\_\_

Answer: \_\_\_\_\_

Source: RIF Author Interviews  Gale Literature: Something About the Author  Other:

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3. Question: \_\_\_\_\_

Answer: \_\_\_\_\_

Source: RIF Author Interviews  Gale Literature: Something About the Author  Other:

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4. Question: \_\_\_\_\_

Answer: \_\_\_\_\_

Source: RIF Author Interviews  Gale Literature: Something About the Author  Other:

# Reading Log

Name \_\_\_\_\_

## Author Study:

Titles	Pages	Date(s)
<b>Book 1:</b>		
<b>Book 2:</b>		
<b>Book 3:</b>		

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Use this Venn diagram to compare and contrast two books from the same author.



*Drew Daywalt*  
Author

*The Day the Crayons Quit*

Book Title

*The Day the Crayons Made Friends*

Book Title:

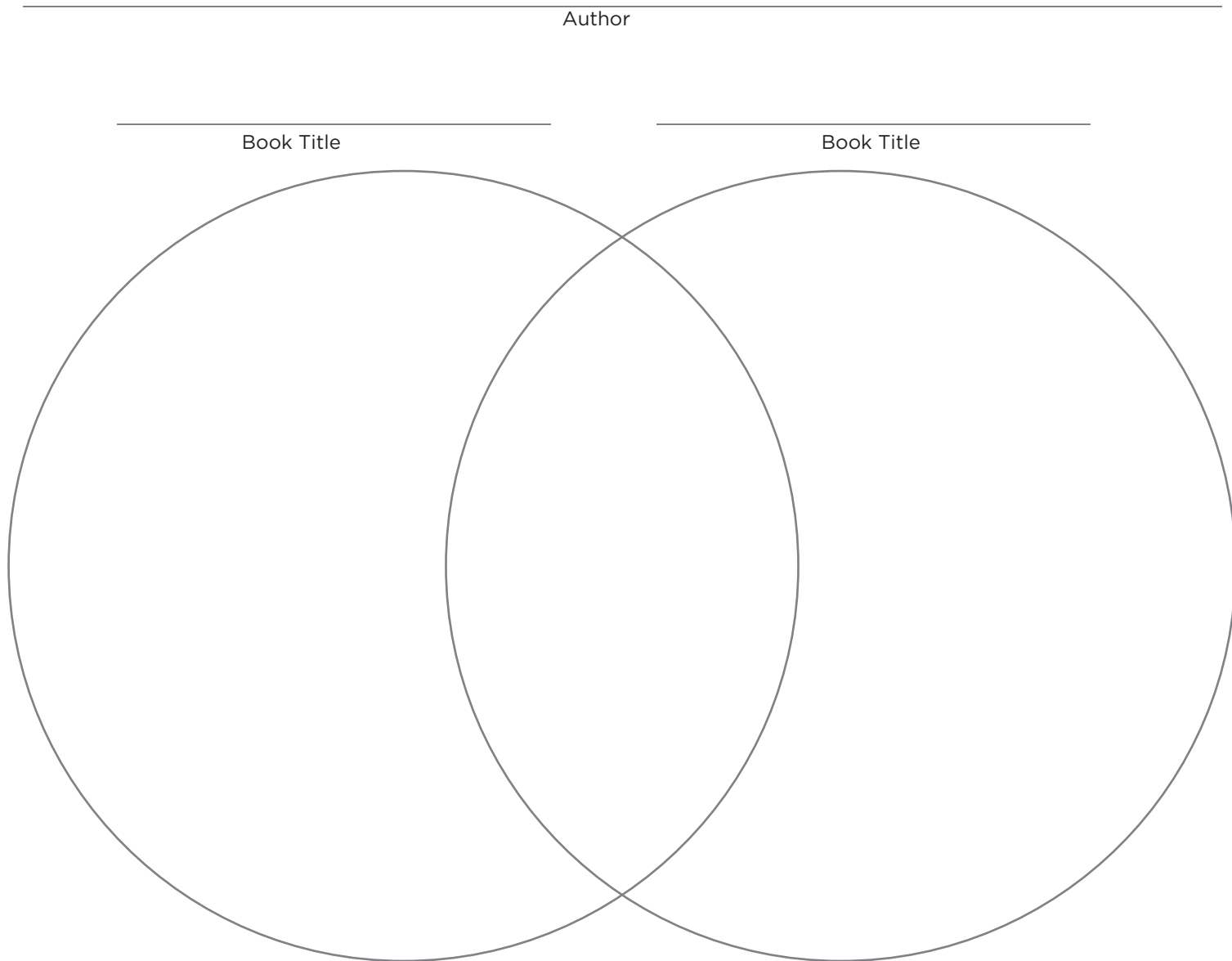
- Duncan wants to color in school.
- The crayons quit working.
- The crayons write letters to share complaints.
- The crayons are unhappy with how they are used or ignored.
- Duncan listens to their problems.
- Duncan uses the crayons in creative new ways.
- The crayons feel valued again.

- Duncan is in the story.
- The crayons have feelings.
- The crayons communicate with letters or postcards.
- There is a problem that needs to be solved.
- Duncan listens and responds.
- Creativity helps solve the problem.

- Duncan receives postcards from lost crayons at home.
- The crayons are lost, broken, or left behind.
- The crayons want to come home.
- Each crayon shares what happened to it.
- Duncan helps rescue the crayons.
- The crayons return home and feel cared for.

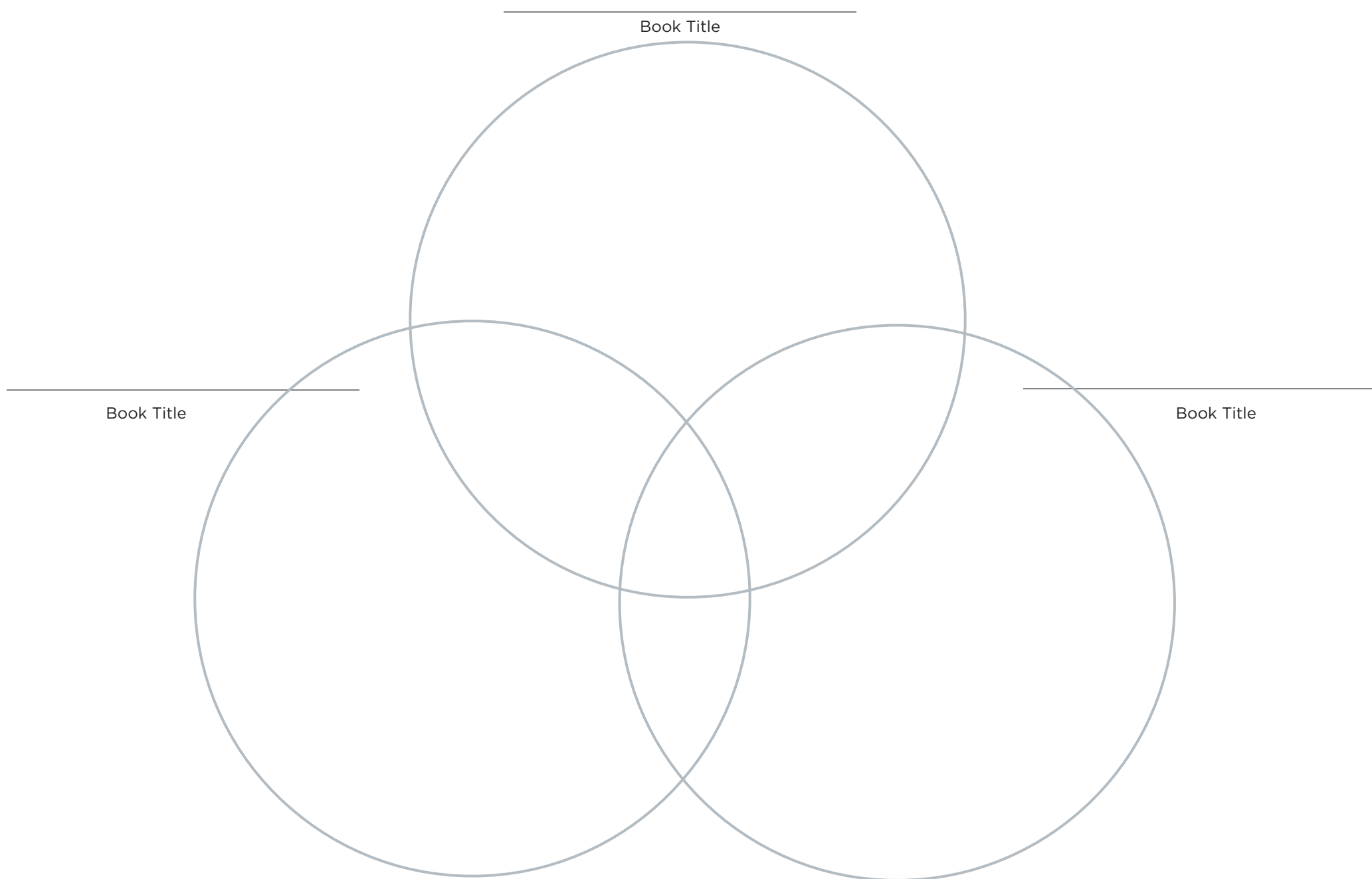
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Use this Venn diagram to compare and contrast two books from the same author.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Use this Venn diagram to compare and contrast three books from the same author.

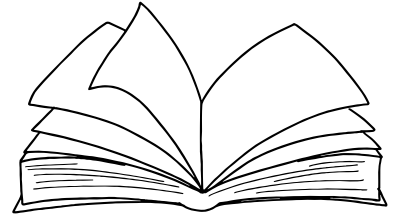






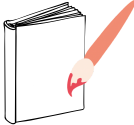




# Author Study K-2

## RIF EXTENSION ACTIVITIES FOR EDUCATORS

### THINK-TAC-TOE ACTIVITY OPTIONS

Individual students can choose an activity to complete. Student pairs or cooperative groups can work together on a choice of their own.



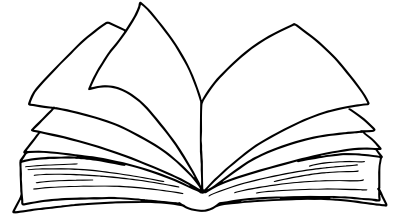
<p><b>LETTER TO THE AUTHOR</b></p> <p>Choose your favorite book by the author. Tell why you like it using one detail from the story, such as a character, place, or event. Share your idea by speaking or drawing a picture.</p> 	<p><b>STORY MONEY AND COUNTING</b></p> <p>Find a part of the story where characters buy, sell, or trade. Use play money or counters to act out the shopping scene. Count your items and talk about which has more or less.</p> 	<p><b>PUPPET SHOW</b></p> <p>Choose a favorite story by the author. Make a puppet or costume to show a character from the book. Act out what happens at the beginning, middle, or end of the story.</p> 
<p><b>SNACK TIME STORIES</b></p> <p>Choose a food that matches something from the book. Follow picture steps to make a simple snack without cooking. Count the ingredients and talk about how the snack connects to the story.</p> 	<p><b>BOOK COVER REDESIGN</b></p> <p>Pick a favorite book or imagine a new book by the author. Draw a cover that shows what the book is about. Add details that help others want to read your book.</p> 	<p><b>CHARACTER HELPER INVENTION</b></p> <p>Choose a character who had a problem in the story. Draw and build a simple tool that could help them. Tell how your invention solves the character's problem.</p> 
<p><b>IF I WERE THE AUTHOR</b></p> <p>Think about how the author writes stories, such as the characters or themes they use. Write or dictate a short story using those ideas. Add pictures to help tell your story.</p> 	<p><b>BUILD THE SETTING</b></p> <p>Choose a place from the story. Use blocks or craft materials to build it. Talk about the shapes you used and how you made your building stand up.</p> 	<p><b>HOW AUTHORS GET IDEAS</b></p> <p>Talk about where authors get ideas for stories. Look around the classroom or playground for interesting things. Draw a picture of an idea you could use in your own story.</p> 

# Author Study K-2

## RIF EXTENSION ACTIVITIES FOR EDUCATORS

### THINK-TAC-TOE ACTIVITY OPTIONS

Individual students can choose an activity to complete. Student pairs or cooperative groups can work together on a choice of their own. Educators can assign an activity for an individual, pairs, or groups and determine mastery based on Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) grade level standards, C3 Framework for Social Studies, and National Core Art Standards (NCAS).



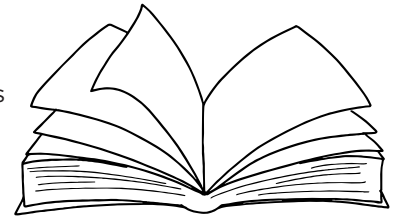
<p><b>LETTER TO THE AUTHOR</b></p> <p><b>CCSS:</b> <i>RL.K-2.1, RL.K-2.3, RL.K-2.10, SL.K-2.4, W.K-2.1</i></p> <p><b>NGSS:</b> <i>K-2.EST1.1</i></p> <p><b>NCAS:</b> <i>VA.RE.7.2.K-2, VA.CR1.1.K-2</i></p> <p><b>C3 Framework:</b> <i>D2.HIS.1.K-2, D2.CIV.2.K-2</i></p>	<p><b>STORY MONEY AND COUNTING</b></p> <p><b>CCSS:</b> <i>RL.K-2.3, SL.K-2.1, M.K-2.MD.A, M.K-2.CC.B</i></p> <p><b>NGSS:</b> <i>K-2.EST1.1</i></p> <p><b>NCAS:</b> <i>VA.CR2.1.K-2</i></p> <p><b>C3 Framework:</b> <i>D2.ECO.1.K-2, D2.ECO.2.K-2, D2.CIV.4.K-2</i></p>	<p><b>PUPPET SHOW</b></p> <p><b>CCSS:</b> <i>RL.K-2.2, RL.K-2.3, SL.K-2.2, SL.K-2.5</i></p> <p><b>NGSS:</b> <i>K-2.EST1.2</i></p> <p><b>NCAS:</b> <i>TH.CR1.K-2, TH:PR4.K-2, VA.CR2.K-2</i></p> <p><b>C3 Framework:</b> <i>D2.CIV.6.K-2</i></p>
<p><b>SNACK TIME STORIES</b></p> <p><b>CCSS:</b> <i>RI.K-2.1, RI.K-2.3, SL.K-2.2, M.CC.A.K-2, M.K-2.MD.A</i></p> <p><b>NGSS:</b> <i>K-2.ETS1.1, K-LS1.1</i></p> <p><b>NCAS:</b> <i>VA.CR.2.3.K-2</i></p> <p><b>C3 Framework:</b> <i>D2.GEO.2.K-2, D2.GEO.4.K-2</i></p>	<p><b>BOOK COVER REDESIGN</b></p> <p><b>CCSS:</b> <i>RL.K-2.7, W.K-2.2, SL.K-2.5</i></p> <p><b>NGSS:</b> <i>K-2.EST1.2</i></p> <p><b>NCAS:</b> <i>VA.CR1.K-2, VA.Cr2.K-2, VA.RE8.K-2,</i></p> <p><b>C3 Framework:</b> <i>D2.CIV.10.K-2</i></p>	<p><b>CHARACTER HELPER INVENTION</b></p> <p><b>CCSS:</b> <i>RL.K-2.1, RL.K-2.3, W.K-2.2, SL.K-2.5, SL.K-2.4</i></p> <p><b>NGSS:</b> <i>K-2-ETS1-1, K-2-ETS1-2</i></p> <p><b>NCAS:</b> <i>VA.CR2.1.K-2</i></p> <p><b>C3 Framework:</b> <i>D2.CIV.7.K-2</i></p>
<p><b>IF I WERE THE AUTHOR</b></p> <p><b>CCSS:</b> <i>RL.K-2.2, RL.K-2.9, W.K-2.3, L.K.2.1-3</i></p> <p><b>NGSS:</b> <i>K-2.EST1.1</i></p> <p><b>NCAS:</b> <i>VA.CR1.1.K-2</i></p> <p><b>C3 Framework:</b> <i>D2.CIV.3.K-2, D2.HIS.3.K-2</i></p>	<p><b>BUILD THE SETTING</b></p> <p><b>CCSS:</b> <i>RL.K-2.1, RL.K-2.7, SL.K-2.1, SL.K-2.5, M.K-2.G.A.</i></p> <p><b>NGSS:</b> <i>K-2.ETS1-2, 2-PS1.1</i></p> <p><b>NCAS:</b> <i>VA.CR2.1.K-2</i></p> <p><b>C3 Framework:</b> <i>D2.GEO.1.K-2, D2.GEO.5.K-2</i></p>	<p><b>HOW AUTHORS GET IDEAS</b></p> <p><b>CCSS:</b> <i>RL.K-2.10, W.K-2.3, W.K-2.5, W.K-2.8 SL.K-2.1</i></p> <p><b>NGSS:</b> <i>K-2-ETS1-1, K-ESS2-1</i></p> <p><b>NCAS:</b> <i>VA.CR1.2.K-2</i></p> <p><b>C3 Framework:</b> <i>D2.HIS.1.K-2, D2.CIV.1.K-2</i></p>




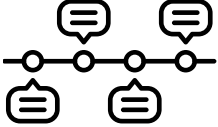





# Author Study 3-5

## RIF EXTENSION ACTIVITIES FOR EDUCATORS

### THINK-TAC-TOE ACTIVITY OPTIONS

Individual students can choose an activity to complete. Student pairs or cooperative groups can work together on a choice of their own.



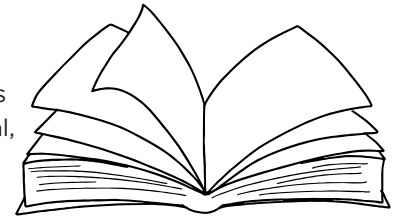
<p><b>CHARACTER ENGINEERING CHALLENGE</b></p> <p>Choose a problem a character faced in the story and think of different ways to solve it. Build, test, and improve a model that shows your solution. Share your final model and explain how it helps the character and why it works.</p> 	<p><b>ECONOMIC SYSTEMS</b></p> <p>Find examples of buying, selling, or trading in the story and list the goods and services. Compare how money or trade works in the book to how it works in real life. Show your learning using a chart and a short written explanation.</p> 	<p><b>AUTHOR'S WORLD EXPLORATION</b></p> <p>Find all the places where the story happens and label them on a map. Research each location to learn about its climate, culture, or landmarks. Create a short travel guide that explains how the real place connects to the author's description.</p> 
<p><b>LITERARY TIMELINE</b></p> <p>Research important events in the author's life and when their books were published. Organize this information into a timeline or graph. Write a paragraph explaining how history may have influenced the author's stories.</p> 	<p><b>AUTHOR INSPIRED MUSIC</b></p> <p>Create music that matches the mood or theme of a story or chapter. Write down your music using notes, symbols, or pictures. Perform your music and explain how it connects to the book.</p> 	<p><b>THEMATIC COOKBOOK</b></p> <p>Research foods mentioned in the story and learn where they come from. Practice measuring ingredients and adjusting amounts. Create a page explaining how the food connects to the story and its culture.</p> 
<p><b>BIOGRAPHICAL DOCUMENTARY</b></p> <p>Research the author's life and plan a video, podcast, or digital project. Include important events, ideas, and examples from the author's books. Explain how the author's experiences influenced their writing.</p> 	<p><b>LETTER TO THE AUTHOR</b></p> <p>Write a letter explaining which book you liked best and why. Use details from the story to support your opinion. Make sure your letter has a clear beginning, middle, and ending.</p> 	<p><b>BUILD THE SETTING</b></p> <p>Choose an important place from the book and plan a model using measurements. Build the model using classroom materials. Write a short explanation describing your design choices and how you solved any building problems.</p> 

# Author Study 3-5

## RIF EXTENSION ACTIVITIES FOR EDUCATORS

### THINK-TAC-TOE ACTIVITY OPTIONS

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<p><b>CHARACTER ENGINEERING CHALLENGE</b></p> <p><b>CCSS:</b> <i>RL.3-5.3, W.3-5.2, W.3-5.7, M.3-5.MD.A</i></p> <p><b>NGSS:</b> <i>3-5.EST1.1, 3-5.EST1-2, 3-5.EST1.3</i></p> <p><b>NCAS:</b> <i>VA.CR2.1.3-5, VA.RE.7.2.3-5</i></p> <p><b>C3 Framework:</b> <i>D2.HIS.2.3-5</i></p>	<p><b>ECONOMIC SYSTEMS</b></p> <p><b>CCSS:</b> <i>RI.3-5.7, W.3-5.2, M.3-5.MD.B</i></p> <p><b>NGSS:</b> <i>3-5.EST1.1</i></p> <p><b>NCAS:</b> <i>VA.CR2.1.3-5</i></p> <p><b>C3 Framework:</b> <i>D2.ECO.1.3-5, D2.ECO.2.3-5</i></p>	<p><b>AUTHOR'S WORLD EXPLORATION</b></p> <p><b>CCSS:</b> <i>RL.3-5.4, W.3-5.7, W.3-5.8</i></p> <p><b>NGSS:</b> <i>3-5.ESS2.2</i></p> <p><b>NCAS:</b> <i>VA.CR2.2.3-5,</i></p> <p><b>C3 Framework:</b> <i>D2.GEO.1.3-5, D2.GEO.4.3-5</i></p>
<p><b>LITERARY TIMELINE</b></p> <p><b>CCSS:</b> <i>RI.3-5.3, W.3-5.2, M.3-5.MD.B</i></p> <p><b>NGSS:</b> <i>3-5.EST1.1</i></p> <p><b>NCAS:</b> <i>VA.CR2.1.3-5</i></p> <p><b>C3 Framework:</b> <i>D2.HIS.1.3-5, D2.HIS.3.3-5</i></p>	<p><b>AUTHOR INSPIRED MUSIC</b></p> <p><b>CCSS:</b> <i>RL.3-5.2, SL.3-5.4</i></p> <p><b>NGSS:</b> <i>3-5.EST1-2</i></p> <p><b>NCAS:</b> <i>MU.CR1.1.3-5, MU.CR2.1.3-5, MU.PR4.2.3-5</i></p> <p><b>C3 Framework:</b> <i>D2.CIV.7.3-5</i></p>	<p><b>THEMATIC COOKBOOK</b></p> <p><b>CCSS:</b> <i>RI.3-5.4, M.3-5.NF.A, W.3-5.7</i></p> <p><b>NGSS:</b> <i>3-5.LS1.1</i></p> <p><b>NCAS:</b> <i>VA.CR.2.3.3-5</i></p> <p><b>C3 Framework:</b> <i>D2.GEO.2.3-5</i></p>
<p><b>BIOGRAPHICAL DOCUMENTARY</b></p> <p><b>CCSS:</b> <i>RI.3-5.9, W.3-5.7, SL.3-5.5</i></p> <p><b>NGSS:</b> <i>3-5.EST1.2</i></p> <p><b>NCAS:</b> <i>MS.CR.2.1.3-5</i></p> <p><b>C3 Framework:</b> <i>D2.HIS.10.3-5</i></p>	<p><b>LETTER TO THE AUTHOR</b></p> <p><b>CCSS:</b> <i>RL.3-5.1, W.3-5.1</i></p> <p><b>NCAS:</b> <i>VA.RE.8.1.3-5</i></p> <p><b>C3 Framework:</b> <i>D2.CIV.2.3-5</i></p>	<p><b>BUILD THE SETTING</b></p> <p><b>CCSS:</b> <i>RL.3-5.3, W.3-5.2, M.3-5.MD.A</i></p> <p><b>NGSS:</b> <i>3-5.EST1.1, 3-5.EST1.3</i></p> <p><b>NCAS:</b> <i>VA.CR.2.1.3-5</i></p> <p><b>C3 Framework:</b> <i>D2.GEO.5.3-5</i></p>