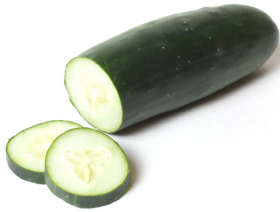


The Michigan Harvest of the Month™ featured vegetable is

# cucumbers



## Cafeteria Connections

### English Language Arts

**Strand:** Writing

**Category:** Production and Distribution of Writing

### Grades K-2 Anchor Standard #2: CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### Grades 3-12 Anchor Standard #4: CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

| GRADES   | STANDARD CODES   | STANDARD TEXTS  |
|--|--|---|
| Kindergarten   | CCSS.ELA-LITERACY.W.K.2  | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |
| Grade One  | CCSS.ELA-LITERACY.W.1.2  | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.   |
| Grade Two  | CCSS.ELA-LITERACY.W.2.2  | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.                          |
| Grade Three  | CCSS.ELA-LITERACY.W.3.4  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| Grade Four<br>Grade Five   | CCSS.ELA-LITERACY.W.4.4<br>CCSS.ELA-LITERACY.W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  |
| Grade Six<br>Grade Seven<br>Grade Eight<br>Grade band 9-10<br>Grade band 11-12 | CCSS.ELA-LITERACY.W.6.4<br>CCSS.ELA-LITERACY.W.7.4<br>CCSS.ELA-LITERACY.W.8.4<br>CCSS.ELA-LITERACY.W.9-10.4<br>CCSS.ELA-LITERACY.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |

## Literature Links

| ENGLISH LANGUAGE ARTS              | COLUMN A<br>INFORMATION TEXTS   | COLUMN B<br>FICTION TEXTS  |
|------------------------------------|---|--|
| Reading anchor standards #1 and #2 | <b>CCSS.ELA-LITERACY.CCRA.R.1</b><br><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i> | <b>CCSS.ELA-LITERACY.CCRA.R.2</b><br><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>   |
| Strands                            | Reading Informational Text  | Reading Literature   |
| Categories                         | Key Ideas and Details   | Key Ideas and Details  |
| Kindergarten                       | <b>CCSS.ELA-LITERACY.RI.K.1</b><br>With prompting and support, ask and answer questions about key details in a text.  | <b>CCSS.ELA-LITERACY.RL.K.2</b><br>With prompting and support, retell familiar stories, including key details.   |
| Grade One                          | <b>CCSS.ELA-LITERACY.RI.1.1</b><br>Ask and answer questions about key details in a text.  | <b>CCSS.ELA-LITERACY.RL.1.2</b><br>Retell stories, including key details, and demonstrate understanding of their central message or lesson.  |
| Grade Two                          | <b>CCSS.ELA-LITERACY.RI.2.1</b><br>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   | <b>CCSS.ELA-LITERACY.RL.2.2</b><br>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.   |
| Grade Three                        | <b>CCSS.ELA-LITERACY.RI.3.1</b><br>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  | <b>CCSS.ELA-LITERACY.RL.3.2</b><br>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.                    |
| Grade Four                         | <b>CCSS.ELA-LITERACY.RI.4.1</b><br>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   | <b>CCSS.ELA-LITERACY.RL.4.2</b><br>Determine a theme of a story, drama, or poem from details in the text; summarize the text.  |
| Grade Five                         | <b>CCSS.ELA-LITERACY.RI.5.1</b><br>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  | <b>CCSS.ELA-LITERACY.RL.5.2</b><br>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| Grade Six                          | <b>CCSS.ELA-LITERACY.RI.6.1</b><br>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | <b>CCSS.ELA-LITERACY.RL.6.2</b><br>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  |

## Literature Links, continued

| ENGLISH LANGUAGE ARTS | COLUMN A<br>INFORMATION TEXTS   | COLUMN B<br>FICTION TEXTS  |
|-----------------------|---|--|
| Grade Seven           | <b>CCSS.ELA-LITERACY.RI.7.1</b><br>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | <b>CCSS.ELA-LITERACY.RL.7.2</b><br>Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  |
| Grade Eight           | <b>CCSS.ELA-LITERACY.RI.8.1</b><br>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  | <b>CCSS.ELA-LITERACY.RL.8.2</b><br>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                                     |
| Grade Band 9-10       | <b>CCSS.ELA-LITERACY.RI.9-10.1</b><br>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | <b>CCSS.ELA-LITERACY.RL.9-10.2</b><br>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.                 |
| Grade Band 11-12      | <b>CCSS.ELA-LITERACY.RI.11-12.1</b><br>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | <b>CCSS.ELA-LITERACY.RL.11-12.2</b><br>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |

## Exploring Michigan Cucumbers: Taste Testing

### Science

Next Generation Science Standards

**Science and Engineering Practice #4:** Analyzing and Interpreting Data

| GRADES      | PRACTICING IDENTIFIERS            | PRACTICE TEXTS   |
|-------------|-----------------------------------|--|
| Grades K-2  | NGSS Practice 4: K-2 application  | Participate in shared research and writing projects.   |
| Grades 3-5  | NGSS Practice 4: 3-5 application  | Conduct short research projects that build knowledge about a topic.  |
| Grades 6-8  | NGSS Practice 4: 6-8 application  | Conduct short research projects that build knowledge through investigation of different aspects of a topic.                        |
| Grades 9-12 | NGSS Practice 4: 9-12 application | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |

## Student Champions

### Science

Next Generation Science Standards

**Science and Engineering Practice #3:** Planning and carrying out investigations

| GRADES      | PRACTICING IDENTIFIERS            | PRACTICE TEXTS  |
|-------------|-----------------------------------|---|
| Grades K-2  | NGSS Practice 3: K-2 application  | With guidance, plan and conduct an investigation in collaboration with peers.   |
| Grades 3-5  | NGSS Practice 3: 3-5 application  | Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. |
| Grades 6-8  | NGSS Practice 3: 6-8 application  | Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation.                   |
| Grades 9-12 | NGSS Practice 3: 9-12 application | Select appropriate tools to collect, record, analyze, and evaluate data.  |

## Student Sleuths

### English Language Arts

**Strand:** Writing

**Category:** Research to Build and Present Knowledge

**Anchor Standard #7: CCSS.ELA-LITERACY.CCRA.W.7**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

| GRADES       | STANDARD CODES  | STANDARD TEXTS  |
|--------------|---|---|
| Kindergarten | CCSS.ELA-LITERACY.W.K.7<br>CCSS.ELA-LITERACY.W.1.7<br>CCSS.ELA-LITERACY.W.2.7 | Participate in shared research and writing projects.  |
| Grade Three  | CCSS.ELA-LITERACY.W.3.7   | Conduct short research projects that build knowledge about a topic.   |
| Grade Four   | CCSS.ELA-LITERACY.W.4.7   | Conduct short research projects that build knowledge through investigation of different aspects of a topic.   |
| Grade Five   | CCSS.ELA-LITERACY.W.5.7   | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  |
| Grade Six    | CCSS.ELA-LITERACY.W.6.7   | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.   |
| Grade Seven  | CCSS.ELA-LITERACY.W.7.7   | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.   |
| Grade Eight  | CCSS.ELA-LITERACY.W.8.7   | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |

## Student Sleuths, continued

| GRADES                              | STANDARD CODES  | STANDARD TEXTS   |
|-------------------------------------|---|--|
| Grade Band 9-10<br>Grade Band 11-12 | CCSS.ELA-LITERACY.W.9-10.7<br>CCSS.ELA-LITERACY.W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |

## Student Sleuths: Student Activity

English Language Arts

Strand: Writing

Category: Text and Types and Purposes

**Anchor Standard #1: CCSS.ELA-LITERACY.CCRA.W.1**

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

| GRADES       | STANDARD CODES          | STANDARD TEXTS  |
|--------------|-------------------------|---|
| Kindergarten | CCSS.ELA-LITERACY.W.K.1 | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.   |
| Grade One    | CCSS.ELA-LITERACY.W.1.1 | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.   |
| Grade Two    | CCSS.ELA-LITERACY.W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section. |
| Grade Three  | CCSS.ELA-LITERACY.W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons.   |
| Grade Four   | CCSS.ELA-LITERACY.W.4.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   |
| Grade Five   | CCSS.ELA-LITERACY.W.5.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   |

## Student Sleuths: Student Activity, continued

| GRADES      | STANDARD CODES          | STANDARD TEXTS  |
|-------------|-------------------------|---|
| Grade Six   | CCSS.ELA-LITERACY.W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| Grade Seven | CCSS.ELA-LITERACY.W.7.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| Grade Eight | CCSS.ELA-LITERACY.W.8.1 | Write arguments to support claims with clear reasons and relevant evidence. |