

The *Michigan Harvest of the Month*™ featured fruit is

melons



Adventurous Activities

Mathematics

Standards for Mathematical Practice

GRADES	PRACTICE	PRACTICE TEXT
Kindergarten through Grade 12	CCSS.MATH.PRACTICE.MP6: Attend to precision	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Literature Links continued

ENGLISH LANGUAGE ARTS	COLUMN A INFORMATION TEXTS	COLUMN B FICTION TEXTS
Reading anchor standards #1 and #2	CCSS.ELA-LITERACY.CCRA.R.1 <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>	CCSS.ELA.LITERACY.CCRA.R.2 <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	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.

Literature Links, continued

ENGLISH LANGUAGE ARTS	COLUMN A INFORMATION TEXTS	COLUMN B FICTION TEXTS
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.
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.

Literature Links, continued

ENGLISH LANGUAGE ARTS	COLUMN A INFORMATION TEXTS	COLUMN B FICTION TEXTS
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.

Exploring Michigan Melons: Taste Testing

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	Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings.
Grades 6-8	NGSS Practice 4: 6-8 application	Analyze and interpret data to determine similarities and differences in findings.
Grades 9-12	NGSS Practice 4: 9-12 application	Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations.

Student Sleuths

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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Science

Next Generation Science Standards

Crosscutting Concepts

Crosscutting Concept #1 Patterns: Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.

GRADES	CROSSCUTTING CONCEPT	CROSSCUTTING CONCEPT TEXT
Grades K-2	NGSS Crosscutting Concept 1: K-2 application	In grades K-2, children recognize that patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.
Grades 3-5	NGSS Crosscutting Concept 1: 3-5 application	In grades 3-5, students identify similarities and differences in order to sort and classify natural objects and designed products. They identify patterns related to time, including simple rates of change and cycles, and use these patterns to make predictions.
Grades 6-8	NGSS Crosscutting Concept 1: 6-8 application	In grades 6-8, students recognize that macroscopic patterns are related to the nature of microscopic and atomic-level structure. They identify patterns in rates of change and other numerical relationships that provide information about natural and human designed systems. They use patterns to identify cause and effect relationships, and use graphs and charts to identify patterns in data.
Grades 9-12	NGSS Crosscutting Concept 1: 9-12 application	In grades 9-12, students observe patterns in systems at different scales and cite patterns as empirical evidence for causality in supporting their explanations of phenomena. They recognize classifications or explanations used at one scale may not be useful or need revision using a different scale; thus requiring improved investigations and experiments.