

The Michigan Harvest of the Month™ featured vegetable is

asparagus



Adventurous Activities 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 Grade One Grade Two	CCSS.ELA-LITERACY.W.K.7 CCSS.ELA-LITERACY.W.1.7 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.

Adventurous Activities

Student Sleuths, continued

GRADES	STANDARD CODES	STANDARD TEXTS
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.
Grade Band 9-10 Grade Band 11-12	CCSS.ELA-LITERACY.W.9-10.7 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.

Literature Links

ENGLISH LANGUAGE ARTS	COLUMN A NON-FICTIONAL TEXTS	COLUMN B FICTIONAL TEXTS
Reading Anchor Standards #1 and #2	CCSS.ELA-LITERACY.CCRA.R.1 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.	CCSS.ELA.LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Strands:	Reading Informational Text	Reading Literature
Categories:	Key Ideas and Details	Key Ideas and Details
GRADES	INFORMATION STANDARDS	LITERATURE STANDARDS
Kindergarten	CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.	CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.
Grade One	CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.	CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Grade Two	CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Grade Three	CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	CCSS.ELA-LITERACY.RL.3.2 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.

Literature Links continued

ENGLISH LANGUAGE ARTS	COLUMN A INFORMATION TEXTS	COLUMN B FICTION TEXTS
GRADES	INFORMATION STANDARDS	LITERATURE STANDARDS
Grade Four	CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Grade Five	CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	CCSS.ELA-LITERACY.RL.5.2 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	CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CCSS.ELA-LITERACY.RL.6.2 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.
Grade Seven	CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CCSS.ELA-LITERACY.RL.7.2 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	CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	CCSS.ELA-LITERACY.RL.8.2 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	CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CCSS.ELA-LITERACY.RL.9-10.2 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	CCSS.ELA-LITERACY.RI.11-12.1 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.	CCSS.ELA-LITERACY.RL.11-12.2 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.

Physical Activity Corner: Cool Down

English Language Arts

Strand: Writing

Category: Text Types and Purposes

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	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 Grade Four Grade Five	CCSS.ELA-LITERACY.W.3.2 CCSS.ELA-LITERACY.W.4.2 CCSS.ELA-LITERACY.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Grade Six Grade Seven Grade Eight	CCSS.ELA-LITERACY.W.6.2 CCSS.ELA-LITERACY.W.7.2 CCSS.ELA-LITERACY.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Grade Band 9-10 Grade Band 11-12	CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Exploring Michigan Asparagus: Taste Testing

English Language Arts

Strand: Speaking & Listening

Category: Comprehension and Collaboration

Anchor Standard #1: CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

GRADES	STANDARD CODES	STANDARD TEXTS
Kindergarten Grade One Grade Two	CCSS.ELA-LITERACY.SL.K.1 CCSS.ELA-LITERACY.SL.1.1 CCSS.ELA-LITERACY.SL.2.1	Participate in collaborative conversations with diverse partners about [grade level] topics and texts with peers and adults in small and larger groups.
Grade Three Grade Four Grade Five	CCSS.ELA-LITERACY.SL.3.1 CCSS.ELA-LITERACY.SL.4.1 CCSS.ELA-LITERACY.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade level] topics and texts, building on others' ideas and expressing their own clearly.
Grade Six Grade Seven Grade Eight	CCSS.ELA-LITERACY.SL.6.1 CCSS.ELA-LITERACY.SL.7.1 CCSS.ELA-LITERACY.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade level] topics, texts, and issues, building on others' ideas and expressing their own clearly.
Grade Band 9-10 Grade Band 11-12	CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade level] topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Student Sleuths

Science

Next Generation Science Standards

Science and Engineering Practice #4:

Analyzing and Interpreting Data

GRADES	PRACTICE IDENTIFIERS	PRACTICE TEXTS
Grades K-2	NGSS Practice 4: K-2 application	Record information (observations, thoughts, and ideas).
Grades 3-5	NGSS Practice 4: 3-5 application	Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation.
Grades 6-8	NGSS Practice 4: 6-8 application	Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships.
Grades 9-12	NGSS Practice 4: 9-12 application	Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.

School Garden: Pollinators

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 Grade Five	CCSS.ELA-LITERACY.W.4.4 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 Grade Seven Grade Eight Grade band 9-10 Grade band 11-12	CCSS.ELA-LITERACY.W.6.4 CCSS.ELA-LITERACY.W.7.4 CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.9-10.4 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.



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People who need help buying nutritious food for a better diet, call the toll free Michigan Food Assistance Program Hotline: (855) ASK-MICH.