

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

berries



Adventurous Activities

Science

Next Generation Science Standards

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

Science and Engineering Practice #4: Analyzing and Interpreting Data

GRADES	PRACTICE IDENTIFIERS	PRACTICE TEXTS
Grades K-2	NGSS Practice 3: K-2 application NGSS Practice 4: K-2 application	<ul style="list-style-type: none"> • With guidance, plan and conduct an investigation in collaboration with peers • Record information (observations, thoughts, and ideas).
Grades 3-5	NGSS Practice 3: 3-5 application NGSS Practice 4: K-2 application	<ul style="list-style-type: none"> • 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. • Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings.
Grades 6-8	NGSS Practice 3: 6-8 application NGSS Practice 4: K-2 application	<ul style="list-style-type: none"> • 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. • Analyze and interpret data to determine similarities and differences in findings.
Grades 9-12	NGSS Practice 3: 9-12 application NGSS Practice 4: K-2 application	<ul style="list-style-type: none"> • Select appropriate tools to collect, record, analyze, and evaluate data. • Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations.

Literature Links

ENGLISH LANGUAGE ARTS	COLUMN A INFORMATION TEXTS	COLUMN B FICTION TEXTS
Reading anchor standards #1 and #2	<p>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></p>	<p>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></p>
Strands	Reading Informational Text	Reading Literature
Categories	Key Ideas and Details	Key Ideas and Details
Kindergarten	<p>CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.</p>
Grade One	<p>CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.</p>	<p>CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>
Grade Two	<p>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.</p>	<p>CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>
Grade Three	<p>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.</p>	<p>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.</p>
Grade Four	<p>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.</p>	<p>CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
Grade Five	<p>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.</p>	<p>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.</p>
Grade Six	<p>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.</p>	<p>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.</p>

Literature Links continued

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

Exploring Michigan Berries: Taste Testing

Science

Next Generation Science Standards

Science and Engineering Practice #8: Obtaining, evaluating, and communicating information

GRADES	PRACTICE IDENTIFIERS	STANDARD TEXTS
Grades K-2	NGSS Practice 8: K-2 application	Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas.
Grades 3-5	NGSS Practice 8: 3-5 application	Communicate scientific and/or technical information orally and/or in written formats, including various forms of media as well as tables, diagrams, and charts.
Grades 6-8	NGSS Practice 8: 6-8 application	Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.
Grades 9-12	NGSS Practice 8: 9-12 application	Communicate scientific and/or technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (i.e., orally, graphically, textually, mathematically).

Cafeteria Connections

School Garden: Weed Control

Student Champions Home Grown Facts

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.
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.

Cafeteria Connections

Student Champions

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.



The US Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and, where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or if all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866)632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing, or have speech disabilities and wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish). For any other information dealing with Supplemental Nutrition Assistance Program (SNAP) issues, persons should either contact the USDA SNAP Hotline Number at (800) 221-5689, which is also in Spanish or call the Michigan hotline number at (855) ASK-MICH.

This material was funded in whole or in part by the USDA's Supplemental Nutrition Assistance Program (SNAP) by way of the State of Michigan and the Michigan Fitness Foundation. These institutions are equal opportunity providers and employers.

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