



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

peas



Student Champions

English Language Arts

Strand: Writing

Category: Text Types and Purposes

Anchor standard #3: CCSS.ELA-LITERACY.W.CCRA.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

GRADES	STANDARD CODES	STANDARD TEXTS
Kindergarten	CCSS.ELA-LITERACY.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Grade One	CCSS.ELA-LITERACY.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.
Grade Two	CCSS.ELA-LITERACY.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Grade Three	CCSS.ELA-LITERACY.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Grade Four Grade Five	CCSS.ELA-LITERACY.W.4.3 CCSS.ELA-LITERACY.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Grade Six Grade Seven Grade Eight	CCSS.ELA-LITERACY.W.6.3 CCSS.ELA-LITERACY.W.7.3 CCSS.ELA-LITERACY.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Grade band 9-10 Grade band 11-12	CCSS.ELA-LITERACY.W.9-10.3 CCSS.ELA-LITERACY.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Adventurous Activities

Mathematics

Grades K-5 Domain: Measurement & Data

GRADES	CLUSTERS WITHIN THE MEASUREMENT & DATA DOMAIN
Kindergarten	<ul style="list-style-type: none"> Describe and compare measurable attributes.
Grade One	<ul style="list-style-type: none"> Measure lengths indirectly and by iterating length units Represent and interpret data
Grade Two	<ul style="list-style-type: none"> Measure lengths indirectly and by iterating length units Represent and interpret data
Grade Three	<ul style="list-style-type: none"> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects Represent and interpret data
Grade Four	<ul style="list-style-type: none"> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit Represent and interpret data
Grade Five	<ul style="list-style-type: none"> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects Represent and interpret data

MIDDLE SCHOOL & HIGH SCHOOL MATHEMATICAL PRACTICE #6

Grades Six, Seven, Eight, and High School	<p>CCSS.MATH.PRACTICE.MP6</p> <p>Attend to precision.</p>	<p>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.</p>
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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 Peas: Taste Testing

Science

Next Generation Science Standards

Science and Engineering Practice #3:

Planning and carrying out investigations

GRADES	PRACTICE 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 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.



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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.