The following texts have been provided by the district for use with the Common Core Curriculum Map units. Art, music and media can be found within the *Teacher-Created Resources* link on the district curriculum webpage.

Winds of Change

"How do you know what a character is feeling and when these feelings change?"

6 weeks

JANUARY 2014						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Link to Pacing Guide
Unit 4

Sample Activities and Assessments (pg. 90-91 Common Core Curriculum Maps)

The listed standards appear on the 3rd Quarter Scoring Guide

1. Reading/Literary

RL.1.3. Describe characters, settings, and major events in a story, using key details.
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

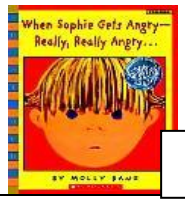
2. Language

L.1.1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.4.b. Use frequently occurring affixes as a clue to the meaning of a word.
L.1.4.c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
L.1.5.d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

3. Language

http://www.readingrockets.org/strategies/semantic_gradients/

L.1.5.d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.



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4. Narrative Writing/Revision

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
L.1.1.d. Use personal, possessive, and indefinite pronouns (e.g., I, my, they, them, their; anyone, everything).

5. **Informative/Explanatory Reading and Writing**

http://ngexplorer.cengage.com/ngyoungexplorer/0911/readstory.html

RI.1.8. Identify the reasons an author gives to support points in a text.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to"books on a given topic and use them to write a sequence of instructions).

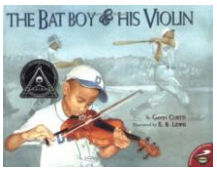
Poems

"Who Has Seen the Wind?" (Christina Rossetti)
"The Wind" (Robert Louis Stevenson)
"Windy Nights" (Robert Louis Stevenson)
"Blow, Wind, Blow!" (Traditional)

6. Music Connection/Mood

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Publisher Out of Stock
1 purchased for each school 2011-2012



7. Language

L.1.1.g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.2.c. Use commas in dates and to separate single words in a series.

8. Reading/Informational Text

RI.1.8. Identify the reasons an author gives to support points in a text.

9. Art/Class Discussion

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

10. Art/Class Discussion

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6. Produce complete sentences when appropriate to task and situation.

Richard Diebenkorn Ocean Park No. 38 (1971)

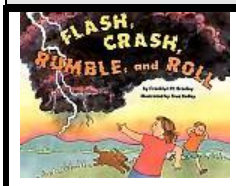
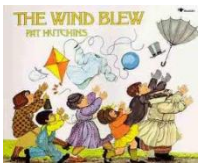
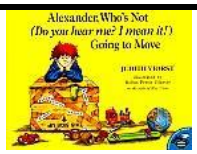
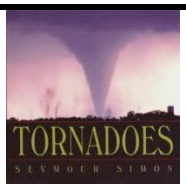
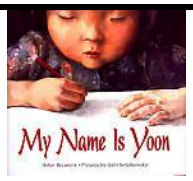
Richard Diebenkorn Ocean Park No. 49 (1972)

Richard Diebenkorn Ocean Park No. 54 (1972)

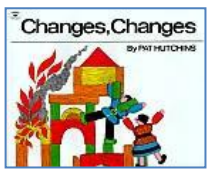
Richard Diebenkorn Ocean Park No. 115 (1979)

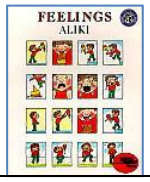
Text Talk Texts

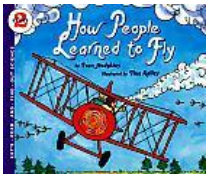
Text Talk Tier II words and kid friendly definitions are also available on the district curriculum webpage for these titles.

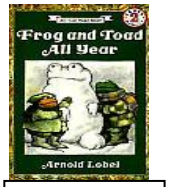
	*Flash, Crash, Rumble, and Roll* (Franklyn M. Bramley and True Kelley)	droop	to hang low with tiredness
		streak	to flash across the sky
		expand	get bigger
	*The Wind Blew* (Pat Hutchins)	fluttering	to wave very quickly and lightly
		plucked	to pull quickly
		whirled	to spin; a fast turning motion
	Goin' Someplace Special (Patricia C. McKissack and Jerry Pinkney)	blurted	speak out suddenly
		jerked	a quick sharp pull
		staggered	to walk unevenly
	*Alexander, Who's Not (Do You hear me? I mean it!) Going to Move* (Judith Viorst, Ray Cruz, and Robin Preiss Glasser)	immature	acts young or childish
		barricade	an object that blocks something from passing
		mature	grown up
	*Tornadoes* (Seymour Simon)	visible	able to see
		demolish	tear up; destroy
		crouch	to get down low bending at the knees
	*My Name is Yoon (*Helen Recorvits)	wrinkled	not smooth; with lines and folds
		cuddle	to hold tenderly
		tuck	to put inside something to put sheets or a blanket around you

Additional Texts









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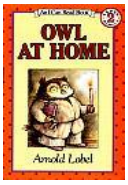

The following standards are paced for 3rd Quarter but are not included in unit activities:
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **L.1.5.a**. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. **L.1.5.b**. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).